Australian Government

Department of Education, Employment and Workplace Relations

AHC10 Agriculture, Horticulture and Conservation and Land Management

Release: 2.0

ISC INDUSTRY SKILLS COUNCILS
Creating Australia's Future

CONTENTS

Modification History

Version Modification History

Version	Release Date	Comments
2	TBA	AHC33310 Certificate III in Feedlot Feeding and Milling, AHC33410 Certificate III in Feedlot Maintenance, and AHC33510 Certificate III in Feedlot Pen Riding replaced and superseded by AHC33311 Certificate III in Feedlot OperationsAHC32110 Certificate III in Commercial Seed Processing updated to comply with NQC flexibility in packaging rules policy
1	TBA	Primary release

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Imprint

AHC10 Agriculture, Horticulture and Conservation and Land Management

Preliminary Information

Important Note to Users
Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.
Check the version number before commencing training or assessment
This Training Package is Version - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact AgriFood Skills Australia at http://www.agrifoodskills.net.au to confirm the latest version number.
Explanation of version number conventions
The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

History

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

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

During 2006 AgriFood Skills Australia conducted a feasibility study to investigate the potential of merging the three Training Packages into one. The subsequent outcome of the study was the AgriFood Board's approval to merge the Training Packages.
From the beginning of the project the concerns of the wide and varied stakeholder groups were considered to be the major focus of achieving the merged Training Package. In regard to the stakeholder needs it was clear that the qualification framework in particular, the packaging rules would need to cater for the diverse sectors.
Significant design work was undertaken to confirm a model for the qualifications that were identified for the merged package.
At the same time as the initial project work began to merge the packages the Training Package Review Phase 1 reports were completed for the three packages.
Another complication for the merged package was the requirement to respond to a number of national project findings relating to improving the understanding and application of the products

and developed under the banner of Training Packages.

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

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

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

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

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

List of AQF Qualifications

Qualification Code	Title
AHC10110	Certificate I in Conservation and Land Management
AHC10210	Certificate I in AgriFood Operations
AHC20110	Certificate II in Agriculture
AHC20210	Certificate II in Poultry Production Operations
AHC20310	Certificate II in Production Horticulture
AHC20410	Certificate II in Horticulture
AHC20510	Certificate II in Arboriculture
AHC20610	Certificate II in Parks and Gardens
AHC20710	Certificate II in Production Nursery
AHC20810	Certificate II in Retail Nursery
AHC20910	Certificate II in Sports Turf Management
AHC21010	Certificate II in Conservation and Land Management
AHC21110	Certificate II in Irrigation

Qualification Code	Title
AHC21210	Certificate II in Rural Operations
AHC21310	Certificate II in Shearing
AHC21410	Certificate II in Wool Handling
AHC21510	Certificate II in Floriculture
AHC21610	Certificate II in Landscaping
AHC30110	Certificate III in Agriculture
AHC30210	Certificate III in Agriculture (Dairy Production)
AHC30310	Certificate III in Horse Breeding
AHC30410	Certificate III in Pork Production
AHC30510	Certificate III in Poultry Production
AHC30610	Certificate III in Production Horticulture
AHC30710	Certificate III in Horticulture
AHC30810	Certificate III in Arboriculture
AHC30910	Certificate III in Landscape Construction
AHC31010	Certificate III in Parks and Gardens
AHC31110	Certificate III in Production Nursery
AHC31210	Certificate III in Retail Nursery
AHC31310	Certificate III in Sports Turf Management
AHC31410	Certificate III in Conservation and Land Management
AHC31510	Certificate III in Indigenous Land Management
AHC31610	Certificate III in Lands, Parks and Wildlife
AHC31710	Certificate III in Natural Area Restoration
AHC31810	Certificate III in Vertebrate Pest Management
AHC31910	Certificate III in Weed Management

Qualification Code	Title
AHC32010	Certificate III in Beekeeping
AHC32110	Certificate III in Commercial Seed Processing
AHC32210	Certificate III in Commercial Composting
AHC32310	Certificate III in Conservation Earthworks
AHC32410	Certificate III in Irrigation
AHC32610	Certificate III in Rural Machinery Operations
AHC32710	Certificate III in Rural Merchandising
AHC32810	Certificate III in Rural Operations
AHC32910	Certificate III in Shearing
AHC33010	Certificate III in Wool Clip Preparation
AHC33110	Certificate III in Advanced Wool Handling
AHC33210	Certificate III in Floriculture
AHC33311	Certificate III in Feedlot Operations
AHC40110	Certificate IV in Agriculture
AHC40210	Certificate IV in Poultry Production
AHC40310	Certificate IV in Production Horticulture
AHC40410	Certificate IV in Horticulture
AHC40510	Certificate IV in Parks and Gardens
AHC40610	Certificate IV in Production Nursery
AHC40710	Certificate IV in Retail Nursery
AHC40810	Certificate IV in Sports Turf Management
AHC40910	Certificate IV in Conservation and Land Management
AHC41010	Certificate IV in Agribusiness
AHC41110	Certificate IV in Irrigation

Qualification Code	Title
AHC41210	Certificate IV in Shearing
AHC41310	Certificate IV in Wool Classing
AHC50110	Diploma of Agriculture
AHC50210	Diploma of Pork Production
AHC50310	Diploma of Production Horticulture
AHC50410	Diploma of Horticulture
AHC50510	Diploma of Arboriculture
AHC50610	Diploma of Landscape Design
AHC50710	Diploma of Parks and Gardens Management
AHC50810	Diploma of Production Nursery Management
AHC50910	Diploma of Retail Nursery Management
AHC51010	Diploma of Sports Turf Management
AHC51110	Diploma of Conservation and Land Management
AHC51210	Diploma of Community Coordination and Facilitation
AHC51310	Diploma of Pest Management
AHC51410	Diploma of Agribusiness Management
AHC51610	Diploma of Irrigation Management
AHC51710	Diploma of Rural Machinery Management
AHC60110	Advanced Diploma of Agriculture
AHC60210	Advanced Diploma of Horticulture
AHC60310	Advanced Diploma of Agribusiness Management
AHC60410	Advanced Diploma of Conservation and Land Management

List of ALL Units within Training Package

Note – the prerequisite column is only displayed if prerequisites exist.

Code	Title
AHCAGB301A	Keep records for a primary production business
AHCAGB401A	Implement and monitor a property improvement plan
AHCAGB402A	Analyse and interpret production data
AHCAGB501A	Develop climate risk management strategies
AHCAGB502A	Plan and manage infrastructure requirements
AHCAGB503A	Plan and monitor production processes
AHCAGB504A	Plan production for the whole land/farm based business
AHCAGB505A	Develop a whole farm plan
AHCAGB601A	Develop export markets for produce
AHCAGB602A	Manage estate planning
AHCAGB603A	Manage the production system
AHCAGB604A	Analyse business performance
AHCAGB605A	Manage business capital
AHCAGB606A	Manage price risk through trading strategy
AHCAIS201A	Assist with artificial insemination procedures
AHCAIS301A	Collect semen
AHCAIS302A	Process and store semen
AHCAIS303A	Artificially inseminate livestock
AHCAIS401A	Supervise artificial breeding and/or embryo transfer programs
AHCARB201A	Apply a range of treatments to trees
AHCARB202A	Fell small trees

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AHCARB203A	Perform above ground pruning
AHCARB204A	Undertake standard climbing techniques
AHCARB205A	Operate and maintain chainsaws
AHCARB206A	Undertake stump removal
AHCARB207A	Perform ground based rigging
AHCARB301A	Implement a tree maintenance program
AHCARB302A	Conduct tree inspections
AHCARB303A	Implement a tree pruning program
AHCARB304A	Fell trees with advanced techniques
AHCARB305A	Remove trees in confined spaces
AHCARB306A	Undertake aerial rescue
AHCARB307A	Undertake complex tree climbing
AHCARB308A	Install cable and bracing
AHCARB309A	Implement a tree protection program
AHCARB310A	Perform aerial rigging
AHCARB501A	Assess trees
AHCARB502A	Identify, select and specify trees
AHCARB503A	Diagnose tree diseases
AHCARB504A	Develop a tree protection program
AHCARB505A	Document and audit tree work
AHCBAC101A	Support agricultural crop work
AHCBAC201A	Assist agricultural crop establishment
AHCBAC202A	Assist agricultural crop maintenance
AHCBAC203A	Assist agricultural crop harvesting
AHCBAC204A	Prepare grain storages

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AHCBAC205A	Operate cane haulage vehicle
AHCBAC301A	Conserve forage
AHCBAC302A	Establish pastures and crops for livestock production
AHCBAC303A	Prepare to receive grains/seeds
AHCBAC304A	Test grains/seeds on receival
AHCBAC305A	Undertake preparation of land for agricultural crop production
AHCBAC306A	Establish agricultural crops
AHCBAC307A	Maintain agricultural crops
AHCBAC308A	Undertake agricultural crop harvesting activities
AHCBAC401A	Manage pastures for livestock production
AHCBAC402A	Plan a pasture establishment program
AHCBAC403A	Supervise agricultural crop establishment
AHCBAC404A	Plan and implement agricultural crop maintenance
AHCBAC405A	Supervise agricultural crop harvesting
AHCBAC406A	Maintain grain quality in storage
AHCBAC407A	Save, prepare and store agricultural seed
AHCBAC501A	Manage agricultural crop production
AHCBAC502A	Manage forage conservation
AHCBAC503A	Manage integrated crop and pasture production
AHCBAC504A	Plan and manage a stored grain program
AHCBAC505A	Plan and manage long-term weed, pest and/or disease control in crops
AHCBAC506A	Manage the harvest of crops
AHCBAC507A	Develop production plans for crops

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AHCBEK201A	Support beekeeping work
AHCBEK202A	Use a bee smoker
AHCBEK203A	Open and reassemble a beehive
AHCBEK204A	Construct and repair beehives
AHCBEK301A	Manage honey bee swarms
AHCBEK302A	Manipulate honey bee brood
AHCBEK303A	Re-queen a honey bee colony
AHCBEK304A	Remove a honey crop from a hive
AHCBEK305A	Extract honey
AHCBEK306A	Manage pests and disease within a honey bee colony
AHCBEK401A	Collect and store propolis
AHCBEK402A	Perform queen bee artificial insemination
AHCBEK403A	Produce and harvest royal jelly
AHCBEK404A	Provide bee pollination services
AHCBEK405A	Select and establish an apiary site
AHCBEK406A	Trap and store pollen
AHCBEK407A	Rear queen bees
AHCBIO201A	Inspect and clean machinery for plant, animal and soil material
AHCBIO202A	Follow site quarantine procedures
AHCBIO301A	Work effectively in an emergency disease or plant pest response
AHCBIO302A	Identify and report unusual disease or plant pest signs
AHCBIO303A	Carry out emergency disease or plant pest control procedures at infected premises
AHCBIO304A	Carry out movement and security procedures

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AHCBIO305A	Monitor and review biosecurity measures
AHCBIO401A	Supervise activities on infected premises
AHCBIO402A	Carry out field surveillance for a specific emergency disease or plant pest
AHCBIO403A	Plan and implement a biosecurity program
AHCBIO501A	Manage active operational emergency disease or plant pest sites
AHCBIO502A	Manage the implementation of an emergency disease or plant pest control program
AHCBIO601A	Plan and oversee an emergency disease or plant pest control program
AHCBUS301A	Use hand held e-business tools
AHCBUS401A	Administer finance, insurance and legal requirements
AHCBUS402A	Cost a project
AHCBUS403A	Support and review business structures and relationships
AHCBUS404A	Operate within a budget framework
AHCBUS405A	Participate in an e-business supply chain
AHCBUS501A	Manage staff
AHCBUS502A	Market products and services
AHCBUS503A	Negotiate and monitor contracts
AHCBUS504A	Prepare estimates, quotes and tenders
AHCBUS505A	Develop a marketing plan
AHCBUS506A	Develop and review a business plan
AHCBUS507A	Monitor and review business performance
AHCBUS508A	Prepare and monitor budgets and financial reports
AHCBUS601A	Manage capital works

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AHCBUS602A	Review land management plans and strategies
AHCBUS603A	Develop and review a strategic plan
AHCBUS604A	Design and manage the enterprise quality management system
AHCBUS605A	Manage human resources
AHCBUS606A	Develop a monitoring, evaluation and reporting program
AHCBUS607A	Implement a monitoring, evaluation and reporting program
AHCBUS608A	Manage risk
AHCCCF401A	Prepare project acquittal
AHCCCF402A	Report on project
AHCCCF403A	Obtain and manage sponsorship
AHCCCF404A	Contribute to association governance
AHCCCF405A	Develop community networks
AHCCCF406A	Facilitate ongoing group development
AHCCCF407A	Obtain resources from community and groups
AHCCCF408A	Promote community programs
AHCCCF409A	Participate in assessments of project submissions
AHCCCF410A	Support individuals in resource management change processes
AHCCCF411A	Develop approaches to include cultural and human diversity
AHCCCF412A	Coordinate board/committee elections
AHCCCF413A	Service committees
AHCCCF414A	Coordinate fund-raising activities
AHCCCF415A	Coordinate social events to support group purposes
AHCCCF416A	Present proposed courses of action to meeting

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AHCCCF501A	Evaluate project submissions
AHCCCF502A	Facilitate development of group goals and projects
AHCCCF503A	Promote group formation and development
AHCCCF504A	Support group and community changes in resource management
AHCCCF505A	Contribute to regional planning process
AHCCCF506A	Manage the incorporation of a group
AHCCCF601A	Map regional issues and stakeholders
AHCCHM101A	Follow basic chemical safety rules
AHCCHM201A	Apply chemicals under supervision
AHCCHM301A	Conduct fumigation in enclosed spaces
AHCCHM302A	Fumigate soil using chemicals
AHCCHM303A	Prepare and apply chemicals
AHCCHM304A	Transport, handle and store chemicals
AHCCHM305A	Conduct manual fumigation of vertebrate and invertebrate pests
AHCCHM401A	Minimise risks in the use of chemicals
AHCCHM402A	Plan and implement a chemical use program
AHCCHM403A	Prepare safe operating procedures for calibration of equipment
AHCCHM501A	Develop and manage a chemical use strategy
AHCCOM201A	Assess and receive raw materials for composting
AHCCOM202A	Recognise and respond to fire emergencies on a composting site
AHCCOM203A	Recognise raw materials, production processes and products on a composting site
AHCCOM301A	Operate compost processing plant, machinery and

	equipment
AHCCOM302A	Dispatch materials and composted product
AHCCOM303A	Operate a compost bagging process
AHCCOM401A	Develop a composting recipe
AHCCOM402A	Plan and schedule compost production
AHCCOM501A	Identify and secure raw materials supply for compost production
AHCDER401A	Handle, store and grade deer velvet
AHCDER501A	Comply with deer industry national velvet accreditation requirements
AHCDER502A	Harvest deer velvet
AHCDES501A	Design sustainable landscapes
AHCDES502A	Prepare a landscape project design
AHCDES503A	Assess landscape sites
AHCDES504A	Design for construction of landscape features
AHCDRG201A	Maintain drainage systems
AHCDRG301A	Install drainage systems
AHCDRG302A	Measure drainage system performance
AHCDRG303A	Troubleshoot drainage systems
AHCDRG501A	Design drainage systems
AHCDRY201A	Milk livestock
AHCDRY301A	Coordinate milking operations
AHCDRY302A	Operate a dairy recycling system
AHCDRY401A	Manage milking shed routines
AHCEXP301A	Handle and store explosives
AHCEXP302A	Identify and select explosive products

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AHCEXP303A	Prepare and use explosives
AHCFAU201A	Recognise fauna
AHCFAU301A	Respond to wildlife emergencies
AHCFAU501A	Manage fauna populations
AHCFIR201A	Assist with prescribed burning
AHCFIR501A	Manage wildfire hazard reduction programs
AHCHBR101A	Support horse work
AHCHBR201A	Monitor horse health and welfare
AHCHBR202A	Handle young horses
AHCHBR203A	Provide daily care for horses
AHCHBR204A	Assist with mating procedures and parturition of horses
AHCHBR302A	Carry out basic hoof care procedures
AHCHBR303A	Carry out mare mating or artificial insemination procedures
AHCHBR304A	Educate, ride and care for horses and equipment
AHCHBR305A	Handle and care for stallions
AHCHBR306A	Prevent and treat equine injury and disease
AHCHBR307A	Assess suitability of horses for stock work
AHCHBR401A	Carry out stud stable management duties
AHCHBR402A	Supervise raising young horses
AHCHYD301A	Implement a maintenance program for hydroponic systems
AHCHYD302A	Install hydroponic systems
AHCHYD501A	Develop a plan for a hydroponic system
AHCILM201A	Maintain cultural places
AHCILM202A	Observe and report plants and/or animals
AHCILM203A	Record information about country

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AHCILM301A	Propose appropriate uses of traditional customs
AHCILM302A	Provide appropriate information on cultural knowledge
AHCILM303A	Work in an Indigenous community or organisation
AHCILM304A	Follow cultural protocols
AHCILM401A	Protect places of cultural significance
AHCILM402A	Report on place of potential cultural significance
AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country
AHCILM404A	Record and document community history
AHCILM405A	Develop work practices to accommodate cultural identity
AHCILM501A	Conduct field research into natural and cultural resources
AHCILM502A	Develop conservation strategies for cultural resources
AHCILM503A	Manage restoration of cultural places
AHCILM504A	Develop strategies for Indigenous land or sea management
AHCILM505A	Map relationship of business enterprise to culture and country
AHCILM506A	Operate within community cultures and goals
AHCILM507A	Plan for successful cultural practice at work
AHCILM508A	Propose a negotiated outcome for a given area of country
AHCILM509A	Plan burning activities for natural and cultural resource management
AHCILM601A	Manage cultural processes in an Indigenous organisation
AHCINF201A	Carry out basic electric fencing operations
AHCINF202A	Install, maintain and repair fencing
AHCINF203A	Maintain properties and structures
AHCINF204A	Fabricate and repair metal or plastic structures

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AHCINF301A	Implement property improvement, construction and repair
AHCINF302A	Plan and construct an electric fence
AHCINF303A	Plan and construct conventional fencing
AHCIRG101A	Support irrigation work
AHCIRG201A	Assist with the operation of gravity fed irrigation
AHCIRG202A	Assist with the operation of pressurised irrigation
AHCIRG203A	Install micro-irrigation systems
AHCIRG204A	Lay irrigation and/or drainage pipes
AHCIRG205A	Maintain gravity-fed irrigation systems
AHCIRG206A	Maintain pressurised irrigation systems
AHCIRG301A	Implement a maintenance program for an irrigation system
AHCIRG302A	Install irrigation systems
AHCIRG303A	Measure irrigation delivery system performance
AHCIRG304A	Operate gravity fed irrigation systems
AHCIRG305A	Operate pressurised irrigation systems
AHCIRG306A	Troubleshoot irrigation systems
AHCIRG307A	Recommend irrigation products and services
AHCIRG401A	Acquire resources for irrigation installation and construction
AHCIRG402A	Determine hydraulic parameters for an irrigation system
AHCIRG403A	Determine seasonal irrigation scheduling tasks
AHCIRG404A	Implement an irrigation-related environmental protection program
AHCIRG405A	Plan and coordinate gravity-fed irrigation systems
AHCIRG406A	Plan on-site irrigation system installation and construction work

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AHCIRG407A	Supervise on-site irrigation installation and construction work
AHCIRG408A	Schedule irrigations
AHCIRG409A	Implement, monitor and adjust irrigation schedules
AHCIRG501A	Audit irrigation systems
AHCIRG502A	Design irrigation system maintenance and monitoring programs
AHCIRG503A	Design irrigation, drainage and water treatment systems
AHCIRG504A	Develop an irrigation and drainage management plan
AHCIRG505A	Establish and maintain an irrigation-related environmental protection program
AHCLPW301A	Supervise park visitor activities
AHCLPW303A	Construct access tracks
AHCLPW304A	Carry out inspection of designated area
AHCLPW305A	Perform diving for scientific purposes
AHCLPW306A	Undertake sampling and testing of water
AHCLPW401A	Process applications for changes in land use
AHCLPW402A	Implement land and sea management practices
AHCLPW403A	Inspect and monitor cultural places
AHCLPW404A	Produce maps for land management purposes
AHCLPW405A	Monitor biodiversity
AHCLPW501A	Develop a management plan for a designated area
AHCLPW503A	Assess applications for legislative compliance
AHCLPW504A	Review assessments for legislative compliance
AHCLPW505A	Implement natural and cultural resource management plans
AHCLPW506A	Investigate suspected breaches of Natural Resource

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	Management (NRM) legislation
AHCLPW601A	Coordinate the preparation of a regional resource management plan
AHCLSC101A	Support landscape work
AHCLSC201A	Assist with landscape construction work
AHCLSC202A	Construct low-profile timber or modular retaining walls
AHCLSC203A	Install aggregate paths
AHCLSC204A	Lay paving
AHCLSC205A	Install tree protection devices
AHCLSC301A	Set out site for construction works
AHCLSC302A	Construct landscape features using concrete
AHCLSC303A	Construct brick and/or block structures and features
AHCLSC304A	Erect timber structures and features
AHCLSC305A	Construct stone structures and features
AHCLSC306A	Implement a paving project
AHCLSC307A	Implement a retaining wall project
AHCLSC308A	Install metal structures and features
AHCLSC309A	Install water features
AHCLSC310A	Implement a tree transplanting program
AHCLSC401A	Supervise landscape project works
AHCLSC501A	Survey and establish site levels
AHCLSC502A	Manage landscape projects
AHCLSC503A	Manage a tree transplanting program
AHCLSK101A	Support extensive livestock work
AHCLSK102A	Support intensive livestock work

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AHCLSK201A	Assist with feeding in a production system
AHCLSK202A	Care for health and welfare of livestock
AHCLSK203A	Carry out birthing duties
AHCLSK204A	Carry out regular livestock observation
AHCLSK205A	Handle livestock using basic techniques
AHCLSK206A	Identify and mark livestock
AHCLSK207A	Load and unload livestock
AHCLSK208A	Monitor livestock to parturition
AHCLSK209A	Monitor water supplies
AHCLSK210A	Muster and move livestock
AHCLSK211A	Provide feed for livestock
AHCLSK212A	Ride horses to carry out stock work
AHCLSK213A	Clean out production sheds
AHCLSK214A	Maintain production growing environments
AHCLSK215A	Carry out alpaca handling and husbandry operations
AHCLSK301A	Administer medication to livestock
AHCLSK302A	Mate and monitor reproduction of alpacas
AHCLSK303A	Carry out feedlot operations
AHCLSK304A	Carry out post-mortem examination of livestock
AHCLSK305A	Maintain livestock water supplies
AHCLSK306A	Coordinate and monitor production performance
AHCLSK307A	Euthanase livestock
AHCLSK308A	Identify and draft livestock
AHCLSK309A	Implement animal health control programs
AHCLSK310A	Implement feeding plans for intensive production

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AHCLSK311A	Implement feeding plans for livestock
AHCLSK312A	Coordinate artificial insemination and fertility management of livestock
AHCLSK313A	Monitor livestock production growing environments
AHCLSK314A	Prepare animals for parturition
AHCLSK315A	Prepare for and implement natural mating of livestock
AHCLSK316A	Prepare livestock for competition
AHCLSK317A	Plan to exhibit livestock
AHCLSK318A	Rear newborn and young livestock
AHCLSK319A	Slaughter livestock
AHCLSK320A	Coordinate and monitor livestock transport
AHCLSK321A	Service and repair bores and windmills
AHCLSK322A	Transport farm produce or bulk materials
AHCLSK323A	Maintain and monitor feed stocks
AHCLSK324A	Care for and train working dogs
AHCLSK325A	Castrate livestock
AHCLSK326A	Mix and mill standard stockfeed
AHCLSK327A	Collect, store and administer colostrum
AHCLSK328A	Remove and facilitate reuse of effluent and manure from an intensive production system
AHCLSK329A	Implement procedures for calving
AHCLSK330A	Implement procedures for foaling down mares
AHCLSK331A	Comply with industry animal welfare requirements
AHCLSK332A	Monitor animals in intensive production systems
AHCLSK333A	Monitor pen condition and ration suitability

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AHCLSK401A	Develop feeding plans for a production system
AHCLSK402A	Develop livestock feeding plans
AHCLSK403A	Escort livestock during export
AHCLSK404A	Implement and monitor animal welfare programs
AHCLSK405A	Implement intensive production systems
AHCLSK406A	Oversee animal marking operations
AHCLSK407A	Plan and monitor intensive production systems
AHCLSK408A	Pregnancy test animals
AHCLSK409A	Supervise animal health programs
AHCLSK410A	Supervise feedlot operations
AHCLSK411A	Supervise natural mating of livestock
AHCLSK412A	Arrange livestock purchases
AHCLSK413A	Design livestock handling facilities
AHCLSK414A	Arrange transport for farm produce or livestock
AHCLSK415A	Oversee alpaca farm activities
AHCLSK416A	Identify and select animals for breeding
AHCLSK417A	Manage horses for stock work
AHCLSK501A	Manage livestock production
AHCLSK502A	Arrange marketing of livestock
AHCLSK503A	Develop and implement a breeding strategy
AHCLSK504A	Develop livestock health and welfare strategies
AHCLSK505A	Develop production plans for livestock
AHCLSK506A	Design livestock effluent systems
AHCMER301A	Process customer complaints
AHCMER302A	Provide advice on hardware products

AHCMER303A	Sell products and services
AHCMER401A	Coordinate customer service and networking activities
AHCMER402A	Provide advice and sell machinery
AHCMER403A	Provide advice and sell farm chemicals
AHCMER404A	Provide advice on agronomic products
AHCMER405A	Provide advice on livestock products
AHCMER406A	Provide information on fertilisers and soil ameliorants
AHCMER501A	Develop a sales strategy for rural products
AHCMKH301A	Carry out minor service of milking equipment
AHCMKH303A	Service and repair milking equipment
AHCMKH304A	Monitor and provide advice on cleaning milking machines
AHCMKH305A	Mechanically test milking machines
AHCMKH401A	Carry out cleaning-time tests of milking machines
AHCMKH402A	Design and fabricate milking equipment installations
AHCMKH403A	Design and install on-farm milk cooling and storage
AHCMKH404A	Install milking equipment
AHCMKH405A	Performance test milking machines
AHCMOM101A	Assist with routine maintenance of machinery and equipment
AHCMOM201A	Operate two wheel motorbikes
AHCMOM202A	Operate tractors
AHCMOM203A	Operate basic machinery and equipment
AHCMOM204A	Undertake operational maintenance of machinery
AHCMOM205A	Operate vehicles
AHCMOM206A	Conduct grader operations

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AHCMOM207A	Conduct front-end loader operations
AHCMOM208A	Conduct excavator operations
AHCMOM209A	Conduct dozer operations
AHCMOM210A	Conduct scraper operations
AHCMOM211A	Operate side by side utility vehicles
AHCMOM212A	Operate quad bikes
AHCMOM301A	Coordinate machinery and equipment maintenance and repair
AHCMOM302A	Perform machinery maintenance
AHCMOM304A	Operate machinery and equipment
AHCMOM305A	Operate specialised machinery and equipment
AHCMOM306A	Ground spread fertiliser and soil ameliorant
AHCMOM307A	Operate a cane harvester
AHCMOM308A	Operate broadacre and row crop harvest machinery and equipment
AHCMOM309A	Operate broadacre sowing machinery and equipment
AHCMOM310A	Operate land-forming machinery and equipment
AHCMOM311A	Operate precision control technology
AHCMOM312A	Operate row crop planting and seeding machinery and equipment
AHCMOM313A	Operate mobile irrigation machinery and equipment
AHCMOM314A	Transport machinery
AHCMOM315A	Operate chemical application machinery and equipment
AHCMOM401A	Conduct major repair and overhaul of machinery and equipment
AHCMOM402A	Supervise maintenance of property machinery and equipment

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AHCMOM501A	Manage machinery and equipment
AHCMOM502A	Implement a machinery management system
AHCMOM601A	Analyse machinery options
AHCNAR101A	Support natural area conservation
AHCNAR102A	Support native seed collection
AHCNAR201A	Carry out natural area restoration works
AHCNAR202A	Maintain wildlife habitat refuges
AHCNAR301A	Maintain natural areas
AHCNAR302A	Collect and preserve biological samples
AHCNAR303A	Implement revegetation works
AHCNAR304A	Undertake direct seeding
AHCNAR401A	Supervise natural area restoration works
AHCNAR402A	Plan the implementation of revegetation works
AHCNAR501A	Manage natural areas on a rural property
AHCNAR502A	Conduct biological surveys
AHCNAR503A	Design a natural area restoration project
AHCNAR504A	Manage natural area restoration programs
AHCNAR505A	Plan river restoration works
AHCNAR506A	Develop and implement sustainable land use strategies
AHCNRM501A	Develop a coastal rehabilitation strategy
AHCNRM502A	Develop a water quality monitoring program
AHCNRM503A	Support the implementation of waterways strategies
AHCNRM504A	Interpret and report on catchment hydrology
AHCNRM505A	Provide technical advice on sustainable catchment management

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AHCNRM506A	Plan and monitor works projects in catchments and waterways
AHCNRM507A	Manipulate and analyse data within geographic information systems
AHCNSY101A	Support nursery work
AHCNSY201A	Pot up plants
AHCNSY202A	Tend nursery plants
AHCNSY203A	Undertake propagation activities
AHCNSY204A	Maintain indoor plants
AHCNSY301A	Maintain nursery plants
AHCNSY302A	Receive and dispatch nursery products
AHCNSY303A	Install and maintain plant displays
AHCNSY304A	Deliver and promote sales of plants
AHCNSY305A	Prepare specialised plants
AHCNSY306A	Implement a propagation plan
AHCNSY307A	Operate fertigation equipment
AHCNSY401A	Plan a growing-on program
AHCNSY402A	Plan a propagation program
AHCOHS101A	Work safely
AHCOHS201A	Participate in OHS processes
AHCOHS301A	Contribute to OHS processes
AHCOHS401A	Maintain Occupational Health and Safety (OHS) processes
AHCOHS501A	Manage Occupational Health and Safety (OHS) processes
AHCORG101A	Support organic production
AHCORG401A	Manage biodynamic production

AHCORG402A	Manage organic livestock production
AHCORG403A	Manage organic soil improvement
AHCORG501A	Develop an organic management plan
AHCORG502A	Prepare the enterprise for organic certification
AHCPCM201A	Recognise plants
AHCPCM202A	Collect, prepare and preserve plant specimens
AHCPCM301A	Implement a plant nutrition program
AHCPCM302A	Provide information on plants and their culture
AHCPCM303A	Identify plant specimens
AHCPCM401A	Recommend plants and cultural practices
AHCPCM402A	Develop a soil health and plant nutrition program
AHCPCM501A	Diagnose plant health problems
AHCPCM502A	Collect and classify plants
AHCPCM503A	Specify plants for landscapes
AHCPCM504A	Design and maintain a specialised landscape
AHCPCM601A	Develop and implement a plant health management strategy
AHCPGD101A	Support gardening work
AHCPGD201A	Plant trees and shrubs
AHCPGD202A	Prepare and maintain plant displays
AHCPGD203A	Prune shrubs and small trees
AHCPGD204A	Transplant small trees
AHCPGD205A	Prepare a grave site
AHCPGD206A	Conduct visual inspection of park facilities
AHCPGD301A	Implement a plant establishment program
AHCPGD302A	Plan and maintain plant displays

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AHCPGD303A	Perform specialist amenity pruning
AHCPGD304A	Implement a landscape maintenance program
AHCPGD305A	Conduct operational inspection of park facilities
AHCPGD306A	Implement a maintenance program for an aquatic environment
AHCPGD401A	Design plant displays
AHCPGD402A	Plan a plant establishment program
AHCPGD501A	Manage plant cultural practices
AHCPGD502A	Plan the restoration of parks and gardens
AHCPGD503A	Manage parks and reserves
AHCPGD504A	Develop and implement a streetscape management plan
AHCPGD505A	Conduct comprehensive inspection of park facilities
AHCPHT101A	Support horticultural production
AHCPHT201A	Plant horticultural crops
AHCPHT202A	Carry out canopy maintenance
AHCPHT203A	Support horticultural crop harvesting
AHCPHT204A	Undertake field budding and grafting
AHCPHT205A	Carry out postharvest operations
AHCPHT206A	Handle and move mushroom boxes
AHCPHT207A	Perform mushroom substrate process tasks
AHCPHT208A	Water mushroom crops
AHCPHT301A	Carry out a crop regulation program
AHCPHT302A	Coordinate horticultural crop harvesting
AHCPHT303A	Implement a post-harvest program
AHCPHT304A	Harvest horticultural crops mechanically

AHCPHT305A	Regulate crops
AHCPHT306A	Establish horticultural crops
AHCPHT307A	Prepare raw materials and compost the feedstocks
AHCPHT308A	Prepare value added compost-based products
AHCPHT309A	Supervise mushroom substrate preparation
AHCPHT401A	Assess olive oil for style and quality
AHCPHT402A	Develop a crop regulation program
AHCPHT403A	Develop harvesting and processing specifications to produce an olive oil
AHCPHT404A	Implement and monitor a horticultural crop harvesting program
AHCPHT405A	Manage mushroom substrate preparation
AHCPHT406A	Control Phase II mushroom substrate process
AHCPHT407A	Manage mushroom crop development
AHCPHT502A	Develop a horticultural production plan
AHCPHT503A	Manage a controlled growing environment
AHCPLY201A	Collect store and handle eggs from breeder flocks
AHCPLY202A	Maintain health and welfare of poultry
AHCPLY203A	Set up shed for placement of day-old chickens
AHCPLY204A	Collect and pack eggs for human consumption
AHCPLY301A	Artificially inseminate birds
AHCPLY302A	Brood poultry
AHCPLY303A	Identify and sex birds
AHCPLY304A	Incubate eggs
AHCPLY305A	Beak trim chickens

AHCPLY306A	Clean and fumigate intensive production sheds
AHCPLY401A	Supervise free-range poultry operations
AHCPMG201A	Treat weeds
AHCPMG202A	Treat plant pests, diseases and disorders
AHCPMG301A	Control weeds
AHCPMG302A	Control plant pests, diseases and disorders
AHCPMG303A	Maintain biological cultures
AHCPMG304A	Release biological agents
AHCPMG401A	Define the pest problem in a local area
AHCPMG402A	Develop a pest management action plan within a local area
AHCPMG403A	Develop monitoring procedures for the local pest management strategy
AHCPMG404A	Coordinate the local pest management strategy
AHCPMG405A	Implement pest management action plans
AHCPMG406A	Investigate a reported pest treatment failure
AHCPMG407A	Monitor and evaluate the local pest management action plan
AHCPMG408A	Assess and monitor weed, pest and/or disease control programs
AHCPMG501A	Coordinate the pest management strategy in a regional or broader context
AHCPMG502A	Define the pest problem in a regional or broader context
AHCPMG503A	Develop a strategy for the management of target pests
AHCPMG504A	Develop a system for monitoring the pest management strategy
AHCPMG505A	Evaluate the pest management strategy
AHCPMG506A	Manage the implementation of legislation

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AHCPMG601A	Develop a plant pest survey strategy
AHCPMG602A	Develop a plant pest destruction strategy
AHCPRK201A	Care for health and welfare of pigs
AHCPRK202A	Care for weaner and grower pigs
AHCPRK203A	Move and handle pigs
AHCPRK301A	Pregnancy test pigs
AHCPRK302A	Treat rectal prolapse in pigs
AHCPRK303A	Artificially inseminate pigs
AHCPRK304A	Mate pigs and monitor dry sow performance
AHCPRK401A	Implement a feeding strategy for pig production
AHCSAW201A	Conduct erosion and sediment control activities
AHCSAW301A	Construct conservation earthworks
AHCSAW302A	Implement erosion and sediment control measures
AHCSAW401A	Set out conservation earthworks
AHCSAW402A	Supervise on-site implementation of conservation earthworks
AHCSAW501A	Design control measures and structures
AHCSAW502A	Plan erosion and sediment control measures
AHCSAW503A	Plan conservation earthworks
AHCSHG101A	Undertake basic shearing and crutching
AHCSHG201A	Crutch sheep
AHCSHG202A	Assist in preparing for shearing and crutching
AHCSHG203A	Shear sheep to novice level
AHCSHG204A	Shear sheep to improver level
AHCSHG205A	Grind combs and cutters for machine shearing

AHCSHG206A	Prepare handpiece and downtube for machine shearing
AHCSHG207A	Shear goats
AHCSHG208A	Shear alpacas
AHCSHG209A	Support alpaca shearing operations
AHCSHG301A	Prepare livestock for shearing
AHCSHG302A	Prepare combs and cutters for machine shearing
AHCSHG303A	Maintain and service shearing handpieces
AHCSHG304A	Shear sheep to professional level
AHCSHG305A	Maintain consistent shearing performance
AHCSHG306A	Carry out post-shearing procedures
AHCSHG307A	Plan and prepare for alpaca shearing
AHCSHG401A	Apply advanced shearing techniques
AHCSHG402A	Conduct equipment experting for machine shearing
AHCSHG403A	Account for shearing shed supplies
AHCSHG404A	Manage shearing and crutching operations
AHCSHG405A	Arrange employment for shearing operations
AHCSHG406A	Prepare shearing team wages
AHCSHG407A	Oversee and instruct shed staff
AHCSOL201A	Determine basic properties of soil and/or growing media
AHCSOL301A	Prepare growing media
AHCSOL302A	Construct a soil profile
AHCSOL401A	Sample soils and interpret results
AHCSOL402A	Develop a soil use map for a property
AHCSOL403A	Prepare acid sulphate soil management plans
AHCSOL404A	Supervise acid sulphate soil remediation and management

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	projects
AHCSOL501A	Monitor and manage soils for production
AHCSPO301A	Operate a screen cleaner for seed processing
AHCSPO302A	Operate an indent cylinder
AHCSPO303A	Operate a gravity table
AHCSPO304A	Operate seed modification machinery
AHCSPO305A	Operate seed treatment machinery
AHCSPO306A	Operate specialised seed processing machinery
AHCSPO307A	Handle, package and store commercial quantities of seed
AHCSPO308A	Sample seed before and after processing
AHCTEQ301A	Install and terminate extra low voltage wiring systems
AHCTRF101A	Support turf work
AHCTRF201A	Assist with turf construction
AHCTRF202A	Prepare turf surfaces for play
AHCTRF203A	Renovate grassed areas
AHCTRF204A	Support turf establishment
AHCTRF301A	Construct turf playing surfaces
AHCTRF302A	Establish turf
AHCTRF303A	Implement a grassed area maintenance program
AHCTRF304A	Monitor turf health
AHCTRF305A	Renovate sports turf
AHCTRF401A	Develop a sports turf maintenance program
AHCTRF402A	Plan and implement sports turf renovation
AHCTRF501A	Plan the establishment of sports turf playing surfaces
AHCVPT201A	Clear features that harbour pest animals

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AHCVPT202A	Muster pest animals
AHCVPT203A	Use firearms to humanely destroy animals
AHCVPT302A	Implement vertebrate pest control program
AHCVPT303A	Survey pest animals
AHCVPT304A	Conduct vertebrate pest activities from aircraft
AHCVPT305A	Tag and locate Judas animals
AHCVPT306A	Apply animal trapping techniques
AHCWAT201A	Set up, operate and maintain water delivery systems for compost
AHCWAT301A	Monitor and operate water treatment processes
AHCWAT501A	Design water treatment systems
AHCWAT502A	Manage water systems
AHCWOL101A	Support woolshed activities
AHCWOL201A	Pen sheep
AHCWOL202A	Perform board duties
AHCWOL203A	Carry out wool pressing
AHCWOL204A	Undertake basic skirting of alpaca fleece
AHCWOL301A	Appraise wool using industry descriptions
AHCWOL303A	Prepare wool based on its characteristics
AHCWOL304A	Prepare fleece wool for classing
AHCWOL305A	Prepare skirtings and oddments
AHCWOL306A	Supervise clip preparation
AHCWOL307A	Document a wool clip
AHCWOL308A	Prepare facilities for shearing and crutching
AHCWOL310A	Press wool for a clip

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AHCWOL311A	Perform shed duties
AHCWOL312A	Class goat fibre
AHCWOL313A	Class alpaca fleece
AHCWOL401A	Determine wool classing strategies
AHCWOL402A	Use individual fleece measurements to prepare wool for sale
AHCWOL403A	Prepare for, implement and review wool harvesting, clip preparation and classing
AHCWOL404A	Establish work routines and manage wool harvesting and preparation staff
AHCWOL405A	Class fleece wool
AHCWRK101A	Maintain the workplace
AHCWRK201A	Observe and report on weather
AHCWRK202A	Observe environmental work practices
AHCWRK203A	Operate in isolated and remote situations
AHCWRK204A	Work effectively in the industry
AHCWRK205A	Participate in workplace communications
AHCWRK206A	Observe enterprise quality assurance procedures
AHCWRK207A	Collect and record production data
AHCWRK208A	Provide information on products and services
AHCWRK209A	Participate in environmentally sustainable work practices
AHCWRK301A	Collect samples for a rural production or horticulture monitoring program
AHCWRK302A	Monitor weather conditions
AHCWRK303A	Respond to emergencies
AHCWRK304A	Respond to rescue incidents
AHCWRK305A	Coordinate work site activities

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AHCWRK306A	Comply with industry quality assurance requirements
AHCWRK307A	Develop and apply fertiliser and soil ameliorant product knowledge
AHCWRK308A	Handle bulk materials in storage area
AHCWRK310A	Provide on-job training support
AHCWRK311A	Conduct site inspections
AHCWRK313A	Implement and monitor environmentally sustainable work practices
AHCWRK401A	Implement and monitor quality assurance procedures
AHCWRK402A	Provide information on issues and policies
AHCWRK403A	Supervise work routines and staff performance
AHCWRK404A	Ensure compliance with pest legislation
AHCWRK501A	Plan, implement and review a quality assurance program
AHCWRK502A	Collect and manage data
AHCWRK503A	Prepare reports
AHCWRK504A	Assess new industry developments
AHCWRK505A	Manage trial and/or research material
AHCWRK507A	Implement professional practice
AHCWRK508A	Interpret legislation
AHCWRK509A	Provide specialist advice to clients
AHCWRK510A	Audit site operations
AHCWRK511A	Develop workplace policy and procedures for sustainability
AHCWRK601A	Monitor projects in a program
AHCWRK602A	Lead and manage community or industry organisations
AHCWRK603A	Design and conduct a field-based research trial

Imported units of competency in this Training Package

Code	Title	Origin
BSBADM504B	Plan or review administrative systems	BSB07
BSBCMM401A	Make a presentation	BSB07
BSBCUS301A	Deliver and monitor a service to customers	BSB07
BSBCUS501B	Manage quality customer service	BSB07
BSBDES403A	Develop and extend design skills and practice	BSB07
BSBDES501A	Implement design solutions	BSB07
BSBDES502A	Establish, negotiate and refine a design brief	BSB07
BSBFIA301A	Maintain financial records	BSB07
BSBFIA402A	Report on financial activity	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBHRM506A	Manage recruitment selection and induction processes	BSB07
BSBHRM604A	Manage employee relations	BSB07
BSBINM201A	Process and maintain workplace information	BSB07
BSBINM401A	Implement workplace information system	BSB07
BSBITU203A	Communicate electronically	BSB07
BSBITU305A	Conduct online transactions	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBITU404A	Produce complex desktop published documents	BSB07
BSBMGT617A	Develop and implement a business plan	BSB07
BSBOHS504B	Apply principles of OHS risk management	BSB07

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BSBOHS506B	Monitor and facilitate the management of hazards associated with plant	BSB07
BSBPRO301A	Recommend products and services	BSB07
BSBREL402A	Build client relationships and business networks	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBRSK401A	Identify risk and apply risk management processes	BSB07
BSBRSK501A	Manage risk	BSB07
BSBSLS402A	Identify sales prospects	TBA
BSBSMB403A	Market the small business	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBWOR204A	Use business technology	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR501B	Manage personal work priorities and professional development	BSB07
CHCCD404D	Develop and implement community programs	CHC08
CPCCCM1006A	Work safely at heights	CPC08
CPCCCM3001A	Operate elevated work platforms	CPC08
CPCCCM3003A	Work safely around power sources, services and assets	CPC08
CPCCDO3001A	Perform dogging	CPC08
CPCCOHS1001A	Work safely in the construction industry	CPC08
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPC08
CPCPCM2007A	Carry out levelling	CPC08

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CPCPCM2014A	Carry out simple concreting and rendering	CPC08
CPCPWT3007A	Connect irrigation systems from drinking water supply	CPC08
CPPSIS4005A	Collect basic GPS data	CPP07
CUVCRS03A	Produce computer-aided drawings	TBA
CUVCRS04A	Produce technical drawings	TBA
FDFCORFSY2A	Implement the food safety program and procedures	FDF03
FDFCORQFS3A	Monitor the implementation of quality and food safety programs	FDF03
FDFHYCH2A	Operate a creamed honey manufacture process	FDF03
FDFOPTFST2A	Maintain food safety when loading, unloading and transporting food	FDF03
FDFOPTHCP3A	Participate in a HACCP team	FDF03
FDFOPTISP2A	Implement sampling procedures	FDF03
FDFOPTWFS2A	Work in a food handling area for non-food handlers	FDF03
FDFSFGP2B	Operate a grinding process	FDF03
FDFZCSCIP2A	Clean equipment in place	FDF03
FDFZCSCS2A	Clean and sanitize equipment	FDF03
FDFZPKPP2A	Operate a packaging process	FDF03
FPICOT2221B	Trim and cross cut felled trees	TBA
FPICOT2234A	Operate 4x4 vehicle	TBA
FPICOT3202A	Navigate in remote or trackless areas	TBA
FPIFGM2201A	Collect seed	TBA
FPIFGM2208A	Fall trees manually (basic)	FPI05
FPIFGM3201A	Manage seed collection	TBA
FPIFGM3202A	Extract seed	TBA

FPIFGM3204A	Fall trees manually (intermediate)	FPI05
FPIFGM3205A	Fall trees manually (advanced)	FPI05
FPIHAR2206A	Operate a mobile chipper/mulcher	TBA
HLTFA201A	Provide basic emergency life support	HLT07
HLTFA301B	Apply first aid	HLT07
HLTFA302A	Provide first aid in remote situation	HLT07
LGACOM502B	Devise and conduct community consultations	LGA04
LGAPLEM508A	Manipulate and analyse data within geographic information systems	LGA04
LGAREGS305A	Undertake animal or reptile control duties	LGA04
MEM05004C	Perform routine oxy acetylene welding	MEM05
MEM05007C	Perform manual heating and thermal cutting	MEM05
MEM05012C	Perform routine manual metal arc welding	MEM05
MEM05015D	Weld using manual metal arc welding process	MEM05
MEM05017D	Weld using gas metal arc welding process	MEM05
MEM05019D	Weld using gas tungsten arc welding process	MEM05
MEM18001C	Use hand tools	MEM05
MEM18002B	Use power tools/hand held operations	MEM05
MSL913002A	Plan and conduct laboratory/field work	MSL09
NWP512B	Implement and manage catchment management plan	NWP07
NWP513B	Develop and review catchment management plan	NWP07
NWP516B	Implement and manage surface water management plan	NWP07
NWP517B	Develop and review surface water management plan	NWP07
NWP518B	Prepare and report on data related to flood mitigation	NWP07
NWP519B	Develop and report flood mitigation	NWP07

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PRMPFES05B	Use portable fire fighting equipment	PRM04
PRMWM43B	Develop an environmental management strategy	PRM04
PRMWM45B	Develop site safety plan	PRM04
PSPPM402B	Manage simple projects	PSP04
PSPPM502B	Manage complex projects	PSP04
PSPPM503B	Close complex projects	PSP04
PSPPOL404A	Support policy implementation	PSP04
PSPPOL603A	Manage policy implementation	PSP04
PUACOM012B	Liaise with media at a local level	TBA
PUAEMR006B	Treat risk at an operational level	TBA
PUAEMR007B	Conduct risk assessment	TBA
PUAFIR204B	Respond to wildfire	TBA
PUAFIR303A	Suppress wildfire	TBA
PUAFIR303B	Suppress wildfire	TBA
PUAFIR406B	Develop prescribed burning plans	TBA
PUAFIR407A	Conduct prescribed burning	TBA
PUAFIR601B	Develop and administer agency policy, procedures and practices	TBA
PUALAW001B	Protect and preserve incident scene	TBA
PUAOPE004A	Conduct briefings/debriefings	TBA
PUAOPE005A	Manage a multi team response	TBA
RGRPSH409A	Determine nutritional requirements for racing horses	RGR08
RIIMPO304A	Conduct wheel loader operations	RII09
RIIMPO318A	Conduct skid steer loader operations	RII09
RIIMPO319A	Conduct backhoe/loader operations	RII09

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RIIMPO324A	Conduct civil construction grader operations	RII09
RIIOHS202A	Enter and work in confined spaces	RII09
RIIOHS205A	Control traffic with stop-slow bat	RII09
SIRXADM001A	Apply retail office procedures	SIR07
SIRXADM002A	Coordinate retail office	SIR07
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07
SIRXCCS002A	Interact with customers	SIR07
SIRXCLM001A	Organise and maintain work areas	SIR07
SIRXCLM002A	Manage store facilities	SIR07
SIRXFIN001A	Balance point-of-sale terminal	SIR07
SIRXFIN002A	Perform retail finance duties	SIR07
SIRXICT001A	Operate retail technology	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXINV004A	Buy merchandise	SIR07
SIRXINV005A	Control inventory	SIR07
SIRXMER001A	Merchandise products	SIR07
SIRXMER002A	Coordinate merchandise presentation	SIR07
SIRXMER003A	Monitor instore visual merchandising display	SIR07
SIRXMER004A	Manage merchandise and store presentation	SIR07
SIRXMER005A	Create a display	SIR07
SIRXMPR001A	Profile a retail market	SIR07
SIRXPRO007A	Improve supply and distribution chains	SIR07
SIRXRSK002A	Maintain store security	SIR07
SIRXRSK004A	Control store security	SIR07
SIRXSLS001A	Sell products and services	SIR07

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SIRXSLS002A	Advise on products and services	SIR07
SIRXSLS004A	Build relationships with customers	SIR07
SIRXSLS005A	Manage sales and service delivery	SIR07
SITTGDE001A	Work as a guide	SIT07
SITTGDE008A	Research and share general information on Australian Indigenous cultures	SIT07
SITTGDE009A	Interpret aspects of local Australian Indigenous culture	SIT07
SITTGDE010A	Prepare specialised interpretive content on flora, fauna and landscape	SIT07
SITTGDE012A	Prepare specialised interpretive content on cultural and heritage environments	SIT07
SITTPPD005A	Plan and develop interpretive activities	SIT07
SITTPPD006A	Plan and develop ecologically sustainable tourism operations	SIT07
SITXCCS001B	Provide visitor information	SIT07
SRXGOV001B	Participate as a member of an effective board of an organisation	TBA
SRXGOV002B	Undertake the role of an individual director of an organisation	TBA
SRXGOV003B	Undertake the role of chairperson at a board meeting	TBA
SRXGOV004B	Work effectively with the board of an organisation	TBA
SRXGRO002A	Deal with conflict	TBA
SRXINU004A	Promote compliance with laws and legal principles	TBA
SRXRES007B	Undertake open space planning	TBA
SRXRES010B	Protect heritage and cultural assets	TBA
TAADEL301C	Provide training through instruction and demonstration of work skills	TAA04
TLID1007C	Operate a forklift	TLI07

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TLID107C	Shift materials safely using manual handling methods	TLI07
TLID2207C	Conduct weighbridge operations	TLI07
TLIL1907C	Implement and monitor transport logistics	TLI07
TLILIC108A	Licence to operate a forklift truck	TLI07
TLILIC508A	Licence to operate a boom-type elevating work platform (boom length 11 meters or more)	TLI07
TLIR207C	Source goods/services and evaluate contractors	TLI07
TLIR307C	Negotiate a contract	TLI07

Mapping of qualifications AHC10

Mapping of qualifications AHC10	
AHC10 Version 2 qualification code and title	**AHC10 Version 1 qualification code and title**
AHC33311 Certificate III in Feedlot Operations	AHC33310 Certificate III in Feedlot Feeding and M
	AHC33410 Certificate III in Feedlot Maintenance
	AHC33510 Certificate III in Feedlot Pen Riding
AHC32111 Certificate III in Commercial Seed Processing	AHC32110 Certificate III in Commercial Seed Pro

Mapping of qualifications AHC10 to RTD02

Mapping of qualifications AHC10 to RTD02	
AHC10 qualification code and title	**RTD02 qualification code and title**
AHC10110 Certificate I in Conservation and Land Management	RTD10102 Certificate I in Conservation and Land Management
AHC21010 Certificate II in Conservation and Land Management	RTD20102 Certificate II in Conservation and Land Management

Mapping of qualifications AHC10 to RTD02

AHC10 qualification code and title	RTD02 qualification code and title
AHC31410 Certificate III in Conservation and Land Management	RTD30102 Certificate III in Conservation and Lan Management
AHC31510 Certificate III in Indigenous Land Management	RTD30102 Certificate III in Conservation and Lan Management (specialising in Indigenous Land Management)
AHC31610 Certificate III in Lands, Parks and Wildlife	RTD30102 Certificate III in Conservation and Lan Management (specialising in Lands, Parks and Wil
AHC31710 Certificate III in Natural Area Restoration	RTD30102 Certificate III in Conservation and Lan Management (specialising in Natural Area Restora
AHC31810 Certificate III in Vertebrate Pest Management	RTD30102 Certificate III in Conservation and Lan Management (specialising in Vertebrate Pest Mana
AHC31910 Certificate III in Weed Management	RTD30102 Certificate III in Conservation and Lan Management (specialising in Weed Management)
AHC32310 Certificate III in Conservation Earthworks	RTD30102 Certificate III in Conservation and Lan Management (specialising in Conservation Earthw
AHC40910 Certificate IV in Conservation and Land Management	RTD40102 Certificate IV in Conservation and Lan Management
AHC51110 Diploma of Conservation and Land Management	RTD50102 Diploma of Conservation and Land Management
AHC51210 Diploma of Community Coordination and Facilitation	RTD50102 Diploma of Conservation and Land Management (specialising in Community Coordina and Facilitation)
AHC51310 Diploma of Pest Management	RTD50102 Diploma of Conservation and Land Management (specialising in Vertebrate Pest Mana)
AHC51310 Diploma of Pest Management	RTD50102 Diploma of Conservation and Land Management (specialising in Weed Management)
AHC60410 Advanced Diploma of Conservation and Land Management	RTD60102 Advanced Diploma of Conservation an Management

Mapping of qualifications AHC10 to RTE03

Mapping of qualifications AHC10 to RTE03	
AHC10 qualification code and title	**RTE03 qualification code and title**
AHC10210 Certificate I in AgriFood Operations	RTE10103 Certificate I in Rural Operations
AHC20110 Certificate II in Agriculture	RTE20103 Certificate II in Agriculture
AHC20210 Certificate II in Poultry Production Operations	RTE20103 Certificate II in Agriculture – poultry production pathway
AHC20310 Certificate II in Production Horticulture	RTE20603 Certificate II in Production Horticulture
AHC21110 Certificate II in Irrigation	RTE20203 Certificate II in Irrigation
AHC21210 Certificate II in Rural Operations	RTE20703 Certificate II in Rural Operations
AHC21310 Certificate II in Shearing	RTE20403 Certificate II in Shearing
AHC21410 Certificate II in Wool Handling	RTE20303 Certificate II in Wool Handling
AHC30110 Certificate III in Agriculture	RTE30103 Certificate III in Agriculture
AHC30110 Certificate III in Agriculture	RTE30203 Certificate III in Agriculture (Beef Prod
AHC30110 Certificate III in Agriculture	RTE30303 Certificate III in Agriculture (Cotton Production)
AHC30110 Certificate III in Agriculture	RTE30503 Certificate III in Agriculture (Goat Prod
AHC30110 Certificate III in Agriculture	RTE30603 Certificate III in Agriculture (Grain Production)
AHC30110 Certificate III in Agriculture	RTE31103 Certificate III in Agriculture (Sheep and Production)
AHC30110 Certificate III in Agriculture	RTE31203 Certificate III in Agriculture (Sugar Production)
AHC30210 Certificate III in Agriculture (Dairy Production)	RTE30403 Certificate III in Agriculture (Dairy Production)
AHC30310 Certificate III in Horse Breeding	RTE30703 Certificate III in Agriculture (Horse Br

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Mapping of qualifications AHC10 to RTE03

AHC10 qualification code and title	RTE03 qualification code and title
AHC30410 Certificate III in Pork Production	RTE30903 Certificate III in Agriculture (Pig Produ
AHC30510 Certificate III in Poultry Production	RTE31003 Certificate III in Agriculture (Poultry Production)
AHC30610 Certificate III in Production Horticulture	RTE31603 Certificate III in Production Horticultu
AHC32010 Certificate III in Beekeeping	RTE30103 Certificate III in Agriculture
AHC32210 Certificate III in Commercial Composting	RTE32107 Certificate III in Commercial Composti
AHC32410 Certificate III in Irrigation	RTE31303 Certificate III in Irrigation
AHC32710 Certificate III in Rural Merchandising	RTE31803 Certificate III in Rural Merchandising
AHC32810 Certificate III in Rural Operations	RTE31903 Certificate III in Rural Operations
AHC32910 Certificate III in Shearing	RTE31503 Certificate III in Shearing
AHC33010 Certificate III in Wool Clip Preparation	RTE31403 Certificate III in Wool Clip Preparation
AHC33110 Certificate III in Advanced Wool Handling	RTE32003 Certificate III in Advanced Wool Hand
AHC40110 Certificate IV in Agriculture	RTE40103 Certificate IV in Agriculture
AHC40210 Certificate IV in Poultry Production	RTE40103 Certificate IV in Agriculture – poultry production pathway
AHC40310 Certificate IV in Production Horticulture	RTE40503 Certificate IV in Production Horticultu
AHC41010 Certificate IV in Agribusiness	RTE40603 Certificate IV in Rural Business
AHC41110 Certificate IV in Irrigation	RTE40203 Certificate IV in Irrigation
AHC41210 Certificate IV in Shearing	RTE40403 Certificate IV in Shearing
AHC41310 Certificate IV in Wool Classing	RTE40303 Certificate IV in Wool Classing
AHC50110 Diploma of Agriculture	RTE50103 Diploma of Agriculture
AHC50210 Diploma of Pork Production	RTE50103 Diploma of Agriculture – pork product pathway
AHC50310 Diploma of Production Horticulture	RTE50303 Diploma of Production Horticulture

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Mapping of qualifications AHC10 to RTE03	
AHC10 qualification code and title	**RTE03 qualification code and title**
AHC51410 Diploma of Agribusiness Management	RTE50403 Diploma of Rural Business Management
AHC51610 Diploma of Irrigation Management	RTE50203 Diploma of Irrigation
AHC60110 Advanced Diploma of Agriculture	RTE60103 Advanced Diploma of Agriculture
AHC60310 Advanced Diploma of Agribusiness Management	RTE60203 Advanced Diploma of Rural Business Management
AHC32110 Certificate III in Commercial Seed Processing	
AHC32610 Certificate III in Rural Machinery Operations	
ACH33310 Certificate III in Feedlot Feeding and Milling	
ACH33410 Certificate III in Feedlot Maintenance	
ACH33510 Certificate III in Feedlot Pen Riding	
AHC51710 Diploma of Rural Machinery Management	
No qualification	RTE20503 Certificate II in Crutching
No qualification	RTE20807 Certificate II in Commercial Composting
No qualification	RTE30803 Certificate III in Agriculture (Milk Har
No qualification	RTE31703 Certificate III in Rural Business
No qualification	RTE40707 Certificate IV in Commercial Compost
No qualification	RTE50507 Diploma of Commercial Composting

Mapping of qualifications AHC10 to RTF03

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Mapping of qualifications AHC10 to RTF03

AHC10 qualification code and title	RTF03 qualification code and title
AHC10210 Certificate I in AgriFood Operations	RTF10103 Certificate I in Horticulture
AHC20410 Certificate II in Horticulture	RTF20103 Certificate II in Horticulture
AHC20510 Certificate II in Arboriculture	RTF20203 Certificate II in Horticulture (Arboricul
AHC21510 Certificate II in Floriculture	RTF20303 Certificate II in Horticulture (Floricultu
AHC21610 Certificate II in Landscaping	RTF20403 Certificate II in Horticulture (Landscap
AHC20810 Certificate II in Retail Nursery	RTF20503 Certificate II in Horticulture (Retail Nu
AHC20710 Certificate II in Production Nursery	RTF20603 Certificate II in Horticulture (Wholesal Nursery)
AHC20610 Certificate II in Parks and Gardens	RTF20703 Certificate II in Horticulture (Parks and Gardens)
AHC20910 Certificate II in Sports Turf Management	RTF20803 Certificate II in Horticulture (Turf)
AHC30710 Certificate III in Horticulture	RTF30103 Certificate III in Horticulture
AHC30810 Certificate III in Arboriculture	RTF30203 Certificate III in Horticulture (Arboricu
AHC33210 Certificate III in Floriculture	RTF30303 Certificate III in Horticulture (Floricult
AHC30910 Certificate III in Landscape Construction	RTF30403 Certificate III in Horticulture (Landscap
AHC31210 Certificate III in Retail Nursery	RTF30503 Certificate III in Horticulture (Retail Nu
AHC31110 Certificate III in Production Nursery	RTF30603 Certificate III in Horticulture (Wholesa Nursery)
AHC31010 Certificate III in Parks and Gardens	RTF30703 Certificate III in Horticulture (Parks an

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Mapping of qualifications AHC10 to RTF03

AHC10 qualification code and title	RTF03 qualification code and title
	Gardens)
AHC31310 Certificate III in Sports Turf Management	RTF30803 Certificate III in Horticulture (Turf)
AHC40410 Certificate IV in Horticulture	RTF40103 Certificate IV in Horticulture
AHC40710 Certificate IV in Retail Nursery	RTF40503 Certificate IV in Horticulture (Retail N
AHC40610 Certificate IV in Production Nursery	RTF40603 Certificate IV in Horticulture (Wholesa Nursery)
AHC40510 Certificate IV in Parks and Gardens	RTF40703 Certificate IV in Horticulture (Parks an Gardens)
AHC40810 Certificate IV in Sports Turf Management	RTF40803 Certificate IV in Horticulture (Turf)
AHC50410 Diploma of Horticulture	RTF50103 Diploma of Horticulture
AHC50510 Diploma of Arboriculture	RTF50203 Diploma of Horticulture (Arboriculture
AHC50910 Diploma of Retail Nursery Management	RTF50503 Diploma of Horticulture (Retail Nurser
AHC50810 Diploma of Production Nursery Management	RTF50603 Diploma of Horticulture (Wholesale Nu
AHC50710 Diploma of Parks and Gardens Management	RTF50703 Diploma of Horticulture (Parks and Gar
AHC51010 Diploma of Sports Turf Management	RTF50803 Diploma of Horticulture (Turf)
AHC60210 Advanced Diploma of Horticulture	RTF60103 Advanced Diploma of Horticulture
AHC50610 Diploma of Landscape Design	
No qualification	RTF40203 Certificate IV in Horticulture (Arboricu
No qualification	RTF40303 Certificate IV in Horticulture (Floricult
No qualification	RTF40403 Certificate IV in Horticulture (Landscap
No qualification	RTF50303 Diploma of Horticulture (Floriculture)
No qualification	RTF50403 Diploma of Horticulture (Landscape)
No qualification	RTE50507 Diploma of Commercial Composting

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCAGB301A	Keep records for a primary production business	RTE3904A	Keep records for a primary production business
AHCAGB401A	Implement and monitor a property improvement plan	RTE4203A	Implement and monitor a property improvement plan
AHCAGB402A	Analyse and interpret production data	RTE4913A	Analyse and interpret production data
AHCAGB501A	Develop climate risk management strategies	RTE5523A	Develop climate risk management strategies
AHCAGB502A	Plan and manage infrastructure requirements	RTE5205A	Plan and manage infrastructure requirements
AHCAGB503A	Plan and monitor production processes	RTE5912A	Plan and monitor production processes
AHCAGB504A	Plan production for the whole land/farm based business	RTE5922A	Plan production for the whole land/farm based business
AHCAGB505A	Develop a whole farm plan	RTE5516A	Develop a whole farm plan
AHCAGB601A	Develop export markets for produce	RTE6906A	Develop export markets for produce
AHCAGB602A	Manage estate planning	RTE6909A	Manage estate planning
AHCAGB603A	Manage the production system	RTE6501A	Manage the production system
AHCAGB604A	Analyse business performance	RTE6901A	Analyse business performance
AHCAGB605A	Manage business capital	RTE6904A	Manage business capital

AgriFood Skills Australia

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCAGB606A	Manage price risk through trading strategy	RTE6905A	Manage price risk through t strategy
AHCAIS201A	Assist with artificial insemination procedures	RTE2132A	Assist with artificial insemin procedures
AHCAIS301A	Collect semen	RTE2123A	Collect semen
AHCAIS302A	Process and store semen	RTE3146A	Process and store semen
AHCAIS303A	Artificially inseminate livestock	RTE3101A	Artificially inseminate lives
AHCAIS401A	Supervise artificial breeding and/or embryo transfer programs	RTE4107A	Supervise artificial breeding embryo transfer programs
AHCARB201A	Apply a range of treatments to trees	RTF2001A	Apply a range of treatments
AHCARB202A	Fell small trees	RTC2005A	Fell small trees
AHCARB203A	Perform above ground pruning	RTF2009A	Perform above ground pruni
AHCARB204A	Undertake standard climbing techniques	RTF2027A	Undertake standard climbing
AHCARB205A	Operate and maintain chainsaws	RTC2304A	Operate and maintain chains
AHCARB206A	Undertake stump removal	RTF2311A	Undertake stump removal
AHCARB207A	Perform ground based rigging		
AHCARB301A	Implement a tree maintenance program	RTF3015A	Implement a tree maintenan
AHCARB302A	Conduct tree inspections		

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCARB303A	Implement a tree pruning program	RTF3017A	Implement a tree pruning pr
AHCARB304A	Fell trees with advanced techniques	RTF3007A	Fell large trees
AHCARB305A	Remove trees in confined spaces	RTF3019A	Remove trees in confined sp
AHCARB306A	Undertake aerial rescue	RTF3702A	Undertake aerial rescue
AHCARB307A	Undertake complex tree climbing	RTF3031A	Undertake complex tree clin
AHCARB308A	Install cable and bracing	RTF3032A	Install cable and bracing
AHCARB309A	Implement a tree protection program	RTF3035A	Implement a tree protection
AHCARB310A	Perform aerial rigging		
AHCARB501A	Assess trees	RTF5018A	Assess trees
AHCARB502A	Identify, select and specify trees		
AHCARB503A	Diagnose tree diseases		
AHCARB504A	Develop a tree protection program	RTF4016A	Plan a tree protection progra
AHCARB505A	Document and audit tree work		
AHCBAC101A	Support agricultural crop work	RTE1001A	Support agricultural crop wo
AHCBAC201A	Assist agricultural crop establishment	RTE2011A	Assist agricultural crop esta

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCBAC202 A	Assist agricultural crop maintenance	RTE2029A	Assist agricultural crop mai
AHCBAC203 A	Assist agricultural crop harvesting	RTE2030A	Assist agricultural crop harv
AHCBAC204 A	Prepare grain storages	RTE2212A	Prepare grain storages
AHCBAC205 A	Operate cane haulage vehicle	RTE2303A	Operate cane haulage vehicl
AHCBAC301 A	Conserve forage		
AHCBAC302 A	Establish pastures and crops for livestock production	RTE3006A	Establish pastures and crops livestock production
AHCBAC303 A	Prepare to receive grains/seeds		
AHCBAC304 A	Test grains/seeds on receival		
AHCBAC305 A	Undertake preparation of land for agricultural crop production	RTE3024A	Undertake preparation of lar agricultural crop production
AHCBAC306 A	Establish agricultural crops	RTE3029A	Establish agricultural crops
AHCBAC307 A	Maintain agricultural crops	RTE3022A	Undertake agricultural crop activities
AHCBAC308 A	Undertake agricultural crop harvesting activities	RTE3009A	Undertake agricultural crop activities
AHCBAC401 A	Manage pastures for livestock production	RTE4011A	Manage pastures for livestoc production
AHCBAC402 A	Plan a pasture establishment program	RTE4009A	Plan a pasture establishment
AHCBAC403 A	Supervise agricultural crop establishment	RTE4018A	Supervise agricultural crop establishment

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCBAC404 A	Plan and implement agricultural crop maintenance	RTE4010A	Supervise agricultural crop r
AHCBAC405 A	Supervise agricultural crop harvesting	RTE4026A	Supervise agricultural crop l
AHCBAC406 A	Maintain grain quality in storage	RTE4008A	Maintain grain quality in sto
AHCBAC407 A	Save, prepare and store agricultural seed	RTE3037A	Save, prepare and store agric
AHCBAC501 A	Manage agricultural crop production	RTE5014A	Manage agricultural crop pr
AHCBAC502 A	Manage forage conservation		
AHCBAC503 A	Manage integrated crop and pasture production	RTE5002A	Manage integrated crop and production
AHCBAC504 A	Plan and manage a stored grain program	RTE5007A	Plan and manage a stored gr
AHCBAC505 A	Plan and manage long-term weed, pest and/or disease control in crops	RTE5006A	Plan and manage long-term and/or disease control in cro
AHCBAC506 A	Manage the harvest of crops	RTE5015A	Manage the harvest of agric horticultural crops
AHCBAC507 A	Develop production plans for crops	RTE5016A	Develop production plans fo
AHCBEK201 A	Assist beekeeping work	RTE2156A	Support beekeeping work
AHCBEK202 A	Use a bee smoker	RTE2305A	Use a bee smoker
AHCBEK203 A	Open and reassemble a beehive	RTE2157A	Open and reassemble a beeh
AHCBEK204 A	Construct and repair beehives	RTE2217A	Construct and repair beehive

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AHC10 code	AHC10 title	Old code	Old unit title
Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHCBEK301A	Manage honey bee swarms	RTE3153A	Manage honey bee swarms
AHCBEK302A	Manipulate honey bee brood	RTE3155A	Manipulate honey bee brood
AHCBEK303A	Re-queen a honey bee colony	RTE3154A	Requeen a honey bee colony
AHCBEK304A	Remove a honey crop from a hive	RTE3320A	Remove a honey crop from
AHCBEK305A	Extract honey	RTE3321A	Extract honey
AHCBEK306A	Manage pests and disease within a honey bee colony	RTE3415A	Manage pests and disease w honey bee colony
AHCBEK401A	Collect and store propolis	RTE4131A	Collect and store propolis
AHCBEK402A	Perform queen bee artificial insemination	RTE4132A	Perform queen bee artificial insemination
AHCBEK403A	Produce and harvest royal jelly	RTE4122A	Produce and harvest royal je
AHCBEK404A	Provide bee pollination services	RTE4128A	Provide bee pollination serv
AHCBEK405A	Select and establish an apiary site	RTE4121A	Select and establish an apiar
AHCBEK406A	Trap and store pollen	RTE4130A	Trap and store pollen
AHCBEK407A	Rear queen bees	RTE3156A	Rear queen bees
AHCBIO201A	Inspect and clean machinery for plant, animal and soil material	RTD2312A	Inspect machinery for plant, soil material
AHCBIO202A	Follow site quarantine procedures	RTE2707B	Follow site quarantine proce

AgriFood Skills Australia

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCBIO301A	Work effectively in an emergency disease or plant pest response	RTE3410A	Work effectively in an emergency disease or plant pest respons...
AHCBIO302A	Identify and report unusual disease or plant pest signs	RTE3407A	Identify and report unusual disease or plant pest signs
AHCBIO303A	Carry out emergency disease or plant pest control procedures at infected premises	RTE3408A	Carry out emergency disease or plant pest control procedures at infected premises
AHCBIO304A	Carry out movement and security procedures	RTE3409A	Carry out movement and security procedures
AHCBIO305A	Monitor and review biosecurity measures		
AHCBIO401A	Supervise activities on infected premises	RTE4408A	Supervise activities on infected premises
AHCBIO402A	Carry out field surveillance for a specific emergency disease or plant pest	RTE4409A	Carry out field surveillance for a specific emergency disease or plant pest
AHCBIO403A	Plan and implement a biosecurity program		
AHCBIO501A	Manage active operational emergency disease or plant pest sites	RTE5407A	Manage active operational emergency disease or plant pest sites
AHCBIO502A	Manage the implementation of an emergency disease or plant pest control program	RTE5406A	Manage the implementation of an emergency disease or plant pest control program
AHCBIO601A	Plan and oversee an emergency disease or plant pest control program	RTE6401A	Plan and oversee an emergency disease or plant pest control program
AHCBUS301A	Use hand held e-business tools	RTE3907A	Use hand held e-business tools
AHCBUS401A	Administer finance, insurance and legal requirements	RTE4901A	Administer finance, insurance and legal requirements
AHCBUS402A	Cost a project	RTC4905A	Cost a project

AgriFood Skills Australia

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCBUS403A	Support and review business structures and relationships	RTE4902A	Support and review business and relationships
AHCBUS404A	Operate within a budget framework	RTC4911A	Operate within a budget fram
AHCBUS405A	Participate in an e-business supply chain	RTE4914A	Participate in an e-business
AHCBUS501A	Manage staff	RTE5807A	Manage staff
AHCBUS502A	Market products and services	RTE5921A	Market products and service
AHCBUS503A	Negotiate and monitor contracts	RTE5920A	Negotiate and monitor contracts/commercial agreer
AHCBUS504A	Prepare estimates, quotes and tenders	RTC5908A	Prepare estimates, quotes an
AHCBUS505A	Develop a marketing plan	RTE5901A	Develop a marketing plan
AHCBUS506A	Develop and review a business plan	RTE5902A	Develop and review a busine
AHCBUS507A	Monitor and review business performance	RTE5906A	Monitor and review busines performance
AHCBUS508A	Prepare and monitor budgets and financial reports	RTE5916A	Prepare and monitor budget financial reports
AHCBUS601A	Manage capital works	RTE6907A	Manage capital works
AHCBUS602A	Review management plans and strategies	RTD6502A	Review management plans strategies
AHCBUS603A	Develop and review a strategic plan	RTE6903A	Develop and review a strate
AHCBUS604A	Design and manage the enterprise quality management system	RTE6908A	Design and manage the enter quality management system

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCBUS605A	Manage human resources	RTE6803A	Manage human resources
AHCBUS606A	Develop a monitoring, evaluation and reporting program		
AHCBUS607A	Implement a monitoring, evaluation and reporting program		
AHCBUS608A	Manage risk		
AHCCCF401A	Prepare project acquittal	RTD4909A	Prepare project acquittal
AHCCCF402A	Report on project	RTD4910A	Report on project
AHCCCF403A	Obtain and manage sponsorship	RTD4806A	Obtain and manage sponsors
AHCCCF404A	Contribute to association governance	RTD4912A	Contribute to association go
AHCCCF405A	Develop community networks	RTD4804A	Develop community networ
AHCCCF406A	Facilitate ongoing group development	RTD4805A	Facilitate ongoing group dev
AHCCCF407A	Obtain resources from community and group	RTD4807A	Obtain resources from comr group
AHCCCF408A	Promote community programs	RTD4808A	Promote community prograr
AHCCCF409A	Participate in assessments of project submissions	RTD4505A	Participate in assessments o submissions
AHCCCF410A	Support individuals in resource management change processes	RTD4810A	Support individuals in resou management change process
AHCCCF411A	Develop approaches to include cultural and human diversity	RTD4802A	Develop approaches to inclu and human diversity

AgriFood Skills Australia

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCCCF412 A	Coordinate board/committee elections	RTD3811A	Coordinate board/committee
AHCCCF413 A	Service committees	RTD3816A	Service committees
AHCCCF414 A	Coordinate fund-raising activities	RTD3812A	Coordinate fund-raising acti
AHCCCF415 A	Coordinate social events to support group purposes	RTD3813A	Coordinate social events to s group purposes
AHCCCF416 A	Present proposed courses of action to meeting	RTD3814A	Present proposed courses of meeting
AHCCCF501 A	Evaluate project submissions	RTD5509A	Evaluate project submission
AHCCCF502 A	Facilitate development of group goals and projects	RTD5805A	Facilitate development of gr and projects
AHCCCF503 A	Promote group formation and development	RTD5806A	Promote group formation an development
AHCCCF504 A	Support group and community changes in resource management	RTD5802A	Support group and commun in resource management
AHCCCF505 A	Contribute to regional planning process	RTD5910A	Contribute to regional plann
AHCCCF506 A	Manage the incorporation of a group	RTD5911A	Manage the incorporation of
AHCCCF601 A	Map regional issues and stakeholders	RTD6505A	Map regional issues and stal
AHCCHM101A	Follow basic chemical safety rules	RTC1701A	Follow basic chemical safety
AHCCHM201A	Apply chemicals under supervision	RTC2706A	Apply chemicals under supe
AHCCHM301A	Conduct fumigation in enclosed spaces		

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCCHM302A	Fumigate soil using chemicals		
AHCCHM303A	Prepare and apply chemicals	RTC3704A	Prepare and apply chemicals
AHCCHM304A	Transport, handle and store chemicals	RTC3705A	Transport, handle and store
AHCCHM305A	Conduct manual fumigation of vertebrate and invertebrate pests		
AHCCHM401A	Minimise risks in the use of chemicals	RTC4702A	Minimise risks in the use of
AHCCHM402A	Plan and implement a chemical use program	RTC4703A	Plan and implement a chemi program
AHCCHM403A	Prepare safe operating procedures for calibration of equipment	RTD4303A	Prepare safe operating proce calibration of equipment
AHCCHM501A	Develop and manage a chemical use strategy	RTC5702A	Develop and manage a chem strategy
AHCCOM201A	Assess and receive raw materials for composting	RTE2506A	Assess and receive raw mate composting
AHCCOM202A	Recognise and respond to fire emergencies on a composting site	RTE2709A	Recognise and respond to fir emergencies on a compostin
AHCCOM203A	Recognise raw materials, production processes and products on a composting site	RTE2507A	Recognise raw materials, pr processes and products on a site
AHCCOM301A	Operate compost processing plant, machinery and equipment	RTE3322A	Operate compost processing machinery and equipment
AHCCOM302A	Dispatch materials and composted product	RTE3323A	Dispatch materials and comp product
AHCCOM303A	Operate a compost bagging process	RTE2315A	Operate a compost bagging
AHCCOM40	Develop a composting recipe	RTE4519A	Develop a composting recip

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
1A			
AHCCOM402A	Plan and schedule compost production	RTE4520A	Plan and schedule compost p
AHCCOM501A	Identify and secure raw materials supply for compost production	RTE5919A	Identify and secure raw mate for compost production
AHCDER401A	Handle, store and grade deer velvet	RTE4113A	Handle, store and grade deer
AHCDER501A	Comply with deer industry national velvet accreditation requirements	RTE5105A	Comply with deer industry n velvet accreditation requirem
AHCDER502A	Harvest deer velvet	RTE5108A	Harvest deer velvet
AHCDES501A	Design sustainable landscapes		
AHCDES502A	Prepare a landscape project design	RTF5010A	Prepare a landscape project
AHCDES503A	Assess landscape sites		
AHCDES504A	Design for construction of landscape features		
AHCDRG201A	Maintain drainage systems	RTE2604A	Maintain drainage systems
AHCDRG301A	Install drainage systems	RTE3603A	Install drainage systems
AHCDRG302A	Measure drainage system performance	RTE3606A	Measure drainage system pe
AHCDRG303A	Troubleshoot drainage systems	RTE3604A	Troubleshoot drainage syste
AHCDRG501A	Design drainage systems	RTE5607A	Design drainage systems
		RTE2103A	Carry out milking shed routi

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCDRY201A	Milk livestock	RTE2112A	Milk livestock
AHCDRY301A	Coordinate milking operations	RTE3117A	Coordinate milking operatio
AHCDRY302A	Operate a dairy recycling system	RTE3308A	Operate a dairy recycling sy
AHCDRY401A	Manage milking shed routines	RTE4112A	Manage milking shed routin
AHCEXP301A	Handle and store explosives	RTD3709A	Handle and store explosives
AHCEXP302A	Identify and select explosive products	RTD3710A	Identify and select explosive
AHCEXP303A	Prepare and use explosives	RTD3711A	Prepare and use explosives
AHCFAU201A	Recognise fauna	RTD2126A	Recognise animals
AHCFAU301A	Respond to wildlife emergencies	RTD3125A	Respond to wildlife emerger
AHCFAU501A	Manage fauna populations	RTD5102A	Manage fauna populations
AHCFIR201A	Assist with prescribed burning	RTE2002A	Assist with prescribed burni
AHCFIR501A	Manage wildfire hazard reduction programs	RTD5513A	Manage wildfire hazard redu programs
AHCHBR101A	Support horse work	RTE1104A	Support horse work
AHCHBR201A	Monitor horse health and welfare	RTE2104A	Carry out regular horse obse
AHCHBR202A	Handle young horses	RTE2148A	Handle young horses

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCHBR203A	Provide daily care for horses	RTE2121A	Provide daily care for horses
AHCHBR204A	Assist with mating procedures and parturition of horses	RTE2137A	Assist with natural mating p and parturition of horses
		RTE3104A	Carry out basic dentition car procedures on horses
AHCHBR302A	Carry out basic hoof care procedures	RTE3137A	Carry out basic hoof care pr
AHCHBR303A	Carry out mare mating or artificial insemination procedures	RTE3106A	Carry out mare mating proce
AHCHBR304A	Educate, ride and care for horses and equipment	RTE3102A	Educate, ride and care for ho equipment
AHCHBR305A	Handle and care for stallions	RTE3112A	Handle and care for stallions
AHCHBR306A	Prevent and treat equine injury and disease	RTE3144A	Prevent and treat equine inju disease
AHCHBR307A	Assess suitability of horses for stock work	RTE3148A	Assess conformation of hors
AHCHBR401A	Carry out stud stable management duties	RTE4101A	Carry out stud stable manag
AHCHBR402A	Supervise raising young horses	RTE4106A	Supervise raising young hors
AHCHYD301A	Implement a maintenance program for hydroponic systems	RTF3033A	Implement a maintenance pr hydroponic systems
AHCHYD302A	Install hydroponic systems	RTF3215A	Install hydroponic systems
AHCHYD501A	Develop a plan for a hydroponic system	RTF5302A	Develop a plan for a hydrop

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCILM201A	Maintain cultural places	RTD2501A	Maintain cultural places
AHCILM202A	Observe and report plants and/or animals	RTD2803A	Observe and report plants an animals
AHCILM203A	Record information about country	RTD2802A	Record information about co
AHCILM301A	Propose appropriate uses of traditional customs	RTD3817A	Propose appropriate uses of customs
AHCILM302A	Provide appropriate information on cultural knowledge	RTD3802A	Provide appropriate informa cultural knowledge
AHCILM303A	Work in an Indigenous community or organisation	RTD3903A	Work in an Indigenous com organisation
AHCILM304A	Follow cultural protocols		
AHCILM401A	Protect places of cultural significance	RTD4508A	Protect places of cultural sig
AHCILM402A	Report on place of potential cultural significance	RTD4509A	Report on place of potential significance
AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country	RTD4501A	Contribute to the proposal fo negotiated outcome for a giv country
AHCILM404A	Record and document community history	RTD4809A	Record and document comm history
AHCILM405A	Develop work practices to accommodate cultural identity	RTD4906A	Develop work practices to a cultural identity
AHCILM501A	Conduct field research into natural and cultural resources	RTD5502A	Conduct field research into cultural resources
AHCILM502A	Develop conservation strategies for cultural resources	RTD5507A	Develop conservation strate cultural resources
AHCILM503	Manage restoration of cultural places	RTD5511A	Manage restoration of cultu

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
A			
AHCILM504 A	Develop strategies for Indigenous land or sea management	RTD5508A	Develop strategies for Indig or sea management
AHCILM505 A	Map relationship of business enterprise to culture and country	RTD5904A	Map relationship of busines to culture and country
AHCILM506 A	Operate within community cultures and goals	RTD5803A	Operate within community goals
AHCILM507 A	Plan for successful cultural practice at work	RTD5907A	Plan for successful cultural work
AHCILM508 A	Propose a negotiated outcome for a given area of country	RTD5517A	Propose a negotiated outcom given area of country
AHCILM509 A	Plan burning activities for natural and cultural resource management		
AHCILM601 A	Manage cultural processes in an Indigenous organisation	RTD6801A	Manage cultural processes i Indigenous organisation
AHCINF201 A	Carry out basic electric fencing operations	RTE2201A	Carry out basic electric fenc operations
AHCINF202 A	Install, maintain and repair fencing	RTC2209A	Install, maintain and repair f
AHCINF203 A	Maintain properties and structures	RTC2210A	Maintain properties and stru
AHCINF204 A	Fabricate and repair metal or plastic structures	RTE2205A	Fabricate and repair metal o structures
AHCINF301 A	Implement property improvement, construction and repair	RTC3213A	Implement property improve construction and repair
AHCINF302 A	Plan and construct an electric fence	RTE3210A	Plan and construct an electri
AHCINF303 A	Plan and construct conventional fencing	RTC3209A	Plan and construct conventic
AHCIRG101	Support irrigation work	RTE1601A	Support irrigation work

	Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**		**Old code**	**Old unit title**
A				
AHCIRG201 A	Assist with the operation of gravity fed irrigation		RTE2601A	Assist with the operation of irrigation
AHCIRG202 A	Assist with the operation of pressurised irrigation		RTE2602A	Assist with the operation of irrigation
AHCIRG203 A	Install micro-irrigation systems		RTE2607A	Install micro-irrigation syste
AHCIRG204 A	Lay irrigation and/or drainage pipes		RTE2603A	Lay irrigation and/or draina
AHCIRG205 A	Maintain gravity-fed irrigation systems		RTE2605A	Maintain gravity-fed irrigati
AHCIRG206 A	Maintain pressurised irrigation systems		RTE2606A	Maintain pressurised irrigati
AHCIRG301 A	Implement a maintenance program for an irrigation system		RTE3612A	Implement a maintenance pr an irrigation system
AHCIRG302 A	Install irrigation systems		RTE3601A	Install irrigation systems
AHCIRG303 A	Measure irrigation delivery system performance		RTE3607A	Measure irrigation delivery performance
AHCIRG304 A	Operate gravity fed irrigation systems		RTE3610A	Operate gravity fed irrigatio
AHCIRG305 A	Operate pressurised irrigation systems		RTE3611A	Operate pressurised irrigatio
AHCIRG306 A	Troubleshoot irrigation systems		RTE3605A	Troubleshoot irrigation syste
AHCIRG307 A	Recommend irrigation products and services			
AHCIRG401 A	Acquire resources for irrigation installation and construction		RTE4601A	Acquire resources for irrigat installation and construction
AHCIRG402	Determine hydraulic parameters for an		RTE4602A	Determine hydraulic parame

AHC10 code	AHC10 title	Old code	Old unit title
Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
A	irrigation system		irrigation system
AHCIRG403A	Determine seasonal irrigation scheduling tasks	RTE4604A	Determine seasonal irrigatio scheduling tasks
AHCIRG404A	Implement an irrigation-related environmental protection program	RTE4603A	Implement an irrigation-rela environmental protection pr
AHCIRG405A	Plan and coordinate gravity-fed irrigation systems	RTE4608A	Plan and coordinate gravity- irrigation systems
AHCIRG406A	Plan on-site irrigation system installation and construction work	RTE4607A	Plan on-site irrigation syster installation and construction
AHCIRG407A	Supervise on-site irrigation installation and construction work	RTE4606A	Supervise on-site irrigation i and construction work
AHCIRG408A	Schedule irrigations	RTE4605A	Schedule irrigations
AHCIRG409A	Implement, monitor and adjust irrigation schedules	RTE4609A	Implement, monitor and adj schedules
AHCIRG501A	Audit irrigation systems	RTE5601A	Audit irrigation systems
AHCIRG502A	Design irrigation system maintenance and monitoring programs	RTE5602A	Design irrigation system ma and monitoring programs
AHCIRG503A	Design irrigation, drainage and water treatment systems	RTE5603A	Design irrigation, drainage a treatment systems
AHCIRG504A	Develop an irrigation and drainage management plan	RTE5604A	Develop an irrigation and dr management plan
AHCIRG505A	Establish and maintain an irrigation-related environmental protection program	RTE5605A	Establish and maintain an ir related environmental protec program
AHCLPW301A	Supervise park visitor activities	RTD3804A	Supervise park visitor activi
AHCLPW303A	Construct access tracks	RTD3202A	Construct access tracks

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCLPW304 A	Carry out inspection of designated area	RTD3502A	Carry out inspection of desig
AHCLPW305 A	Perform diving for scientific purposes	RTD3508A	Perform diving for scientific
AHCLPW306 A	Undertake sampling and testing of water	RTD3507A	Undertake sampling and test
AHCLPW401 A	Process applications for changes in land use	RTD4506A	Process applications for cha use
AHCLPW402 A	Implement land and sea management practices	RTD4502A	Implement land and sea man practices
AHCLPW403 A	Inspect and monitor cultural places	RTD4503A	Inspect and monitor cultural
AHCLPW404 A	Produce maps for land management purposes	RTD4507A	Produce maps for land mana purposes
AHCLPW405 A	Monitor biodiversity	RTD4504A	Monitor biodiversity
AHCLPW501 A	Develop a management plan for a designated area	RTC5504A	Develop a management plan designated area
AHCLPW502 A	Manage wildfire hazard reduction programs		
AHCLPW503 A	Assess applications for legislative compliance	RTD5501A	Assess applications for legis compliance
AHCLPW504 A	Review assessments for legislative compliance	RTD5518A	Review assessments for legi compliance
AHCLPW505 A	Implement natural and cultural resource management plans	RTD5510A	Implement plans of manage
AHCLPW506 A	Investigate suspected breaches of NRM legislation	RTD5915A	Investigate suspected breach legislation
AHCLPW601 A	Coordinate the preparation of a regional resource management plan	RTD6504A	Coordinate the preparation o resource management plan

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	AHC10 title	Old code	Old unit title
AHCLSC101A	Support landscape work	RTC1202A	Support landscape work
AHCLSC201A	Assist with landscape construction work	RTF2215A	Assist with landscape constr
AHCLSC202A	Construct low-profile timber or modular retaining walls	RTF2204A	Construct low-profile timber retaining walls
AHCLSC203A	Install aggregate paths	RTD2206A	Install aggregate paths
AHCLSC204A	Lay paving	RTF2208A	Lay paving
AHCLSC205A	Install tree protection devices	RTF2207A	Protect trees during constru
AHCLSC301A	Set out site for construction works	RTF3217A	Set out site for construction
AHCLSC302A	Construct landscape features using concrete	RTF3204A	Construct concrete structure features
AHCLSC303A	Construct brick and/or block structures and features	RTF3203A	Construct brick and/or block and features
AHCLSC304A	Erect timber structures and features	RTC3206A	Erect timber structures and f
AHCLSC305A	Construct stone structures and features	RTF3219A	Construct stone structures ar
AHCLSC306A	Implement a paving project	RTF3220A	Implement a paving project
AHCLSC307A	Implement a retaining wall project	RTF3221A	Implement a retaining wall p
AHCLSC308A	Install metal structures and features	RTF3208A	Install metal structures and f
AHCLSC309A	Install water features	RTF3216A	Install water features

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCLSC310A	Implement a tree transplanting program	RTF3018A	Implement a tree transplanti
AHCLSC401A	Supervise landscape project works	RTC4206A	Supervise landscape project
AHCLSC501A	Survey and establish site levels		
AHCLSC502A	Manage landscape projects	RTF5004A	Manage landscape projects
AHCLSC503A	Manage a tree transplanting program	RTF4017A	Plan a tree transplanting pro
AHCLSK101A	Support extensive livestock work	RTE1101A	Support extensive livestock
AHCLSK102A	Support intensive livestock work	RTE1102A	Support intensive livestock
AHCLSK201A	Assist with feeding in a production system	RTE2134A	Assist with feeding in an int production system
AHCLSK202A	Care for health and welfare of livestock	RTE2131B	Care for health and welfare
AHCLSK203A	Carry out birthing duties	RTE2124B	Carry out birthing duties
AHCLSK204A	Carry out regular livestock observation	RTE2144A	Carry out regular livestock
AHCLSK205A	Handle livestock using basic techniques	RTE2118A	Handle livestock using basic
AHCLSK206A	Identify and mark livestock	RTE2111A	Identify and mark livestock
AHCLSK207A	Load and unload livestock	RTE2136A	Load and unload livestock
AHCLSK208A	Monitor livestock to parturition	RTE2113B	Monitor livestock to parturit

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCLSK209A	Monitor water supplies	RTE2114A	Monitor water supplies
AHCLSK210A	Muster and move livestock	RTE2115A	Muster and move livestock
AHCLSK211A	Provide feed for livestock	RTE2128B	Provide feed for livestock
AHCLSK212A	Ride horses to carry out stock work	RTE2130A	Ride and care for horses and
AHCLSK213A	Clean out production sheds	RTE2214A	Clean out intensive producti
AHCLSK214A	Maintain production growing environments	RTE2150A	Maintain intensive producti environments
AHCLSK215A	Carry out alpaca handling and husbandry operations	RTE2153A	Carry out alpaca handling ar husbandry operations
AHCLSK301A	Administer medication to livestock	RTE3115B	Implement livestock husban practices
AHCLSK302A	Mate and monitor reproduction of alpacas	RTE3151A	Mate and monitor reproduct alpacas
AHCLSK303A	Carry out feedlot operations	RTE3105A	Carry out feedlot operations
AHCLSK304A	Carry out post-mortem examination of livestock	RTE3140A	Carry out post-mortem exam livestock
AHCLSK305A	Maintain livestock water supplies	RTE2110A	Maintain livestock water su
AHCLSK306A	Coordinate and monitor production performance	RTE3110A	Coordinate and monitor inte production performance

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCLSK307A	Euthanase livestock	RTE3119A	Euthanase livestock
AHCLSK308A	Identify and draft livestock	RTE3113A	Identify and draft livestock
AHCLSK309A	Implement animal health control programs	RTE3402A	Implement animal health co programs
AHCLSK310A	Implement feeding plans for intensive production	RTE3118A	Implement feeding plans for production
AHCLSK311A	Implement feeding plans for livestock	RTE3114A	Implement feeding plans for
AHCLSK312A	Coordinate artificial insemination and fertility management of livestock	RTE3116A	Mate and monitor livestock
AHCLSK313A	Monitor livestock production growing environments	RTE3143A	Monitor intensive livestock growing environments
AHCLSK314A	Prepare animals for parturition	RTE3121B	Prepare animals for parturiti
AHCLSK315A	Prepare for and implement natural mating of livestock	RTE3147A	Prepare for and implement n mating of livestock
AHCLSK316A	Prepare livestock for competition	RTE3133B	Prepare livestock for compe
AHCLSK317A	Plan to exhibit livestock	RTE4115A	Plan to exhibit livestock or f
AHCLSK318A	Rear newborn and young livestock	RTE3124B	Rear newborn and young liv
AHCLSK319A	Slaughter livestock	RTE3134A	Slaughter livestock
AHCLSK320A	Coordinate and monitor livestock transport	RTE3131A	Transport livestock

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AHC10 code	AHC10 title	Old code	Old unit title
**Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03**			
AHCLSK321A	Service and repair bores and windmills	RTE3312A	Service and repair bores and
AHCLSK322A	Transport farm produce or bulk materials	RTE3314A	Transport farm produce or b materials
AHCLSK323A	Maintain and monitor feed stocks	RTE3908A	Maintain and monitor feed s
AHCLSK324A	Care for and train working dogs	RTE2106A	Care for and train working c
AHCLSK325A	Castrate livestock	RTE2127A	Castrate livestock
AHCLSK326A	Mix and mill standard stockfeed	RTE2146A	Mix and mill standard stock
AHCLSK327A	Collect, store and administer colostrum	RTE3128A	Collect, store and administe
AHCLSK328A	Remove and facilitate reuse of effluent and manure from an intensive production system	RTE3126A	Remove and facilitate reuse and manure from an intensiv production system
AHCLSK329A	Implement procedures for calving		
AHCLSK330A	Implement procedures for foaling down mares		
AHCLSK331A	Comply with industry animal welfare requirements	RTE3136A	Comply with industry anima requirements
AHCLSK332A	Monitor animals in intensive production systems		
AHCLSK333A	Monitor pen condition and ration suitability		
AHCLSK401A	Develop feeding plans for a production system	RTE4118A	Develop feeding plans for ar production system
AHCLSK402	Develop livestock feeding plans	RTE4104A	Develop livestock feeding p

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
A			
AHCLSK403 A	Escort animals during export	RTE4105A	Escort animals during expor
AHCLSK404 A	Implement and monitor animal welfare programs	RTE4120A	Implement and monitor anir programs
AHCLSK405 A	Implement intensive production systems	RTE4117A	Implement intensive produc
AHCLSK406 A	Oversee animal marking operations	RTE4109A	Oversee animal marking ope
AHCLSK407 A	Plan and monitor intensive production systems	RTE4114A	Plan and monitor intensive p systems
AHCLSK408 A	Pregnancy test animals	RTE4124A	Pregnancy test animals
AHCLSK409 A	Supervise animal health programs	RTE4119A	Supervise animal health pro
AHCLSK410 A	Supervise feedlot operations	RTE4102A	Supervise feedlot operations
AHCLSK411 A	Supervise natural mating of livestock	RTE4110A	Supervise natural mating of
AHCLSK412 A	Arrange livestock purchases	RTE5917A	Arrange livestock purchases
AHCLSK413 A	Design livestock handling facilities	RTE4202A	Design livestock handling/accommodation fa
AHCLSK414 A	Arrange transport for farm produce or livestock	RTE4903A	Arrange transport for grain
AHCLSK415 A	Oversee alpaca farm activities	RTE4126A	Oversee alpaca farm activiti
AHCLSK416 A	Identify and select animals for breeding	RTE5107A	Identify and select animals f

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCLSK417A	Manage horses for stock work	RTE4108A	Manage horses for stockwor
AHCLSK501A	Manage livestock production	RTE5103A	Manage livestock productio
AHCLSK502A	Arrange marketing of livestock	RTE5918A	Arrange marketing of livest
AHCLSK503A	Develop and implement a breeding strategy	RTE5101A	Develop and implement a br strategy
AHCLSK504A	Develop livestock health and welfare strategies	RTE5104A	Develop livestock health and strategies
AHCLSK505A	Develop production plans for livestock	RTE5106A	Develop production plans fo
AHCLSK506A	Design livestock effluent systems	RTE5301A	Design livestock effluent sy
AHCMER301A	Process customer complaints	RTE3819A	Process customer complaint
AHCMER302A	Provide advice on hardware products	RTE3809A	Provide advice on hardware
AHCMER303A	Sell products and services	RTE3905A	Sell products and services
AHCMER401A	Coordinate customer service and networking activities	RTE4812A	Coordinate customer service networking activities
AHCMER402A	Provide advice and sell machinery	RTE3807A	Provide advice and sell mac
AHCMER403A	Provide advice and sell farm chemicals	RTE3806A	Provide advice and sell farm
AHCMER404A	Provide advice on agronomic products	RTE3808A	Provide advice on agronomi
AHCMER405A	Provide advice on livestock products	RTE3810A	Provide advice on livestock

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCMER406 A	Provide information on fertilisers and soil ameliorants	RTE4814A	Provide information and ref environmentally responsible and soil ameliorant use
AHCMER501 A	Develop a sales strategy for rural products	RTE5909A	Develop a sales strategy for products
AHCMKH30 1A	Carry out minor service of milking equipment	RTE3317A	Carry out minor service of m equipment
AHCMKH30 3A	Service and repair milking equipment	RTE3302A	Service and repair milking e
AHCMKH30 4A	Monitor and provide advice on cleaning milking machines	RTE3313A	Monitor and provide advice milking machines
AHCMKH30 5A	Mechanically test milking machines	RTE2314A	Mechanically test milking m
AHCMKH40 1A	Carry out cleaning-time tests of milking machines	RTE4307A	Carry out cleaning-time test machines
AHCMKH40 2A	Design and fabricate milking equipment installations	RTE4302A	Design and fabricate milking installations
AHCMKH40 3A	Design and install on-farm milk cooling and storage	RTE4309A	Design and install on-farm n and storage
AHCMKH40 4A	Install milking equipment	RTE4304A	Install milking equipment
AHCMKH40 5A	Performance test milking machines	RTE4305A	Performance test milking ma
AHCMOM10 1A	Assist with routine maintenance of machinery and equipment	RTC1302A	Assist with routine maintena machinery and equipment
AHCMOM20 1A	Operate two wheel motorbikes		
AHCMOM20 2A	Operate tractors	RTC2309A	Operate tractors

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCMOM203A	Operate basic machinery and equipment	RTC1301A	Operate basic machinery an
AHCMOM204A	Undertake operational maintenance of machinery	RTC2301A	Undertake operational main machinery
AHCMOM205A	Operate vehicles	RTC2306A	Operate vehicles
AHCMOM206A	Conduct grader operations		
AHCMOM207A	Conduct front-end loader operations		
AHCMOM208A	Conduct excavator operations		
AHCMOM209A	Conduct dozer operations		
AHCMOM210A	Conduct scraper operations		
AHCMOM211A	Operate side by side utility vehicles		
AHCMOM212A	Operate quad bikes		
AHCMOM301A	Coordinate machinery and equipment maintenance and repair	RTE3307A	Coordinate machinery and e maintenance and repair
AHCMOM302A	Perform machinery maintenance	RTC3311A	Perform specialised machin maintenance
AHCMOM304A	Operate machinery and equipment	RTC2307A	Operate machinery and equi
AHCMOM305A	Operate specialised machinery and equipment	RTC3310A	Operate specialised machine equipment
AHCMOM306A	Ground spread fertiliser and soil ameliorant	RTE3319A	Ground spread fertiliser and ameliorant

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCMOM307A	Operate a cane harvester	RTE3301A	Operate a cane harvester
AHCMOM308A	Operate broadacre and row crop harvest machinery and equipment		
AHCMOM309A	Operate broadacre sowing machinery and equipment		
AHCMOM310A	Operate land-forming machinery and equipment		
AHCMOM311A	Operate precision control technology		
AHCMOM312A	Operate row crop planting and seeding machinery and equipment		
AHCMOM313A	Operate mobile irrigation machinery and equipment		
AHCMOM314A	Transport machinery	RTD3315A	Transport machinery
AHCMOM315A	Operate chemical application machinery and equipment		
AHCMOM401A	Conduct major repair and overhaul of machinery and equipment	RTE4301A	Conduct major repair and ov machinery and equipment
AHCMOM402A	Supervise maintenance of machinery and equipment	RTC4306A	Supervise maintenance of m and equipment
AHCMOM501A	Manage machinery and equipment	RTC5303A	Manage machinery and equi
AHCMOM502A	Implement a machinery management system	RTE5304A	Implement a machinery man system
AHCMOM601A	Analyse machinery options	RTE6301A	Analyse machinery options
AHCNAR101A	Support natural area conservation	RTD1501A	Support natural area conserv

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCNAR102 A	Support native seed collection		
AHCNAR201 A	Carry out natural area restoration works	RTD2022A	Carry out natural area restor
AHCNAR202 A	Maintain wildlife habitat refuges	RTD2502A	Maintain wildlife habitat ref
AHCNAR301 A	Maintain natural areas	RTD3505A	Maintain natural areas
AHCNAR302 A	Collect and preserve biological samples	RTD3509A	Collect and preserve biologi
AHCNAR303 A	Implement revegetation works	RTD3034A	Implement revegetation wor
AHCNAR304 A	Undertake direct seeding		
AHCNAR401 A	Supervise natural area restoration works	RTD4510A	Supervise natural area restor
AHCNAR402 A	Plan the implementation of revegetation works	RTD4020A	Plan the implementation of r works
AHCNAR501 A	Manage natural areas on a rural property	RTE5515A	Manage natural areas on a ru
AHCNAR502 A	Conduct biological surveys	RTC5519A	Conduct biological surveys
AHCNAR503 A	Design a natural area restoration project	RTD5503A	Design a natural area restora
AHCNAR504 A	Manage natural area restoration programs	RTD5003A	Manage natural area restora programs
AHCNAR505 A	Plan river restoration works	RTD5522A	Plan river restoration works
AHCNAR506 A	Develop and implement sustainable land use strategies	RTE5524A	Develop and implement sust use strategies

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCNRM501A	Develop a coastal rehabilitation strategy		
AHCNRM502A	Develop a water quality monitoring strategy		
AHCNRM503A	Support the implementation of waterways strategies		
AHCNRM504A	Interpret and report on catchment hydrology		
AHCNRM505A	Provide technical advice on sustainable catchment management		
AHCNRM506A	Plan and monitor works projects in catchments and waterways		
AHCNRM507A	Manipulate and analyse data within geographic information systems		
AHCNSY101A	Support nursery work	RTC1006A	Support nursery work
AHCNSY201A	Pot up plants	RTF2013A	Pot-on plants
AHCNSY202A	Tend nursery plants	RTF2024A	Tend nursery plants
AHCNSY203A	Undertake propagation activities	RTC2026A	Undertake propagation activi
AHCNSY204A	Maintain indoor plants	RTF2008A	Maintain indoor plants
AHCNSY301A	Maintain nursery plants	RTF3021A	Maintain nursery plants
AHCNSY302A	Receive and dispatch nursery products	RTF3026A	Receive and dispatch plants nursery products
AHCNSY303A	Install and maintain plant displays	RTF3020A	Install and maintain interior displays

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCNSY304A	Deliver and promote sales of plants	RTF3005A	Deliver and promote sales o
AHCNSY305A	Prepare specialised plants	RTF3025A	Prepare specialised plants
AHCNSY306A	Implement a propagation plan	RTF3014A	Implement a propagation pla
AHCNSY307A	Operate fertigation equipment	RTE3609A	Operate fertigation equipme
AHCNSY401A	Plan a growing-on program	RTF4014A	Plan a growing-on program
AHCNSY402A	Plan a propagation program	RTF4015A	Plan a propagation program
AHCOHS101A	Work safely	RTC1801A	Prepare for work
AHCOHS201A	Participate in OHS processes	RTC2701A	Follow OHS procedures
AHCOHS301A	Contribute to OHS processes	RTE3713A	Carry out workplace OHS p
AHCOHS401A	Maintain OHS processes	RTC4701A	Implement and monitor the OHS program
AHCOHS501A	Manage OHS processes	RTC5701A	Establish and maintain the e OHS program
AHCORG101A	Support organic production	RTE1107A	Support organic production
AHCORG401A	Manage biodynamic production	RTE4518A	Manage biodynamic produc
AHCORG402A	Manage organic livestock production	RTE4133A	Manage organic livestock pr
AHCORG403A	Manage organic soil improvement	RTE4517A	Manage organic soil improv

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCORG501A	Develop an organic management plan	RTE5526A	Develop an organic manage
AHCORG502A	Prepare the enterprise for organic certification	RTE5923A	Prepare the enterprise for or certification
AHCPCM201A	Recognise plants	RTC2016A	Recognise plants
AHCPCM202A	Collect, prepare and preserve plant specimens	RTD2004A	Collect, prepare and preserv specimens
AHCPCM301A	Implement a plant nutrition program	RTF3012A	Implement a plant nutrition
AHCPCM302A	Provide information on plants and their culture	RTC3016A	Provide information on plan culture
AHCPCM303A	Identify an unknown plant specimen		
AHCPCM401A	Recommend plants and cultural practices	RTC4024A	Recommend plants and cult practices
AHCPCM402A	Develop a soil health and plant nutrition program	RTE4027A	Develop a soil health and pl program
AHCPCM501A	Diagnose plant health problems	RTF4023A	Promote plant health
AHCPCM502A	Collect and classify plants	RTC5011A	Collect and classify plants
AHCPCM503A	Specify plants for landscapes		
AHCPCM504A	Design and maintain a specialized landscape		
AHCPCM601A	Develop and implement a plant health management strategy	RTF5005A	Manage plant health
AHCPGD101A	Support gardening work	RTF1004A	Support gardening work

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCPGD201A	Plant trees and shrubs	RTC2012A	Plant trees and shrubs
AHCPGD202A	Prepare and maintain plant displays	RTF2014A	Prepare and maintain plant c
AHCPGD203A	Prune shrubs and small trees	RTF2017A	Prune shrubs and small trees
AHCPGD204A	Transplant small trees	RTF2025A	Transplant small trees
AHCPGD205A	Prepare a grave site	RTF2211A	Prepare a grave site
AHCPGD206A	Conduct visual inspection of park facilities	RTC2203A	Conduct visual inspection of facilities
AHCPGD301A	Implement a plant establishment program	RTF3011A	Implement a plant establishm program
AHCPGD302A	Plan and maintain plant displays	RTF3036A	Plan and establish plant disp
AHCPGD303A	Perform specialist amenity pruning	RTF3028A	Perform specialist amenity p
AHCPGD304A	Implement a landscape maintenance program	RTF3207A	Implement a landscape main program
AHCPGD305A	Conduct operational inspection of park facilities	RTC3201A	Conduct operational inspect facilities
AHCPGD306A	Implement a maintenance program for an aquatic environment	RTC3211A	Implement a maintenance pr an aquatic environment
AHCPGD401A	Design plant displays	RTF4001A	Design plant displays
AHCPGD402A	Plan a plant establishment program	RTF4003A	Plan a plant establishment p
AHCPGD501A	Manage plant cultural practices	RTF5013A	Manage plant cultural practi amenity horticulture

	Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**	
AHCPGD502 A	Plan the restoration of parks and gardens	RTF5009A	Plan the restoration of parks	
AHCPGD503 A	Manage parks and reserves	RTC5520A	Manage parks and reserves	
AHCPGD504 A	Develop and implement a streetscape management plan	RTF5506A	Develop and implement a st management plan	
AHCPGD505 A	Conduct comprehensive inspection of park facilities	RTC5201A	Conduct comprehensive insp park facilities	
AHCPHT101 A	Support horticultural production	RTE1005A	Support horticultural produc	
AHCPHT201 A	Plant horticultural crops	RTE2010A	Establish horticultural crops	
AHCPHT202 A	Carry out canopy maintenance	RTE2006A	Carry out canopy maintenan	
AHCPHT203 A	Support horticultural crop harvesting	RTE2021A	Support horticultural crop ha	
AHCPHT204 A	Undertake field budding and grafting	RTE2028A	Undertake field budding and	
AHCPHT205 A	Carry out postharvest operations	RTE2033A	Carry out post-harvest opera	
AHCPHT206 A	Handle and move mushroom boxes	RTE2031A	Handle and move mushroom	
AHCPHT207 A	Perform mushroom substrate process tasks	RTE2505A	Perform mushroom substrate tasks	
AHCPHT208 A	Water mushroom crops	RTE2032A	Water mushroom crops	
AHCPHT301 A	Carry out a crop regulation program	RTE3002A	Coordinate a crop regulation	
AHCPHT302 A	Coordinate horticultural crop harvesting	RTE3003A	Coordinate horticultural cro	

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCPHT303A	Implement a post-harvest program	RTE3013A	Implement a post-harvest pr
AHCPHT304A	Harvest horticultural crops mechanically	RTE3030A	Harvest horticultural crops i
AHCPHT305A	Regulate crops	RTE2018A	Regulate crops
AHCPHT306A	Establish horticultural crops	RTE2010A	Establish horticultural crops
AHCPHT307A	Prepare raw materials and compost the feedstocks	RTE3512A	Prepare raw materials and c feedstocks
AHCPHT308A	Prepare value-added compost-based products	RTE3513A	Prepare value-added compo products
AHCPHT309A	Supervise mushroom substrate preparation	RTE3511A	Supervise mushroom substr preparation
AHCPHT401A	Assess olive oil for style and quality	RTE4029A	Assess olive oil for style an
AHCPHT402A	Develop a crop regulation program	RTE4002A	Develop a crop regulation p
AHCPHT403A	Develop harvesting and processing specifications to produce an olive oil	RTE4920A	Develop harvesting and proc specifications to produce an
AHCPHT404A	Implement and monitor a horticultural crop harvesting program	RTE4028A	Implement and monitor a ho crop harvesting program
AHCPHT405A	Manage mushroom substrate preparation	RTE4515A	Manage mushroom substrate
AHCPHT406A	Control Phase II mushroom substrate process	RTE4516A	Control Phase II mushroom process
AHCPHT407A	Manage mushroom crop development	RTE4013A	Manage mushroom crop dev

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCPHT502A	Develop a horticultural production plan	RTF5001A	Develop a horticultural prod
AHCPHT503A	Manage a controlled growing environment	RTF5012A	Manage a controlled growin environment
AHCPLY201A	Collect store and handle eggs from breeder flocks	RTE2105A	Collect store and handle egg breeder flocks
AHCPLY202A	Maintain health and welfare of poultry	RTE2140A	Maintain health and welfare
AHCPLY203A	Set up shed for placement of day-old chickens	RTE2141A	Set up shed for placement o chickens
AHCPLY204A	Collect and pack eggs for human consumption	RTE2142A	Collect and pack eggs for hu consumption
AHCPLY301A	Artificially inseminate birds	RTE3135A	Artificially inseminate birds
AHCPLY302A	Brood poultry	RTE2102A	Brood poultry
AHCPLY303A	Identify and sex birds	RTE2108A	Identify and sex birds
AHCPLY304A	Incubate eggs	RTE2109A	Incubate eggs
AHCPLY305A	Beak trim chickens	RTE2147A	Beak trim chickens
AHCPLY306A	Clean and fumigate intensive production sheds	RTE3708A	Clean and fumigate intensiv sheds
AHCPLY401A	Supervise free-range poultry operations	RTE3149A	Supervise free-range poultry
AHCPMG201A	Treat weeds	RTC2401A	Treat weeds
AHCPMG202A	Treat plant pests, diseases and disorders	RTC2404A	Treat plant pests, diseases ar

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCPMG301 A	Control weeds	RTC3401A	Control weeds
AHCPMG302 A	Control plant pests, diseases and disorders	RTC3404A	Control plant pests, diseases disorders
AHCPMG303 A	Maintain biological cultures	RTD3706A	Maintain biological cultures
AHCPMG304 A	Release biological agents	RTD3707A	Release biological agents
AHCPMG401 A	Define the pest problem in a local area	RTD4402A	Define the pest problem in a
AHCPMG402 A	Develop a pest management action plan within a local area	RTD4403A	Develop a pest management within a local area
AHCPMG403 A	Develop monitoring procedures for the local pest management strategy	RTD4404A	Develop monitoring procedu local pest management strate
AHCPMG404 A	Coordinate the local pest management strategy	RTD4405A	Coordinate the local pest ma strategy
AHCPMG405 A	Implement pest management action plans	RTD4406A	Implement pest management plans
AHCPMG406 A	Investigate a reported pest treatment failure	RTD4407A	Investigate a reported pest tr failure
AHCPMG407 A	Monitor and evaluate the local pest management action plan	RTD3405A	Monitor and evaluate the loc management action plan
AHCPMG408 A	Control weeds, pests and/or diseases	RTE4401A	Control weeds, pests and/or crops
AHCPMG501 A	Coordinate the pest management strategy in a regional or broader context	RTD5404A	Coordinate the pest managem strategy in a regional or broa
AHCPMG502 A	Define the pest problem in a regional or broader context	RTD5401A	Define the pest problem in a broader context
AHCPMG503 A	Develop a strategy for the management of target pests	RTD5402A	Develop a strategy for the m of target pests

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCPMG504A	Develop a system for monitoring the pest management strategy	RTD5403A	Develop a system for monit pest management strategy
AHCPMG505A	Evaluate the pest management strategy	RTD5405A	Evaluate the pest manageme
AHCPMG506A	Manage the implementation of legislation	RTD5512A	Manage the implementation legislation
AHCPMG601A	Develop a plant pest survey strategy	RTE6402A	Develop a plant pest survey
AHCPMG602A	Develop a plant pest destruction strategy	RTE6403A	Develop a plant pest destruc
AHCPRK201A	Care for health and welfare of pigs	RTE2151A	Care for health and welfare
AHCPRK202A	Care for weaner and grower pigs	RTE2145A	Care for weaner and grower
AHCPRK203A	Move and handle pigs	RTE2129A	Move and handle pigs
AHCPRK301A	Pregnancy test pigs	RTE3123A	Pregnancy test pigs
AHCPRK302A	Treat rectal prolapse in pigs	RTE3127A	Treat rectal prolapse in pigs
AHCPRK303A	Artificially inseminate pigs	RTE2133A	Artificially inseminate pigs
AHCPRK304A	Mate pigs and monitor dry sow performance	RTE2143A	Mate pigs and monitor dry s performance
AHCPRK401A	Implement a feeding strategy for pig production	RTE4116A	Implement a feeding strategy production
AHCSAW201A	Conduct erosion and sediment control activities	RTD2202A	Conduct erosion and sedime activities
AHCSAW301A	Construct conservation earthworks	RTD3205A	Construct conservation earth

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCSAW302A	Implement erosion and sediment control measures	RTD3212A	Implement erosion and sedir measures
AHCSAW401A	Set out conservation earthworks	RTD4205A	Set out conservation earthwo
AHCSAW402A	Supervise on-site implementation of conservation earthworks	RTD4207A	Supervise on-site implement conservation earthworks
AHCSAW501A	Design control measures and structures	RTD5202A	Design control measures and
AHCSAW502A	Plan erosion and sediment control measures	RTD5203A	Plan erosion and sediment c measures
AHCSAW503A	Plan conservation earthworks	RTD5204A	Plan conservation earthwork
AHCSHG101A	Undertake basic shearing and crutching	RTE1105A	Undertake basic shearing an
AHCSHG201A	Crutch sheep	RTE2107A	Crutch sheep
AHCSHG202A	Assist in preparing for shearing and crutching	RTE2216A	Assist in preparing for shear crutching
AHCSHG203A	Shear sheep to novice level	RTE1106A	Shear sheep to novice level
AHCSHG204A	Shear sheep to improver level	RTE2149A	Shear sheep to improver lev
AHCSHG205A	Grind combs and cutters for machine shearing	RTE2302A	Grind combs and cutters for shearing
AHCSHG206A	Prepare handpiece and downtube for machine shearing	RTE2310A	Prepare handpiece and dowr machine shearing
AHCSHG207A	Shear goats	RTE2138A	Shear goats
AHCSHG208A	Shear alpacas	RTE2152A	Shear alpacas

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCSHG209A	Support alpaca shearing operations	RTE2154A	Support alpaca shearing ope
AHCSHG301A	Prepare livestock for shearing	RTE3122A	Prepare livestock for shearin
AHCSHG302A	Prepare combs and cutters for machine shearing	RTE3318A	Prepare combs and cutters fo shearing
AHCSHG303A	Maintain and service shearing handpieces	RTE3304A	Maintain and service shearin handpieces
AHCSHG304A	Shear sheep to professional level	RTE3129A	Shear sheep to professional
AHCSHG305A	Maintain consistent shearing performance	RTE3139A	Maintain consistent shearing performance
AHCSHG306A	Carry out post-shearing procedures	RTE3107A	Carry out post-shearing proc
AHCSHG307A	Plan and prepare for alpaca shearing	RTE3152A	Plan and prepare for alpaca
AHCSHG401A	Apply advanced shearing techniques	RTE4129A	Apply advanced shearing te
AHCSHG402A	Conduct equipment experting for machine shearing	RTE4310A	Conduct equipment expertin machine shearing
AHCSHG403A	Account for shearing shed supplies	RTE4917A	Account for shearing shed s
AHCSHG404A	Manage shearing and crutching operations	RTE4111A	Manage shearing and crutch operations
AHCSHG405A	Arrange employment for shearing operations	RTE4904A	Arrange employment for she operations
AHCSHG406A	Prepare shearing team wages	RTE4916A	Prepare shearing team wage
AHCSHG407A	Oversee and instruct shed staff		

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCSOL201A	Determine basic properties of soil and/or growing media	RTF2504A	Determine basic properties of soil/growing media
AHCSOL301A	Prepare growing media	RTF3510A	Design and prepare growing
AHCSOL302A	Construct a soil profile		
AHCSOL401A	Sample soils and interpret results	RTF3503A	Sample soils and analyse res
AHCSOL402A	Develop a soil use map for a property	RTE4511A	Develop a soil use map for a
AHCSOL403A	Prepare acid sulphate soil management plans	RTC4512A	Prepare acid sulphate soil m plans
AHCSOL404A	Supervise acid sulphate soil remediation and management projects	RTC4513A	Supervise acid sulphate soil and management projects
AHCSOL501A	Monitor and manage soils for production	RTF5521A	Monitor and manage soils
AHCSPO301A	Operate a screen cleaner		
AHCSPO302A	Operate an indent cylinder		
AHCSPO303A	Operate a gravity table		
AHCSPO304A	Operate seed modification machinery		
AHCSPO305A	Operate seed treatment machinery		
AHCSPO306A	Operate specialised seed processing machinery		
AHCSPO307A	Handle, package and store commercial quantities of seed		

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCSPO308A	Sample seed before and after processing		
AHCTEQ301A	Install and terminate extra low voltage wiring systems	RTE3305A	Install and terminate extra lo wiring systems
AHCTRF101A	Support turf work	RTF1003A	Support turf work
AHCTRF201A	Assist with turf construction	RTF2020A	Assist with turf construction
AHCTRF202A	Prepare turf surfaces for play	RTF2015A	Prepare turf surfaces for pla
AHCTRF203A	Renovate grassed areas	RTF2019A	Renovate grassed areas
AHCTRF204A	Support turf establishment	RTF2023A	Support turf establishment
AHCTRF301A	Construct turf playing surfaces	RTF3001A	Construct turf playing surfac
AHCTRF302A	Establish turf	RTF3010A	Establish turf
AHCTRF303A	Implement a grassed area maintenance program	RTF3004A	Implement a grassed area m program
AHCTRF304A	Monitor turf health	RTF3023A	Monitor turf health
AHCTRF305A	Renovate sports turf	RTF3027A	Renovate sports turf
AHCTRF401A	Develop a sports turf maintenance program	RTF4005A	Develop a sports turf mainte program
AHCTRF402A	Plan and implement sports turf renovation		
AHCTRF501A	Plan the establishment of sports turf playing surfaces	RTF5008A	Plan the establishment of sp playing surfaces

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03

AHC10 code	AHC10 title	Old code	Old unit title
AHCVPT201A	Clear features that harbour pest animals	RTD2402A	Clear features that harbour p
AHCVPT202A	Muster pest animals	RTD2116A	Muster pest animals
AHCVPT203A	Use firearms to humanely destroy animals	RTD2125A	Use firearms to humanely de animals
AHCVPT302A	Implement vertebrate pest control program	RTE3406A	Implement vertebrate pest co program
AHCVPT303A	Survey pest animals	RTD3132A	Survey pest animals
AHCVPT304A	Conduct vertebrate pest activities from aircraft	RTD2403A	Conduct vertebrate pest acti aircraft
AHCVPT305A	Tag and locate Judas animals	RTD2405A	Tag and locate Judas animal
AHCVPT306A	Apply animal trapping techniques	RTD2101A	Apply animal trapping techn
AHCWAT201A	Set up, operate and maintain water delivery system	RTE2608A	Set up, operate and maintain delivery system
AHCWAT301A	Monitor and operate water treatment processes	RTE3608A	Monitor and operate water t processes
AHCWAT501A	Design water treatment systems	RTE5608A	Design water treatment syst
AHCWAT502A	Manage water systems	RTE5606A	Manage water systems
AHCWOL101A	Support woolshed activities	RTE1103A	Support woolshed activities
AHCWOL201A	Pen sheep	RTE2117A	Pen sheep
AHCWOL202A	Perform board duties	RTE2119A	Perform board duties

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
AHCWOL203A	Carry out wool pressing	RTE2120A	Assist with pressing wool
AHCWOL204A	Undertake basic skirting of alpaca fleece	RTE2155A	Undertake basic skirting of a
AHCWOL301A	Appraise wool using industry descriptions	RTE3111A	Appraise wool using industr descriptions
AHCWOL303A	Prepare wool based on its characteristics	RTE3138B	Determine wool characterist
AHCWOL304A	Prepare fleece wool for classing	RTE3141A	Prepare fleece wool for clas
AHCWOL305A	Prepare skirtings and oddments	RTE3142A	Prepare skirtings and oddme
AHCWOL306A	Supervise clip preparation	RTE3130A	Supervise clip preparation
AHCWOL307A	Document a wool clip	RTE3902A	Document a wool clip
AHCWOL308A	Prepare facilities for shearing and crutching	RTE3120A	Prepare facilities for shearin crutching
AHCWOL310A	Press wool for a clip	RTE3145A	Press wool
AHCWOL311A	Perform shed duties		
AHCWOL312A	Class goat fibre	RTE3109A	Class goat fibre
AHCWOL313A	Class alpaca fleece	RTE3150A	Class alpaca fleece
AHCWOL40	Determine wool classing strategies	RTE4103A	Determine wool classing str

Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03				
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**	
1A				
AHCWOL40 2A	Use individual fleece measurements to prepare wool for sale	RTE4123A	Use individual fleece measu prepare wool for sale	
AHCWOL40 3A	Prepare for, implement and review wool harvesting, clip preparation and classing			
AHCWOL40 4A	Establish work routines and manage wool harvesting and preparation staff			
AHCWOL40 5A	Class fleece wool	RTE3108A	Class fleece wool	
AHCWRK10 1A	Maintain the workplace	RTC1201A	Maintain the workplace	
AHCWRK20 1A	Observe and report on weather	RTE2503B	Observe and report on weath	
AHCWRK20 2A	Observe environmental work practices	RTC2702A	Observe environmental wor	
AHCWRK20 3A	Operate in isolated and remote situations	RTD2703A	Operate in isolated and remo	
AHCWRK20 4A	Work effectively in the industry	RTC2705A	Work effectively in the indu	
AHCWRK20 5A	Participate in workplace communications	RTC2801A	Participate in workplace communications	
AHCWRK20 6A	Observe enterprise quality assurance procedures	RTE2901A	Observe enterprise quality a procedures	
AHCWRK20 7A	Collect and record production data	RTE2902B	Collect and record productio	
AHCWRK20 8A	Provide information on products and services	RTE2804A	Provide information on proc services	
AHCWRK20 9A	Participate in environmentally sustainable work practices			
AHCWRK30	Collect samples for a rural production or	RTE3504B	Collect samples for a rural p	

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
1A	horticulture monitoring program		horticulture monitoring prog
AHCWRK302A	Monitor weather conditions	RTE3506A	Monitor weather conditions
AHCWRK303A	Respond to emergencies	RTC3701A	Respond to emergencies
AHCWRK304A	Respond to rescue incidents	RTD3703A	Respond to rescue incidents
AHCWRK305A	Coordinate work site activities	RTC3805A	Coordinate work site activiti
AHCWRK306A	Comply with industry quality assurance requirements	RTE3901A	Comply with industry qualit requirements
AHCWRK306A	Comply with industry quality assurance requirements	RTE3103A	Apply quality assurance pro wool preparation
AHCWRK307A	Develop and apply fertiliser and soil ameliorant product knowledge	RTE3818A	Develop and apply fertiliser ameliorant product knowled
AHCWRK308A	Handle bulk materials in storage area	RTE3008A	Handle bulk materials in sto
AHCWRK310A	Provide on-job training support	RTE3801A	Provide on-job training supp
AHCWRK311A	Conduct site inspections	RTC3218A	Undertake a site assessment
AHCWRK313A	Implement and monitor environmentally sustainable work practices	RTE3714A	Maintain and monitor enviro work practices
AHCWRK401A	Implement and monitor quality assurance procedures	RTE4915A	Implement and monitor qual assurance procedures
AHCWRK402A	Provide information on issues and policies	RTD4811A	Provide information on envi issues and policies
AHCWRK403A	Supervise work routines and staff performance	RTC4908A	Supervise work routines and performance
AHCWRK40	Ensure compliance with pest legislation	RTD3501A	Assist in the implementation

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03			
AHC10 code	**AHC10 title**	**Old code**	**Old unit title**
4A			legislation
AHCWRK501A	Plan, implement and review a quality assurance program	RTE5903A	Plan, implement and review assurance program
AHCWRK502A	Collect and manage data	RTC5913A	Collect and manage data
AHCWRK503A	Prepare reports	RTC5914A	Prepare reports
AHCWRK504A	Assess new industry developments	RTE5924A	Research and apply rural inc knowledge
AHCWRK505A	Manage trial and/or research material	RTE5525A	Manage trial and/or research
AHCWRK507A	Implement professional practice		
AHCWRK508A	Interpret legislation		
AHCWRK509A	Provide specialist advice to clients	RTC5801A	Provide specialist advice to
AHCWRK510A	Audit site operations		
AHCWRK511A	Develop workplace policy and procedures for sustainability		
AHCWRK601A	Monitor projects in a program	RTD6902A	Monitor projects in a progra
AHCWRK602A	Lead and manage community or industry organisations	RTE6802A	Lead and manage communit industry organisations
AHCWRK603A	Design and conduct a field-based research trial	RTE6503A	Design and conduct a field-b research trial
		RTC2704A	Provide basic first aid
		RTD2313A	Clean machinery of plant, ar soil material

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03				
AHC10 code	**AHC10 title**		**Old code**	**Old unit title**
			RTD3815A	Represent group at functions
			RTD4907A	Establish an office
			RTE1105A	Undertake basic shearing an
			RTE2213A	Weld and fabricate stainless
			RTE2308A	Operate ride-on vehicles
			RTE3303A	Operate all terrain vehicles
			RTE3309A	Operate machinery in advers conditions
			RTE3316A	Disconnect/ reconnect fixed equipment
			RTE3712A	Administer medication to ar
			RTE4127A	Class wool for special mark
			RTE4801A	Provide information on mar clip
			RTE4813A	Provide information and adv preparation
			RTF1002A	Support arboricultural work
			RTF1007A	Support floricultural produc
			RTF4006A	Plan a tree pruning program
			RTF4019A	Prepare and implement plan minimise tree stress
			RTF4021A	Plan the removal of trees
			RTF4514A	Develop soil survey maps

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Mapping of units of competency from AHC10 to RTD02, RTE03 and RTF03				
AHC10 code	**AHC10 title**		**Old code**	**Old unit title**
			RTE5527A	Conduct environment and fo risk assessment of plant nut soil fertility programs

Overview

What is a Training Package?

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

Each Training Package:

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

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

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

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

How do Training Packages fit within the National Skills Framework?

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

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

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

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

**Who can deliver and assess using Training Packages?**

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

Training Package Components

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

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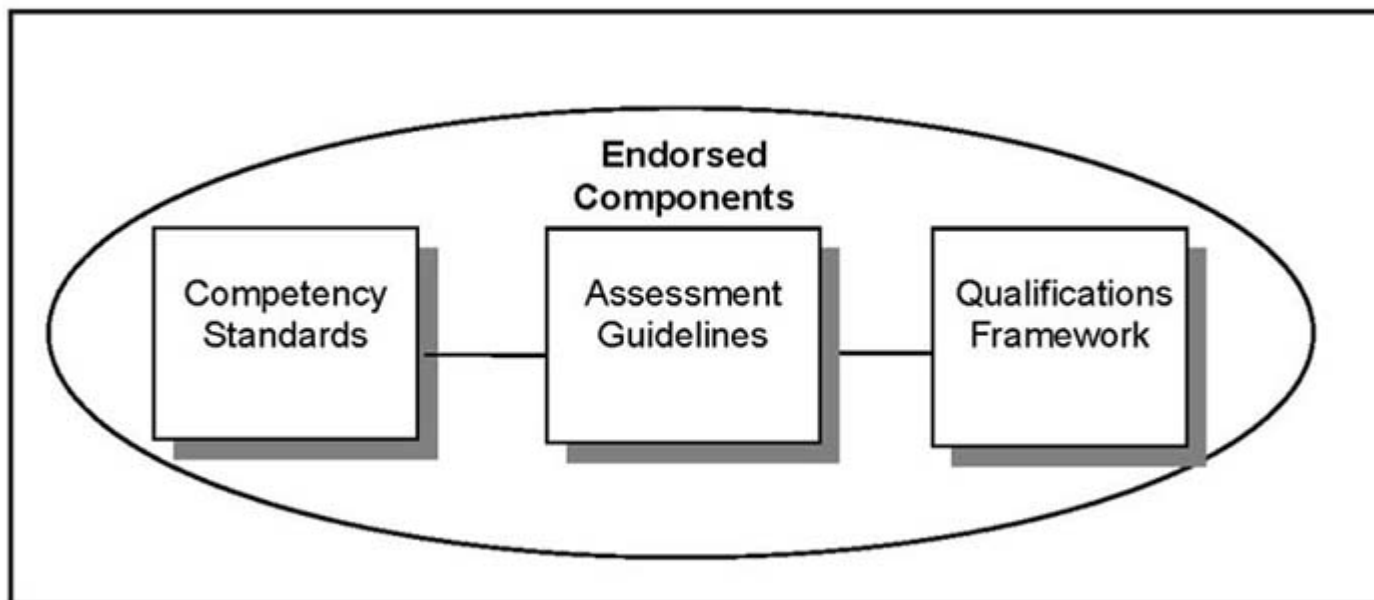
Competency Standards

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

Assessment Guidelines

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

Qualifications Framework

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

Training Package Support Materials

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

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

Support Materials

| Learning Strategy | Assessment Materials | Professional Development Materials |
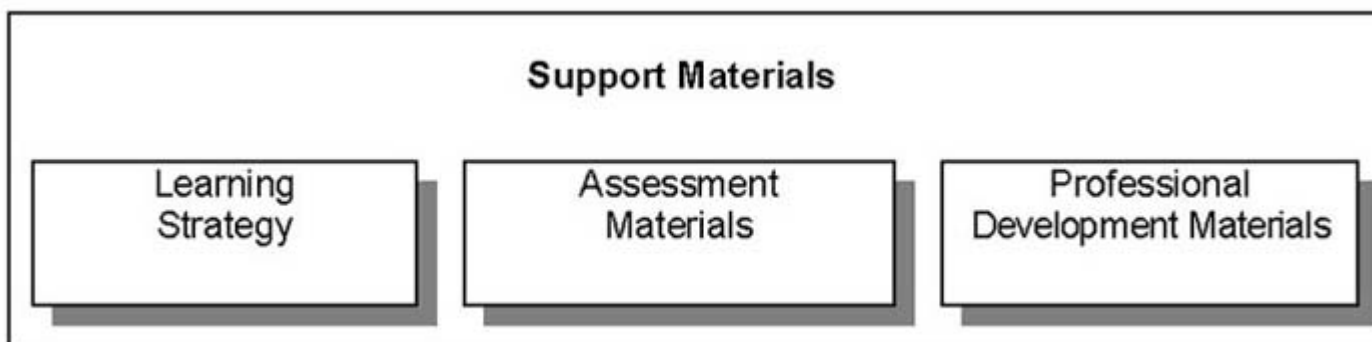
Training Package support materials are produced "by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

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

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

Training Package, Qualification and Unit of Competency Codes

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

Training Package Codes

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

Qualification Codes

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

• the first three letters identify the Training Package;

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

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

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

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

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

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

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

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

Training Package, Qualification and Unit of Competency Titles

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

Training Package Titles

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

Qualification Titles

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

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

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

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

• then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

•   AHC10110 Certificate I in Conservation and Land Management

Unit of Competency Titles

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

For example:

•   AHCAGB301A Keep records for a primary production business

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?
A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

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

Qualifications
Training Packages can incorporate the following eight AQF qualifications.
• Certificate I in ...
• Certificate II in ...
• Certificate III in ...
• Certificate IV in ...
• Diploma of ...
• Advanced Diploma of ...
• Vocational Graduate Certificate of ...
• Vocational Graduate Diploma of ...

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

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

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

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

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

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

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

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.
Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.
Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.
Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.
Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.
Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning

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• take limited responsibility for the output of others.

Certificate IV
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and competencies would cover a broad range
of varied activities or application in a wider variety of contexts most of which are complex
and non-routine. Leadership and guidance are involved when organising activities of self and
others as well as contributing to technical solutions of a non-routine or contingency nature.
Performance of a broad range of skilled applications including the requirement to evaluate
and analyse current practices, develop new criteria and procedures for performing current
practices and provision of some leadership and guidance to others in the application and
planning of the skills. Applications involve responsibility for, and limited organisation of,
others.
Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:
• demonstrate understanding of a broad knowledge base incorporating some theoretical
concepts
• apply solutions to a defined range of unpredictable problems
• identify and apply skill and knowledge areas to a wide variety of contexts, with depth in
some areas
• identify, analyse and evaluate information from a variety of sources
• take responsibility for own outputs in relation to specified quality standards
• take limited responsibility for the quantity and quality of the output of others.

Diploma
Characteristics of Learning Outcomes
Breadth, depth and complexity covering planning and initiation of alternative approaches to
skills or knowledge applications across a broad range of technical and/or management
requirements, evaluation and co-ordination.
The self directed application of knowledge and skills, with substantial depth in some areas
where judgment is required in planning and selecting appropriate equipment, services and
techniques for self and others.
Applications involve participation in development of strategic initiatives as well as personal
responsibility and autonomy in performing complex technical operations or organising others.
It may include participation in teams including teams concerned with planning and evaluation

Advanced Diploma
Characteristics of Learning Outcomes
Breadth, depth and complexity involving analysis, design, planning, execution and evaluation
across a range of technical and/or management functions including development of new
criteria or applications or knowledge or procedures.
The application of a significant range of fundamental principles and complex techniques
across a wide and often unpredictable variety of contexts in relation to either varied or highly
specific functions. Contribution to the development of a broad plan, budget or strategy is
involved and accountability and responsibility for self and others in achieving the outcomes is
involved.
Applications involve significant judgement in planning, design, technical or
leadership/guidance functions related to products, services, operations or procedures.

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

Distinguishing Features of Learning Outcomes

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

• demonstrate understanding of specialised knowledge with depth in some areas

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

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

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

• demonstrate accountability for personal outputs within broad parameters

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

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

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

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

Distinguishing features of learning outcomes

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

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

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

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

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

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

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

• Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.

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

Distinguishing features of learning outcomes

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

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

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

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

• Demonstrate full responsibility and accountability for personal outputs.

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

Qualification Pathways

Qualification Pathways

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ENTRY TO TRAINING – including Recognition of Prior Learning (RPL)

Certificate I in AgriFood Operations

Certificate II in Production Horticulture

Certificate III in Production Horticulture

Certificate II in Floriculture

Certificate III in Floriculture

Certificate IV in Production Horticulture

Diploma of Production Horticulture

Diploma of Agriculture

Diploma of Agribusiness Management

AHC10 PATHWAYS

VET in Schools

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Skill Sets in this Training Package

Skill Sets
Definition
Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.
Wording on Statements of Attainment
Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.
Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

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Skill Sets in this Training Package

In response to a range of industry defined requirements during the two phases of the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package review nine skills sets have been developed. These are:

- Agriculture Chemical Skill Set
- Pork Industry Stock Person Skill Set
- Cotton Industry Skill Set
- Irrigation Manager Skill Set
- Irrigation Retailer Skill Set
- Irrigation Operator Skill Set (Gravity Fed System)
- Irrigation Operator Skill Set (Pressurised System)
- Irrigation Contractor Skill Set
- Irrigation Installer Skill Set
- Irrigation Agronomist Skill Set.

Industry Requirements for Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

• communication
• teamwork
• problem solving
• initiative and enterprise
• planning and organising
• self-management
• learning
• technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets
	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive	• listening and understanding • speaking clearly and directly
and harmonious relations across employees and customers	• writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively

	• understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it
	• predicting - weighing up risk, evaluating alternatives and

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	applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies. The following is important information for trainers and assessors about Employability Skills Summaries.

• Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.

• Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.

• The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.

• Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).

• Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry Requirements for Employability Skills

The AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to the specific industry sector requirements and the nature of the unit of competency. This means that Employability Skills are:

• embedded in units of competency as part of the other performance requirements that make up the competency as a whole
• explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to employability skills.

AHC10 also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Assessment Guidelines

Introduction
These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.
Assessment System Overview
This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.
Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.
Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.
Assessment must be carried out in accordance with the:
• benchmarks for assessment
• specific industry requirements
• principles of assessment
• rules of evidence

• assessment requirements set out in the AQTF

Benchmarks for Assessment

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

Principles of Assessment

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

validity

reliability

flexibility

fairness

sufficiency

These principles must be addressed in the:

design, establishment and management of the assessment system for this Training Package development of assessment tools, and the conduct of assessment.

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

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

Reliability

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

Flexibility

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

Fairness

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

Sufficiency

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

Rules of Evidence

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

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

Sufficient

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

Current

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

Authentic

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

Assessment Requirements of the Australian Quality Training Framework

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

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

The following points summarise the assessment requirements.

Registration of Training Organisations

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

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

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

Assessment Requirements

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

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

National Recognition

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

Access and Equity and Client Outcomes

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

Monitoring Assessments

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

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF Qualifications and Statements of Attainment

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

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

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

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

Requirements for Assessors

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

RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of units have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the unit of competency. Wherever possible, integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each unit of competency.

Design of assessment

The design of assessment needs to ensure that all aspects of competency are covered:
• task skills (performance of individual tasks)
• job/role environment skills (deals with the responsibilities and expectations of the workplace)
• relevant underpinning knowledge
and where qualification levels require:
• task management skills (managing a number of different tasks within the job)
• contingency management skills (responding to problems, breakdowns and changes in routine).

Evidence gathering methods

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

Workplace assessment considerations

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

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

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

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

Assessment in a simulated environment

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

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

• all aspects of competency are assessed

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

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

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

• demonstrate use of required equipment and other resources

• show the complexity of dealing with multiple tasks

• reflect time pressures and deadlines

• involve prioritising among competing tasks

• deal with customers/clients, including difficult ones

• work with others in a team

• communicate with diverse groups

• find, discuss and test solutions to problems

• explore animal health, welfare and ethical issues

• explore health and safety issues

• answer practically-oriented, applied knowledge questions

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

Training and assessment in remote and regional areas

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

• lack of numbers preventing the establishment of traditional class sizes

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

• scarcity of trainers with the required industry experience

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

• Some options for overcoming these challenges include:

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

• delivering certain units by distance mode

• partnerships between industry and RTOs to share resources and personnel

• partnerships between schools and RTOs

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

• travelling to remote workplaces to provide instruction and assessment

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

Implementation of AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package within the school sector needs to ensure the following:
• currency of skills and knowledge of those charges with training and assessing students
• access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
• comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
• appropriateness of learning and assessment experiences to ensure that these are current and realistic.
It is recommended that delivery of qualifications in schools should only include Certificates I and II.

Pathways
The competencies in this Training Package may be attained in a number of ways including through:
• formal or informal education and training
• experiences in the workplace
• general life experience, and/or
• any combination of the above.
Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
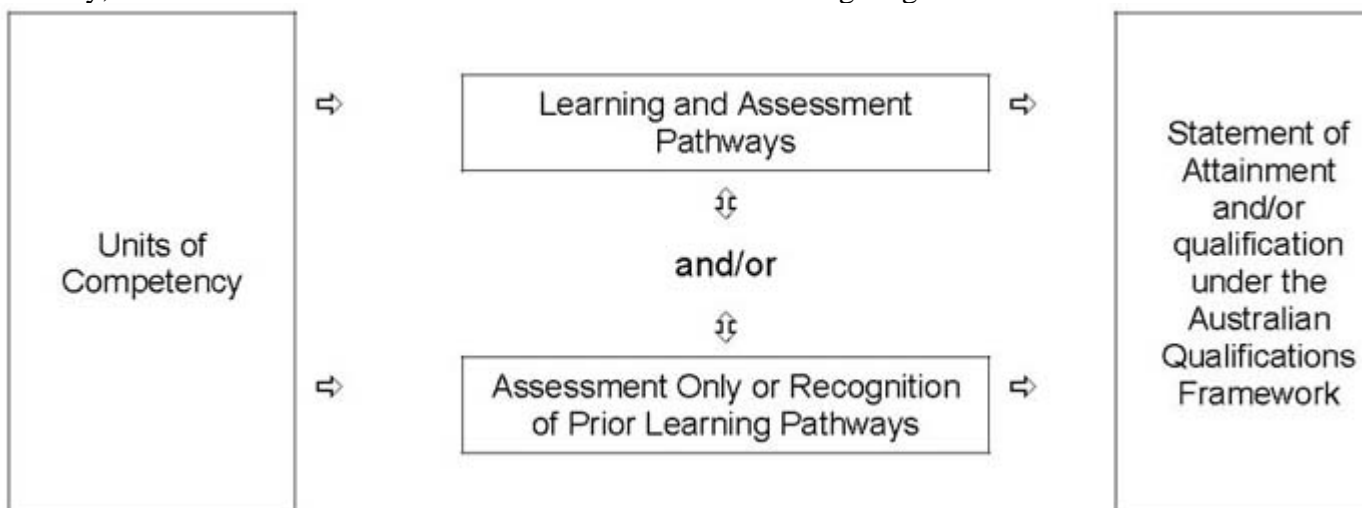
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.
Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.
Learning and Assessment Pathways

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

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

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

Credit Pathways

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

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

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

Recognition of Prior Learning

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

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

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

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

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

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

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

observation of performance, and

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

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

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

authentic (the candidate"s own work);

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

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

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

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

Credit Transfer

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

This process involves education institutions:

mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification

making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications

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

Combination of Pathways

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

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

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

Assessor Requirements

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

Assessor Competencies

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

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

Industry Assessment Contextualisation 1

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

Guidelines

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

Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

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

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

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

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

Assessment-Only or Recognition of Prior Learning Pathway

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

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

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

• authentic (the candidate's own work)
• valid (directly related to the current version of the relevant endorsed unit of competency)
• reliable (shows that the candidate consistently meets the endorsed unit of competency)
• current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
• sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

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

• candidates enrolling in qualifications who want recognition for prior learning or current competencies
• existing workers
• individuals with overseas qualifications
• recent migrants with established work histories
• people returning to the workplace, and
• people with disabilities or injuries requiring a change in career.

Combination of Pathways

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

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

Assessor Requirements

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

Assessor Competencies

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

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

Designing Assessment Tools

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

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

• are benchmarked against the relevant unit or units of competency

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

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

Conducting Assessment

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

Assessment Requirements

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

AgriFood Skills Australia

Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 Essential Standards for Registration are as follows:

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

Designing Assessment Tools

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Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

• are benchmarked against the relevant unit or units of competency

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

• meet the assessment requirements expressed in Standard 1 of the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

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

Language, Literacy and Numeracy

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

Conducting Assessment

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

Mandatory Assessment Requirements

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

1.5		Assessment, including Recognition of Prior Learning:
	a)	meets the requirements of the relevant Training Package or accredited course,

	b)	is conducted in accordance with the principles of assessment and the rules of evidence, and
	c)	meets workplace and, where relevant, regulatory requirements.
	d)	is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.
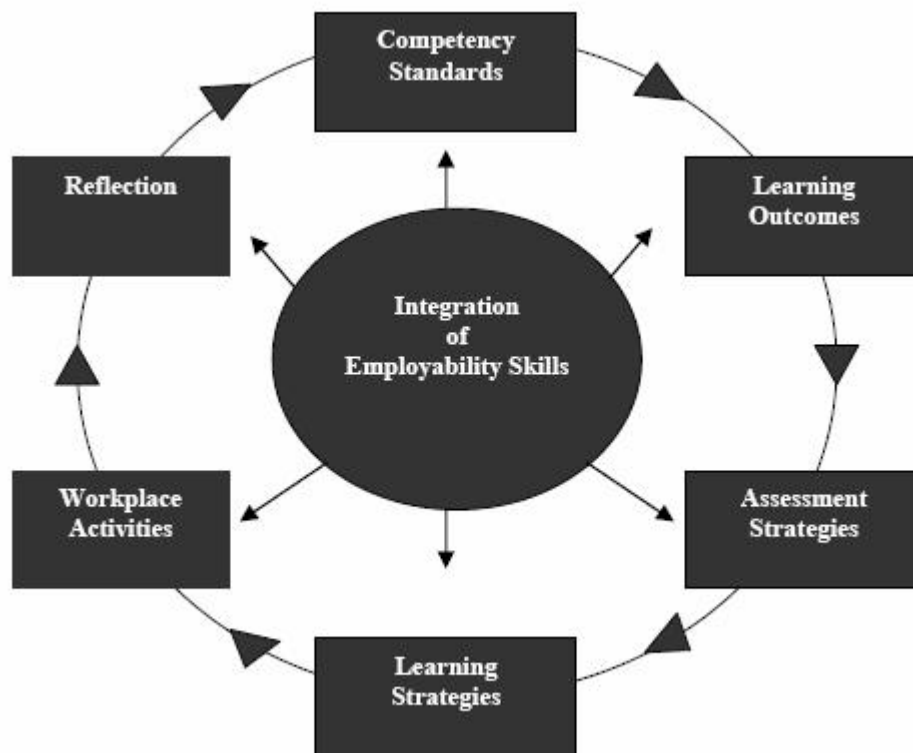
Employability Skills are embedded and explicit within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

• reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
• analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
• designing training and assessment to address Employability Skills requirements.

Employability Skills in the Agriculture, Horticulture and Conservation and Land Management context

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

Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:
• reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
• analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
• designing training and assessment to address Employability Skills requirements.
For more information on Employability Skills in AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at http://www.agrifoodskills.net.au .
The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from < http://www.training.com.au/>.
The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at < http://employabilityskills.training.com.au>
For more information on Employability Skills in AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at http://www.agrifoodskills.net.au.
Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au "

Access and Equity

An individual"s access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.
Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia"s VET clients and Australia"s current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia"s economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.
Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.
An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student"s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. *Go to* http://www.deewr.gov.au/tpdh/Pages/home.aspx.

Industry Assessment Contextualisation 2

Access and Equity

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

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

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An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

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

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Assessment for equity groups

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

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

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

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

• make your expectations clear

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

Assessment for Indigenous learners

There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment. It is understood that Aboriginal and Torres Strait Islander people may:
• learn better in groups than individually
• learn better in the surroundings of their community than in an institutional environment
• prefer oral communications to written forms
• learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
• have a highly-developed sense of spatial relations by which they learn; hence stories,
• maps and pictures would be preferable to oral explanations.

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

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

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:
• ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
• establishing and maintaining a collaborative relationship with local Aboriginal and Torres
• Strait Islander communities
• as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
• ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package. Principles that underpin assessment include:
• assessment should be transparent, i.e. clearly seen and understood by the candidate and others
• assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
• assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
• assessments must provide constructive feedback to candidates and support for further competency development.
Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning or integrity of the unit of competency. Refer to the section on Competency Standards for more information.
Assessment for people with a disability
A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.
A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.
It is important to remember that it is not the disability itself that should be of interest but its impact on the student's ability to access material and demonstrate knowledge.
Training providers have a legal obligation under the Disability Standards for Education to ensure that students who have a disability are able to access and participate in education without experiencing discrimination. The information provided below is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.
Adjustments in training and assessment
An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect.
Reasonable adjustments need only be that - reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place. Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.
Attitude
The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

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

Preparation

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

Application

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

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

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

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

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

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

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

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

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

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

Reasonable adjustment

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

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

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	• Voice synthesisers on computers.

Training and assessment resources and information for equity groups
The following references provide a range of information and resources related to training and assessment for equity groups.
• The Australian Disability Clearing House on Education and Training www.adcet.edu.au website includes resources and articles about the training and assessment of people with a disability.
• Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: www.natsiew.nexus.edu.au . In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.
• The Working with Diversity web site at www.westone.gov.au/workingwithdiversity includes a range of resources including:
• Working with diversity: A Guide to Equity and the AQTF
• Working with diversity: Quality Training for Indigenous Australians
• Working with diversity: Quality Training for People with a Disability
• Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at www.deewr.gov.au .
• Other informative resources include:
LiteracyNet at www.literacynet.deewr.gov.au . The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.
Further Sources of Information
The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.
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Contacts
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HAWTHORN
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Web: www.ibsa.org.au Email: virtual@ibsa.org.au General Resources
Refer to http://antapubs.dest.gov.au/publications/search.asp to locate the following ANTA publications.
AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory
Board, 2002, **aqf.edu.au**
Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to www.training.com.au/aqtf2007
AQTF 2007 *Essential Standards for Registration.* Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration
AQTF 2007 *User's Guide to the Essential Standards for Registration.* A User's Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF 2007 *Standards for Accredited Courses.* State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.
TAA04 *Training and Assessment Training Package.* This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).
National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au
Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au
Assessment Resources
Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au . Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm
Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:
• Training Package Assessment Materials Kit
• Assessing Competencies in Higher Qualifications
• Recognition Resource
• Kit to Support Assessor Training
• Candidates Kit: Guide to Assessment in New Apprenticeships
• Assessment Approaches for Small Workplaces

- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

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

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages.*

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, *A self-directed learning program*, NSW TAFE.

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

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

Assessor Training

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

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

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

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

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

Assessment System Design and Management

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

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

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Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au
Web: www.ibsa.org.au

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General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 < www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users" Guide to the Essential Standards for Registration

http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx

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

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - < www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx

Assessment Resources

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

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

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

system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

http://www.productservices.tvetaustralia.com.au/

Competency Standards

What is competency?

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

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

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

Contextualisation of Units of Competency by RTOs

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

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

• must not remove or add to the number and content of elements and performance criteria

• may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes

• may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or

• may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

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

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

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

Employability Skills statement
A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)
If there are any units of competency that must be completed before the unit, these will be listed.

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

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

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

Elements of Competency

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

Performance Criteria

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

Required Skills and Knowledge

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

Range Statement

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

Evidence Guide

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

• conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment

• relationships with the assessment of any other units of competency

• suitable methodologies for conducting assessment including the potential for workplace simulation

• resource implications, for example access to particular equipment, infrastructure or situations

• how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

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

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

How Employability Skills relate to the Key Competencies

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

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

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

Explicitly embedding Employability Skills in units of competency

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

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

• embedded in units of competency as part of the other performance requirements that make up the competency as a whole

• explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

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

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill

Unit Title	Prepare and apply chemicals (communication, planning and organising,)
Unit Descriptor	This unit of competency covers the process of preparing and applying chemicals and defines the standard required to: assess the need for chemical use: comply with safety, chemical label and MSDS requirements; prepare an application/spray plan; prepare and apply chemicals; calibrate application equipment and maintain chemical records. (problem solving; initiative and enterprise; communication; technology;)
Element	Determine the need for chemical use (planning and organising; initiative and enterprise)
Performance Criteria	Appropriate personal protective and mixing equipment is selected and used in accordance with MSDS and chemical label. (self-management)
Range Statement	operation of specialised equipment and machinery transport (technology)
Required Skills and Knowledge	risk factors including human and animal health, weather, spray drift, spillage and environment (learning, technology)
Evidence Guide	Not applicable

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