



**Australian Government**

# **AHC10 Agriculture, Horticulture and Conservation and Land Management**

**Release: 7.0**

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## Modification History

### Version Modification History

Version	Release Date	Comments
7	16 August 2013	<p>Addition of four new units of competency:</p> <ul style="list-style-type: none"> <li>• AHCBAC309A Sample and test grain and related commodities</li> <li>• AHCLSK418A Escort livestock during export</li> <li>• AHCPHT310A Coordinate horticultural crop harvesting</li> <li>• AHCPLY402A Supervise free-range poultry operations</li> </ul> <p><u>ISC Upgrades:</u></p> <p>Addition or replacement of elective units in the following qualifications:</p> <ul style="list-style-type: none"> <li>• AHC30110 Certificate III in Agriculture</li> <li>• AHC30610 Certificate III in Production Horticulture</li> <li>• AHC33210 Certificate III in Floriculture</li> <li>• AHC40110 Certificate IV in Agriculture</li> <li>• AHC40210 Certificate IV in Poultry Production</li> </ul> <p>Corrected unit name in AHC30310 Certificate III in Horse Breeding</p>
6	17 June 2013	<p>Addition of fourteen new units of competency:</p> <ul style="list-style-type: none"> <li>• AHCCFI501A Provide technical advice on the Carbon Farming Initiative</li> <li>• AHCCFI502A Assess the feasibility of a Carbon Farming Initiative project</li> <li>• AHCCFI503A Advise on Carbon Farming Initiative project planning and implementation</li> <li>• AHCCFI504A Monitor and report on a Carbon Farming Initiative project</li> <li>• AHCCFI505A Aggregate Carbon Farming Initiative projects</li> <li>• AHCCFI506A Plan a Carbon Farming Initiative livestock project</li> <li>• AHCCFI507A Plan a Carbon Farming Initiative waste or manure management project</li> </ul>

Version	Release Date	Comments
		<ul style="list-style-type: none"> <li>• AHCCFI508A Plan a Carbon Farming Initiative project to sequester carbon in soil or biochar</li> <li>• AHCCFI509A Plan a Carbon Farming Initiative savannah burning, feral animal or rangelands project</li> <li>• AHCCFI510A Plan a Carbon Farming Initiative vegetation project</li> <li>• AHCCFI511A Plan a Carbon Farming Initiative project to avoid emissions from soil and crops</li> <li>• AHCHBR308A Maintain horses in a healthy state and safe environment</li> <li>• AHCHBR309A Determine nutritional requirements for horses</li> <li>• AHCLSK335A Conduct dropped ovary technique procedures for spaying cattle</li> </ul> <p>Addition of one imported unit of competency:</p> <ul style="list-style-type: none"> <li>• FNSFMK512 Apply knowledge of emissions markets</li> </ul> <p><u>ISC Upgrades</u></p> <p>Addition of nine new Skill Sets:</p> <ul style="list-style-type: none"> <li>• AHCSS00015 Carbon Farming Initiative Advisor Skill Set</li> <li>• AHCSS00016 Carbon Farming Initiative Business Skill Set</li> <li>• AHCSS00017 Carbon Farming Initiative Livestock Project Implementer Skill Set</li> <li>• AHCSS00018 Carbon Farming Initiative Waste and Manure Management Project Implementer Skill Set</li> <li>• AHCSS00019 Carbon Farming Initiative Soil or Biochar Project Implementer Skill Set</li> <li>• AHCSS00020 Carbon Farming Initiative Savannah Burning, Feral Animal, Rangelands Project Implementer Skill Set</li> <li>• AHCSS00021 Carbon Farming Initiative Vegetation Project Implementer Skill Set</li> <li>• AHCSS00022 Carbon Farming Initiative Emissions Avoidance from Soil and Crops Project Implementer Skill Set</li> <li>• AHCSS00023 Basic Introduction to</li> </ul>

Version	Release Date	Comments
		<p>Beekeeping Skill Set</p> <p>Addition of elective units to the following qualifications:</p> <ul style="list-style-type: none"> <li>• AHC30110 Certificate III in Agriculture</li> <li>• AHC50110 Diploma of Agriculture</li> <li>• AHC51110 Diploma of Conservation and Land Management</li> <li>• AHC51210 Diploma of Community Coordination and Facilitation</li> <li>• AHC51410 Diploma of Agribusiness</li> </ul>
5	1 March 2013	<p>Addition of two new qualifications:</p> <ul style="list-style-type: none"> <li>• AHC32513 Certificate III in Aboriginal-sites Work</li> <li>• AHC51513 Diploma of Viticulture</li> </ul> <p>Addition of 13 new units in Aboriginal-sites work</p> <p>Addition of four new units in Indigenous land management</p> <p>Addition of five new unit in Production horticulture</p> <p>Addition of one new unit in Plants</p> <p>Addition of 11 imported units of competency</p> <p><u>ISC Upgrades</u></p> <p>Addition of three new Skill Sets:</p> <ul style="list-style-type: none"> <li>• Advanced Chemical Spray Application</li> <li>• Recognise Aboriginal Cultural Sites</li> <li>• Report on Aboriginal Cultural Sites</li> </ul> <p>Update of superseded ILM units in the following qualifications:</p> <ul style="list-style-type: none"> <li>• AHC31410 Certificate III in Conservation and Land Management</li> <li>• AHC31510 Certificate III in Indigenous Land Management</li> <li>• AHC31610 Certificate III in Lands, Parks and Wildlife</li> <li>• AHC51110 Diploma of Conservation and Land Management</li> </ul> <p>Addition of elective units to the following</p>

Version	Release Date	Comments
		<p>qualifications:</p> <ul style="list-style-type: none"> <li>• AHC20310 Certificate II in Production Horticulture</li> <li>• AHC30210 Certificate III in Agriculture (Dairy Production)</li> <li>• AHC30610 Certificate III in Production Horticulture</li> <li>• AHC30710 Certificate III in Horticulture</li> <li>• AHC40310 Certificate IV in Production Horticulture</li> <li>• AHC50110 Diploma of Agriculture</li> <li>• AHC50310 Diploma of Production Horticulture</li> <li>• AHC50410 Diploma of Horticulture</li> <li>• AHC51110 Diploma of Conservation and Land Management</li> <li>• AHC51410 Diploma of Agribusiness Management</li> </ul> <p>Inclusion of more appropriate welding elective units in AHC30110 Certificate III in Agriculture</p> <p>Replacement of elective unit <i>TLID2010A Operate a forklift</i> with <i>TLILIC2001A Licence to operate a forklift truck</i> in the following qualifications in response to changes in national licencing regulations:</p> <ul style="list-style-type: none"> <li>• AHC20110 Certificate II in Agriculture</li> <li>• AHC20210 Certificate II in Poultry Production Operations</li> <li>• AHC20310 Certificate II in Production Horticulture</li> <li>• AHC21010 Certificate II in Conservation and Land Management</li> <li>• AHC21510 Certificate II in Floriculture</li> <li>• AHC32010 Certificate III in Beekeeping</li> <li>• AHC32111 Certificate III in Commercial Seed Processing</li> <li>• AHC32710 Certificate III in Rural Merchandising</li> </ul> <p>Removal of elective unit <i>TLID2010A Operate a forklift</i> from AHC30110 Certificate III in Agriculture in response to changes in national</p>

Version	Release Date	Comments
		<p>licencing regulations</p> <p>Correction of minor typographical error to AHCNSY203A</p> <p>Modification to AHCLSK307A to broaden the application of the unit</p> <p>Updated superseded equivalent imported units of competency</p>
4	15 October 2012	<p>Addition of six new qualifications:</p> <ul style="list-style-type: none"> <li>• AHC33412 Certificate III in Seed Production</li> <li>• AHC33512 Certificate III in Seed Testing</li> <li>• AHC41412 Certificate IV in Seed Production</li> <li>• AHC41512 Certificate IV in Seed Testing</li> <li>• AHC41612 Certificate IV in Organic Farming</li> <li>• AHC51812 Diploma of Organic Farming</li> </ul> <p>Addition of seven new units in Organic production</p> <p>Addition of 27 new units in seed testing and seed production</p> <p>Addition of 10 imported units of competency</p> <p><u>ISC Upgrades:</u></p> <p>New Skill Set for Seed Crop Field Inspectors</p> <p>Updated superseded equivalent imported units of competency</p> <p>Minor typographical corrections</p>
3	22 June 2012	<p>Five revised qualifications:</p> <ul style="list-style-type: none"> <li>• AHC21112 Certificate II in Irrigation</li> <li>• AHC32412 Certificate III in Irrigation</li> <li>• AHC40812 Certificate IV in Sports Turf Management</li> <li>• AHC41112 Certificate IV in Irrigation</li> <li>• AHC51010 Diploma of Sports Turf Management (ISC upgrade to include additional electives)</li> </ul> <p>Addition of 47 new units of competency in irrigation and three new units of competency in sports turf management.</p> <p>One revised irrigation unit of competency.</p>

Version	Release Date	Comments
		<p>Two irrigation units of competency removed.</p> <p>Addition of 19 imported units of competency.</p> <p><u>ISC Upgrades</u></p> <p>Edit for clarity in AHCMOM203A Range Statement.</p> <p>Elective groupings in AHC20310 Certificate II in Production Horticulture, AHC30610 Certificate III in Production Horticulture and AHC40310 Certificate IV in Production Horticulture have been reorganised to allow greater flexibility.</p> <p>Mapping information for AHPCPM402A corrected.</p>
2.1	20 October 2011	<p>Elective groupings in AHC20110 Certificate II in Agriculture and AHC30110 Certificate III in Agriculture have been reorganised to allow greater flexibility.</p> <p>Minor typographical errors have been fixed in AHC33311 Certificate III in Feedlot Operations and AHC20710 Certificate II in Production Nursery.</p>
2	10 June 2011	<p>AHC33310 Certificate III in Feedlot Feeding and Milling, AHC33410 Certificate III in Feedlot Maintenance, and AHC33510 Certificate III in Feedlot Pen Riding replaced and superseded by AHC33311 Certificate III in Feedlot Operations</p> <p>AHC32110 Certificate III in Commercial Seed Processing updated to comply with NQC flexibility in packaging rules policy</p>
1	10 June 2011	Primary release

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Published by: AgriFood Skills Australia  
Release Date: TBA

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

### Explanation of version number conventions

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

## History

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

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

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

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

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

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

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

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

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

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

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

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

## Full List of AQF Qualifications in AHC10v6 Training Package

Code	Title
AHC10110	Certificate I in Conservation and Land Management
AHC10210	Certificate I in AgriFood Operations
AHC20110	Certificate II in Agriculture
AHC20210	Certificate II in Poultry Production Operations
AHC20310	Certificate II in Production Horticulture
AHC20410	Certificate II in Horticulture
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
AHC21112	Certificate II in Irrigation
AHC21210	Certificate II in Rural Operations
AHC21310	Certificate II in Shearing
AHC21410	Certificate II in Wool Handling
AHC21510	Certificate II in Floriculture
AHC21610	Certificate II in Landscaping
AHC30110	Certificate III in Agriculture
AHC30210	Certificate III in Agriculture (Dairy Production)
AHC30310	Certificate III in Horse Breeding
AHC30410	Certificate III in Pork Production

AHC30510	Certificate III in Poultry Production
AHC30610	Certificate III in Production Horticulture
AHC30710	Certificate III in Horticulture
AHC30810	Certificate III in Arboriculture
AHC30910	Certificate III in Landscape Construction
AHC31010	Certificate III in Parks and Gardens
AHC31110	Certificate III in Production Nursery
AHC31210	Certificate III in Retail Nursery
AHC31310	Certificate III in Sports Turf Management
AHC31410	Certificate III in Conservation and Land Management
AHC31510	Certificate III in Indigenous Land Management
AHC31610	Certificate III in Lands, Parks and Wildlife
AHC31710	Certificate III in Natural Area Restoration
AHC31810	Certificate III in Vertebrate Pest Management
AHC31910	Certificate III in Weed Management
AHC32010	Certificate III in Beekeeping
AHC32110	Certificate III in Commercial Seed Processing
AHC32210	Certificate III in Commercial Composting
AHC32310	Certificate III in Conservation Earthworks
AHC32412	Certificate III in Irrigation
AHC32513	Certificate III in Aboriginal-sites Work
AHC32610	Certificate III in Rural Machinery Operations
AHC32710	Certificate III in Rural Merchandising
AHC32810	Certificate III in Rural Operations
AHC32910	Certificate III in Shearing

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
AHC33412	Certificate III in Seed Production
AHC33512	Certificate III in Seed Testing
AHC40110	Certificate IV in Agriculture
AHC40210	Certificate IV in Poultry Production
AHC40310	Certificate IV in Production Horticulture
AHC40410	Certificate IV in Horticulture
AHC40510	Certificate IV in Parks and Gardens
AHC40610	Certificate IV in Production Nursery
AHC40710	Certificate IV in Retail Nursery
AHC40812	Certificate IV in Sports Turf Management
AHC40910	Certificate IV in Conservation and Land Management
AHC41010	Certificate IV in Agribusiness
AHC41112	Certificate IV in Irrigation
AHC41210	Certificate IV in Shearing
AHC41310	Certificate IV in Wool Classing
AHC41412	Certificate IV in Seed Production
AHC41512	Certificate IV in Seed Testing
AHC41612	Certificate IV in Organic Farming
AHC50110	Diploma of Agriculture
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
AHC51513	Diploma of Viticulture
AHC51610	Diploma of Irrigation Management
AHC51710	Diploma of Rural Machinery Management
AHC51812	Diploma of Organic Farming
AHC60110	Advanced Diploma of Agriculture
AHC60210	Advanced Diploma of Horticulture
AHC60310	Advanced Diploma of Agribusiness Management
AHC60410	Advanced Diploma of Conservation and Land Management

## Full List of Units of Competency including Imported Units

### AHC10v6 Units of Competency and their Pre-Requisite Requirements

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



AHCARB203A	Perform above ground pruning	
AHCARB204A	Undertake standard climbing techniques	
AHCARB205A	Operate and maintain chainsaws	
AHCARB206A	Undertake stump removal	
AHCARB207A	Perform ground based rigging	
AHCARB301A	Implement a tree maintenance program	
AHCARB302A	Conduct tree inspections	
AHCARB303A	Implement a tree pruning program	
AHCARB304A	Fell trees with advanced techniques	
AHCARB305A	Remove trees in confined spaces	
AHCARB306A	Undertake aerial rescue	
AHCARB307A	Undertake complex tree climbing	
AHCARB308A	Install cable and bracing	
AHCARB309A	Implement a tree protection program	
AHCARB310A	Perform aerial rigging	
AHCARB501A	Assess trees	
AHCARB502A	Identify, select and specify trees	
AHCARB503A	Diagnose tree diseases	
AHCARB504A	Develop a tree protection program	
AHCARB505A	Document and audit tree work	
AHCASW301A	Protect places of Aboriginal cultural significance	AHCILM306A
AHCASW302A	Relate Aboriginal culture to sites work	AHCILM306A
AHCASW303A	Identify and record Aboriginal-sites, objects and cultural landscapes	AHCILM306A
AHCASW304A	Identify Indigenous culturally significant plants	AHCILM306A

AHCASW305A	Work with Aboriginal ceremonial secret sacred materials	AHCILM306A
AHCASW306A	Use technology in Aboriginal-sites work	AHCILM306A
AHCASW307A	Map Aboriginal cultural landscapes	AHCILM306A
AHCASW308A	Apply cultural significance to Aboriginal-sites and landscapes	AHCASW302A AHCILM306A
AHCASW309A	Interpret Aboriginal cultural landscape	AHCASW302A AHCILM306A
AHCASW310A	Move and store Aboriginal cultural material	AHCILM306A
AHCASW311A	Apply relevant legislation in Aboriginal-sites work	
AHCASW312A	Maintain an Aboriginal cultural site	AHCILM306A
AHCASW501A	Survey and report on Aboriginal cultural sites	AHCILM306A
AHCBAC101A	Support agricultural crop work	
AHCBAC201A	Assist agricultural crop establishment	
AHCBAC202A	Assist agricultural crop maintenance	
AHCBAC203A	Assist agricultural crop harvesting	
AHCBAC204A	Prepare grain storages	
AHCBAC205A	Operate cane haulage vehicle	
AHCBAC301A	Conserve forage	
AHCBAC302A	Establish pastures and crops for livestock production	
AHCBAC303A	Prepare to receive grains/seeds	
AHCBAC304A	Test grains/seeds on receipt	
AHCBAC305A	Undertake preparation of land for agricultural crop production	
AHCBAC306A	Establish agricultural crops	
AHCBAC307A	Maintain agricultural crops	
AHCBAC308A	Undertake agricultural crop harvesting activities	

AHCBAC309A	Sample and test grain and related commodities	
AHCBAC401A	Manage pastures for livestock production	
AHCBAC402A	Plan a pasture establishment program	
AHCBAC403A	Supervise agricultural crop establishment	
AHCBAC404A	Plan and implement agricultural crop maintenance	
AHCBAC405A	Supervise agricultural crop harvesting	
AHCBAC406A	Maintain grain quality in storage	
AHCBAC407A	Save, prepare and store agricultural seed	
AHCBAC501A	Manage agricultural crop production	
AHCBAC502A	Manage forage conservation	
AHCBAC503A	Manage integrated crop and pasture production	
AHCBAC504A	Plan and manage a stored grain program	
AHCBAC505A	Plan and manage long-term weed, pest and/or disease control in crops	
AHCBAC506A	Manage the harvest of crops	
AHCBAC507A	Develop production plans for crops	
AHCBEK201A	Support beekeeping work	
AHCBEK202A	Use a bee smoker	
AHCBEK203A	Open and reassemble a beehive	
AHCBEK204A	Construct and repair beehives	
AHCBEK301A	Manage honey bee swarms	
AHCBEK302A	Manipulate honey bee brood	
AHCBEK303A	Re-queen a honey bee colony	
AHCBEK304A	Remove a honey crop from a hive	
AHCBEK305A	Extract honey	

AHCBEK306A	Manage pests and disease within a honey bee colony	
AHCBEK401A	Collect and store propolis	
AHCBEK402A	Perform queen bee artificial insemination	
AHCBEK403A	Produce and harvest royal jelly	
AHCBEK404A	Provide bee pollination services	
AHCBEK405A	Select and establish an apiary site	
AHCBEK406A	Trap and store pollen	
AHCBEK407A	Rear queen bees	
AHCBIO201A	Inspect and clean machinery for plant, animal and soil material	
AHCBIO202A	Follow site quarantine procedures	
AHCBIO301A	Work effectively in an emergency disease or plant pest response	
AHCBIO302A	Identify and report unusual disease or plant pest signs	
AHCBIO303A	Carry out emergency disease or plant pest control procedures at infected premises	
AHCBIO304A	Carry out movement and security procedures	
AHCBIO305A	Monitor and review biosecurity measures	
AHCBIO401A	Supervise activities on infected premises	
AHCBIO402A	Carry out field surveillance for a specific emergency disease or plant pest	
AHCBIO403A	Plan and implement a biosecurity program	
AHCBIO501A	Manage active operational emergency disease or plant pest sites	
AHCBIO502A	Manage the implementation of an emergency disease or plant pest control program	
AHCBIO601A	Plan and oversee an emergency disease or plant pest control program	

AHCBUS301A	Use hand held e-business tools	
AHCBUS401A	Administer finance, insurance and legal requirements	
AHCBUS402A	Cost a project	
AHCBUS403A	Support and review business structures and relationships	
AHCBUS404A	Operate within a budget framework	
AHCBUS405A	Participate in an e-business supply chain	
AHCBUS501A	Manage staff	
AHCBUS502A	Market products and services	
AHCBUS503A	Negotiate and monitor contracts	
AHCBUS504A	Prepare estimates, quotes and tenders	
AHCBUS505A	Develop a marketing plan	
AHCBUS506A	Develop and review a business plan	
AHCBUS507A	Monitor and review business performance	
AHCBUS508A	Prepare and monitor budgets and financial reports	
AHCBUS601A	Manage capital works	
AHCBUS602A	Review land management plans and strategies	
AHCBUS603A	Develop and review a strategic plan	
AHCBUS604A	Design and manage the enterprise quality management system	
AHCBUS605A	Manage human resources	
AHCBUS606A	Develop a monitoring, evaluation and reporting program	
AHCBUS607A	Implement a monitoring, evaluation and reporting program	
AHCBUS608A	Manage risk	
AHCCCF401A	Prepare project acquittal	
AHCCCF402A	Report on project	

AHCCCF403A	Obtain and manage sponsorship	
AHCCCF404A	Contribute to association governance	
AHCCCF405A	Develop community networks	
AHCCCF406A	Facilitate ongoing group development	
AHCCCF407A	Obtain resources from community and groups	
AHCCCF408A	Promote community programs	
AHCCCF409A	Participate in assessments of project submissions	
AHCCCF410A	Support individuals in resource management change processes	
AHCCCF411A	Develop approaches to include cultural and human diversity	
AHCCCF412A	Coordinate board/committee elections	
AHCCCF413A	Service committees	
AHCCCF414A	Coordinate fund-raising activities	
AHCCCF415A	Coordinate social events to support group purposes	
AHCCCF416A	Present proposed courses of action to meeting	
AHCCCF501A	Evaluate project submissions	
AHCCCF502A	Facilitate development of group goals and projects	
AHCCCF503A	Promote group formation and development	
AHCCCF504A	Support group and community changes in resource management	
AHCCCF505A	Contribute to regional planning process	
AHCCCF506A	Manage the incorporation of a group	
AHCCCF601A	Map regional issues and stakeholders	
AHCCFI501	Provide technical advice on the Carbon Farming Initiative	
AHCCFI502	Assess the feasibility of a Carbon Farming Initiative project	

AHCCFI503	Advise on Carbon Farming Initiative project planning and implementation	
AHCCFI504	Monitor and report on a Carbon Farming Initiative project	
AHCCFI505	Aggregate Carbon Farming Initiative projects	
AHCCFI506	Plan a Carbon Farming Initiative livestock project	
AHCCFI507	Plan a Carbon Farming Initiative waste or manure management project	
AHCCFI508	Plan a Carbon Farming Initiative project to sequester carbon in soil or biochar	
AHCCFI509	Plan a Carbon Farming Initiative savannah burning, feral animal or rangelands project	
AHCCFI510	Plan a Carbon Farming Initiative vegetation project	
AHCCFI511	Plan a Carbon Farming Initiative project to avoid emissions from soil or crops	
AHCCHM101A	Follow basic chemical safety rules	
AHCCHM201A	Apply chemicals under supervision	
AHCCHM301A	Conduct fumigation in enclosed spaces	
AHCCHM302A	Fumigate soil using chemicals	
AHCCHM303A	Prepare and apply chemicals	
AHCCHM304A	Transport, handle and store chemicals	
AHCCHM305A	Conduct manual fumigation of vertebrate and invertebrate pests	
AHCCHM401A	Minimise risks in the use of chemicals	
AHCCHM402A	Plan and implement a chemical use program	
AHCCHM403A	Prepare safe operating procedures for calibration of equipment	
AHCCHM501A	Develop and manage a chemical use strategy	
AHCCOM201A	Assess and receive raw materials for composting	

AHCCOM202A	Recognise and respond to fire emergencies on a composting site	
AHCCOM203A	Recognise raw materials, production processes and products on a composting site	
AHCCOM301A	Operate compost processing plant, machinery and equipment	
AHCCOM302A	Dispatch materials and composted product	
AHCCOM303A	Operate a compost bagging process	
AHCCOM401A	Develop a composting recipe	
AHCCOM402A	Plan and schedule compost production	
AHCCOM501A	Identify and secure raw materials supply for compost production	
AHCDER401A	Handle, store and grade deer velvet	
AHCDER501A	Comply with deer industry national velvet accreditation requirements	
AHCDER502A	Harvest deer velvet	
AHCDES501A	Design sustainable landscapes	
AHCDES502A	Prepare a landscape project design	
AHCDES503A	Assess landscape sites	
AHCDES504A	Design for construction of landscape features	
AHCDRG201A	Maintain drainage systems	
AHCDRG301A	Install drainage systems	
AHCDRG302A	Measure drainage system performance	
AHCDRG303A	Troubleshoot drainage systems	
AHCDRG501A	Design drainage systems	
AHCDRY201A	Milk livestock	
AHCDRY301A	Coordinate milking operations	



AHCDRY302A	Operate a dairy recycling system	
AHCDRY401A	Manage milking shed routines	
AHCEXP301A	Handle and store explosives	
AHCEXP302A	Identify and select explosive products	
AHCEXP303A	Prepare and use explosives	
AHCFAU201A	Recognise fauna	
AHCFAU301A	Respond to wildlife emergencies	
AHCFAU501A	Manage fauna populations	
AHCFIR201A	Assist with prescribed burning	
AHCFIR501A	Manage wildfire hazard reduction programs	
AHCHBR101A	Support horse work	
AHCHBR201A	Monitor horse health and welfare	
AHCHBR202A	Handle young horses	
AHCHBR203A	Provide daily care for horses	
AHCHBR204A	Assist with mating procedures and parturition of horses	
AHCHBR302A	Carry out basic hoof care procedures	
AHCHBR303A	Carry out mare mating or artificial insemination procedures	
AHCHBR304A	Educate, ride and care for horses and equipment	
AHCHBR305A	Handle and care for stallions	
AHCHBR306A	Prevent and treat equine injury and disease	
AHCHBR307A	Assess suitability of horses for stock work	
AHCHBR308A	Maintain horses in a healthy state and safe environment	
AHCHBR309A	Determine nutritional requirements for horses	
AHCHBR401A	Carry out stud stable management duties	

AHCHBR402A	Supervise raising young horses	
AHCHYD301A	Implement a maintenance program for hydroponic systems	
AHCHYD302A	Install hydroponic systems	
AHCHYD501A	Develop a plan for a hydroponic system	
AHCILM201A	Maintain cultural places	
AHCILM202A	Observe and report plants and/or animals	
AHCILM203A	Record information about country	
AHCILM301A	Propose appropriate uses of traditional customs	
AHCILM302A	Provide appropriate information on cultural knowledge	
AHCILM305A	Work with an Aboriginal community or organisation	AHCILM306A
AHCILM306A	Follow Aboriginal cultural protocols	
AHCILM307A	Implement Aboriginal cultural burning practices	AHCILM306A
AHCILM401A	Protect places of cultural significance	
AHCILM402A	Report on place of potential cultural significance	
AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country	
AHCILM404A	Record and document community history	
AHCILM405A	Develop work practices to accommodate cultural identity	
AHCILM501A	Conduct field research into natural and cultural resources	
AHCILM502A	Develop conservation strategies for cultural resources	
AHCILM503A	Manage restoration of cultural places	
AHCILM504A	Develop strategies for Indigenous land or sea management	
AHCILM505A	Map relationship of business enterprise to culture and country	
AHCILM506A	Operate within community cultures and goals	

AHCILM508A	Propose a negotiated outcome for a given area of country	
AHCILM509A	Plan burning activities for natural and cultural resource management	
AHCILM510A	Plan for successful cultural practice at work	AHCILM306A
AHCILM601A	Manage cultural processes in an Indigenous organisation	
AHCINF201A	Carry out basic electric fencing operations	
AHCINF202A	Install, maintain and repair fencing	
AHCINF203A	Maintain properties and structures	
AHCINF204A	Fabricate and repair metal or plastic structures	
AHCINF301A	Implement property improvement, construction and repair	
AHCINF302A	Plan and construct an electric fence	
AHCINF303A	Plan and construct conventional fencing	
AHCIRG101A	Support irrigation work	
AHCIRG201A	Assist with the operation of gravity fed irrigation	
AHCIRG202A	Assist with the operation of pressurised irrigation	
AHCIRG203A	Install micro-irrigation systems	
AHCIRG204A	Lay irrigation and/or drainage pipes	
AHCIRG205A	Maintain gravity-fed irrigation systems	
AHCIRG206A	Maintain pressurised irrigation systems	
AHCIRG207A	Carry out irrigation site preparation tasks	
AHCIRG208A	Assist with the installation and maintenance of pumps and flow-control devices for irrigation	
AHCIRG209A	Carry out installation tasks for low volume irrigation	
AHCIRG210A	Carry out installation tasks for sprinkler irrigation	
AHCIRG211A	Assist with low volume irrigation operations and maintenance	

AHCIRG212A	Assist with sprinkler irrigation operations and maintenance	
AHCIRG213A	Assist with surface irrigation operations and maintenance	
AHCIRG214A	Install micro-irrigation systems for landscaping	
AHCIRG301A	Implement a maintenance program for an irrigation system	
AHCIRG302A	Install irrigation systems	
AHCIRG303A	Measure irrigation delivery system performance	
AHCIRG304A	Operate gravity fed irrigation systems	
AHCIRG305A	Operate pressurised irrigation systems	
AHCIRG306A	Troubleshoot irrigation systems	
AHCIRG307A	Recommend irrigation products and services	
AHCIRG308A	Monitor soils under irrigation	
AHCIRG309A	Interpret and apply instructions to install pumps	
AHCIRG310A	Operate and maintain irrigation pumping systems	
AHCIRG311A	Install low volume irrigation components	
AHCIRG312A	Install sprinkler irrigation components	
AHCIRG313A	Install moving sprinkler irrigation components	
AHCIRG314A	Install surface irrigation structures and equipment	
AHCIRG315A	Interpret irrigation plans and drawings	
AHCIRG316A	Implement a low volume irrigation maintenance program	
AHCIRG317A	Implement a sprinkler irrigation maintenance program	
AHCIRG318A	Implement a moving sprinkler irrigation maintenance program	
AHCIRG319A	Implement a surface irrigation maintenance program	
AHCIRG320A	Maintain and repair irrigation drainage systems	

AHCIRG321A	Operate low volume irrigation systems	
AHCIRG322A	Operate sprinkler irrigation systems	
AHCIRG323A	Operate moving sprinkler irrigation systems	
AHCIRG324A	Operate surface irrigation systems	
AHCIRG325A	Operate irrigation technology	
AHCIRG326A	Operate irrigation injection equipment	
AHCIRG327A	Implement an irrigation schedule	
AHCIRG401A	Acquire resources for irrigation installation and construction	
AHCIRG402A	Determine hydraulic parameters for an irrigation system	
AHCIRG404A	Implement an irrigation-related environmental protection program	
AHCIRG405A	Plan and coordinate gravity-fed irrigation systems	
AHCIRG406A	Plan on-site irrigation system installation and construction work	
AHCIRG407A	Supervise on-site irrigation installation and construction work	
AHCIRG408A	Schedule irrigations	
AHCIRG410A	Select and manage pumping systems for irrigation	
AHCIRG411A	Construct and install a low volume irrigation system	
AHCIRG412A	Construct and install a sprinkler irrigation system	
AHCIRG413A	Construct and install a moving sprinkler irrigation system	
AHCIRG414A	Construct and install a surface irrigation system	
AHCIRG415A	Interpret and apply irrigation designs	
AHCIRG416A	Supervise low volume irrigation maintenance	
AHCIRG417A	Supervise sprinkler irrigation maintenance	
AHCIRG418A	Supervise moving sprinkler irrigation maintenance	

AHCIRG419A	Supervise surface irrigation maintenance	
AHCIRG420A	Manage a low volume irrigation system	
AHCIRG421A	Manage a sprinkler irrigation system	
AHCIRG422A	Manage a moving sprinkler irrigation system	
AHCIRG423A	Manage a surface irrigation system	
AHCIRG424A	Construct and install an irrigation drainage system	
AHCIRG425A	Monitor and control irrigation drainage systems	
AHCIRG426A	Evaluate water supply for irrigation	
AHCIRG427A	Plan and supervise on-site irrigation system installation and construction work	
AHCIRG428A	Provide irrigation sales and service	
AHCIRG501A	Audit irrigation systems	
AHCIRG502A	Design irrigation system maintenance and monitoring programs	
AHCIRG503A	Design irrigation, drainage and water treatment systems	
AHCIRG504A	Develop an irrigation and drainage management plan	
AHCIRG505A	Establish and maintain an irrigation-related environmental protection program	
AHCLPW301A	Supervise park visitor activities	
AHCLPW303A	Construct access tracks	
AHCLPW304A	Carry out inspection of designated area	
AHCLPW305A	Perform diving for scientific purposes	
AHCLPW306A	Undertake sampling and testing of water	
AHCLPW401A	Process applications for changes in land use	
AHCLPW402A	Implement land and sea management practices	
AHCLPW403A	Inspect and monitor cultural places	

AHCLPW404A	Produce maps for land management purposes	
AHCLPW405A	Monitor biodiversity	
AHCLPW501A	Develop a management plan for a designated area	
AHCLPW503A	Assess applications for legislative compliance	
AHCLPW504A	Review assessments for legislative compliance	
AHCLPW505A	Implement natural and cultural resource management plans	
AHCLPW506A	Investigate suspected breaches of Natural Resource Management (NRM) legislation	

AHCLPW601A	Coordinate the preparation of a regional resource management plan	
AHCLSC101A	Support landscape work	
AHCLSC201A	Assist with landscape construction work	
AHCLSC202A	Construct low-profile timber or modular retaining walls	
AHCLSC203A	Install aggregate paths	
AHCLSC204A	Lay paving	
AHCLSC205A	Install tree protection devices	
AHCLSC301A	Set out site for construction works	
AHCLSC302A	Construct landscape features using concrete	
AHCLSC303A	Construct brick and/or block structures and features	
AHCLSC304A	Erect timber structures and features	
AHCLSC305A	Construct stone structures and features	
AHCLSC306A	Implement a paving project	
AHCLSC307A	Implement a retaining wall project	
AHCLSC308A	Install metal structures and features	
AHCLSC309A	Install water features	
AHCLSC310A	Implement a tree transplanting program	
AHCLSC401A	Supervise landscape project works	
AHCLSC501A	Survey and establish site levels	
AHCLSC502A	Manage landscape projects	
AHCLSC503A	Manage a tree transplanting program	
AHCLSK101A	Support extensive livestock work	
AHCLSK102A	Support intensive livestock work	
AHCLSK201A	Assist with feeding in a production system	



AHCLSK202A	Care for health and welfare of livestock	
AHCLSK203A	Carry out birthing duties	
AHCLSK204A	Carry out regular livestock observation	
AHCLSK205A	Handle livestock using basic techniques	
AHCLSK206A	Identify and mark livestock	
AHCLSK207A	Load and unload livestock	
AHCLSK208A	Monitor livestock to parturition	
AHCLSK209A	Monitor water supplies	
AHCLSK210A	Muster and move livestock	
AHCLSK211A	Provide feed for livestock	
AHCLSK212A	Ride horses to carry out stock work	
AHCLSK213A	Clean out production sheds	
AHCLSK214A	Maintain production growing environments	
AHCLSK215A	Carry out alpaca handling and husbandry operations	
AHCLSK301A	Administer medication to livestock	
AHCLSK302A	Mate and monitor reproduction of alpacas	
AHCLSK303A	Carry out feedlot operations	
AHCLSK304A	Carry out post-mortem examination of livestock	
AHCLSK305A	Maintain livestock water supplies	
AHCLSK306A	Coordinate and monitor production performance	
AHCLSK307A	Euthanase livestock	
AHCLSK308A	Identify and draft livestock	
AHCLSK309A	Implement animal health control programs	
AHCLSK310A	Implement feeding plans for intensive production	
AHCLSK311A	Implement feeding plans for livestock	

AHCLSK312A	Coordinate artificial insemination and fertility management of livestock	
AHCLSK313A	Monitor livestock production growing environments	
AHCLSK314A	Prepare animals for parturition	
AHCLSK315A	Prepare for and implement natural mating of livestock	
AHCLSK316A	Prepare livestock for competition	
AHCLSK317A	Plan to exhibit livestock	
AHCLSK318A	Rear newborn and young livestock	
AHCLSK319A	Slaughter livestock	
AHCLSK320A	Coordinate and monitor livestock transport	
AHCLSK321A	Service and repair bores and windmills	
AHCLSK322A	Transport farm produce or bulk materials	
AHCLSK323A	Maintain and monitor feed stocks	
AHCLSK324A	Care for and train working dogs	
AHCLSK325A	Castrate livestock	
AHCLSK326A	Mix and mill standard stockfeed	
AHCLSK327A	Collect, store and administer colostrum	
AHCLSK328A	Remove and facilitate reuse of effluent and manure from an intensive production system	
AHCLSK329A	Implement procedures for calving	
AHCLSK330A	Implement procedures for foaling down mares	
AHCLSK331A	Comply with industry animal welfare requirements	
AHCLSK332A	Monitor animals in intensive production systems	
AHCLSK333A	Monitor pen condition and ration suitability	
AHCLSK335A	Conduct dropped ovary technique procedures for spaying cattle	

AHCLSK401A	Develop feeding plans for a production system	
AHCLSK402A	Develop livestock feeding plans	
AHCLSK404A	Implement and monitor animal welfare programs	
AHCLSK405A	Implement intensive production systems	
AHCLSK406A	Oversee animal marking operations	
AHCLSK407A	Plan and monitor intensive production systems	
AHCLSK408A	Pregnancy test animals	
AHCLSK409A	Supervise animal health programs	
AHCLSK410A	Supervise feedlot operations	
AHCLSK411A	Supervise natural mating of livestock	
AHCLSK412A	Arrange livestock purchases	
AHCLSK413A	Design livestock handling facilities	
AHCLSK414A	Arrange transport for farm produce or livestock	
AHCLSK415A	Oversee alpaca farm activities	
AHCLSK416A	Identify and select animals for breeding	
AHCLSK417A	Manage horses for stock work	
AHCLSK418A	Escort livestock during export	
AHCLSK501A	Manage livestock production	
AHCLSK502A	Arrange marketing of livestock	
AHCLSK503A	Develop and implement a breeding strategy	
AHCLSK504A	Develop livestock health and welfare strategies	
AHCLSK505A	Develop production plans for livestock	
AHCLSK506A	Design livestock effluent systems	
AHCMER301A	Process customer complaints	
AHCMER302A	Provide advice on hardware products	

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

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

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

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

AHCORG402A	Manage organic livestock production	
AHCORG403A	Manage organic soil improvement	
AHCORG404A	Arrange selling through community based marketing	
AHCORG405A	Implement sustainable practices in the organic farm based business	
AHCORG406A	Oversee compliance with an organic certification scheme	
AHCORG501A	Develop an organic management plan	
AHCORG502A	Prepare the enterprise for organic certification	
AHCORG503A	Design and document an organic farm landscape	
AHCORG504A	Develop and manage a community based marketing supply chain	
AHCORG505A	Develop and monitor a sustainable production plan	
AHCORG506A	Manage an agro-ecology production system	
AHCPCM201A	Recognise plants	
AHCPCM202A	Collect, prepare and preserve plant specimens	
AHCPCM301A	Implement a plant nutrition program	
AHCPCM302A	Provide information on plants and their culture	
AHCPCM303A	Identify plant specimens	
AHCPCM401A	Recommend plants and cultural practices	
AHCPCM402A	Develop a soil health and plant nutrition program	
AHCPCM501A	Diagnose plant health problems	
AHCPCM502A	Collect and classify plants	
AHCPCM503A	Specify plants for landscapes	
AHCPCM504A	Design and maintain a specialised landscape	
AHCPCM505A	Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs	



AHPCPM601A	Develop and implement a plant health management strategy	
AHCPGD101A	Support gardening work	
AHCPGD201A	Plant trees and shrubs	
AHCPGD202A	Prepare and maintain plant displays	
AHCPGD203A	Prune shrubs and small trees	
AHCPGD204A	Transplant small trees	
AHCPGD205A	Prepare a grave site	
AHCPGD206A	Conduct visual inspection of park facilities	
AHCPGD301A	Implement a plant establishment program	
AHCPGD302A	Plan and maintain plant displays	
AHCPGD303A	Perform specialist amenity pruning	
AHCPGD304A	Implement a landscape maintenance program	
AHCPGD305A	Conduct operational inspection of park facilities	
AHCPGD306A	Implement a maintenance program for an aquatic environment	
AHCPGD401A	Design plant displays	
AHCPGD402A	Plan a plant establishment program	
AHCPGD501A	Manage plant cultural practices	
AHCPGD502A	Plan the restoration of parks and gardens	
AHCPGD503A	Manage parks and reserves	
AHCPGD504A	Develop and implement a streetscape management plan	
AHCPGD505A	Conduct comprehensive inspection of park facilities	
AHCPHT101A	Support horticultural production	
AHCPHT201A	Plant horticultural crops	
AHCPHT202A	Carry out canopy maintenance	

AHCPHT203A	Support horticultural crop harvesting	
AHCPHT204A	Undertake field budding and grafting	
AHCPHT205A	Carry out postharvest operations	
AHCPHT206A	Handle and move mushroom boxes	
AHCPHT207A	Perform mushroom substrate process tasks	
AHCPHT208A	Water mushroom crops	
AHCPHT209A	Produce trellis dried grapes	
AHCPHT301A	Carry out a crop regulation program	
AHCPHT303A	Implement a post-harvest program	
AHCPHT304A	Harvest horticultural crops mechanically	
AHCPHT305A	Regulate crops	
AHCPHT306A	Establish horticultural crops	
AHCPHT307A	Prepare raw materials and compost the feedstocks	
AHCPHT308A	Prepare value added compost-based products	
AHCPHT309A	Supervise mushroom substrate preparation	
AHCPHT310A	Coordinate horticultural crop harvesting	
AHCPHT401A	Assess olive oil for style and quality	
AHCPHT402A	Develop a crop regulation program	
AHCPHT403A	Develop harvesting and processing specifications to produce an olive oil	
AHCPHT404A	Implement and monitor a horticultural crop harvesting program	
AHCPHT405A	Manage mushroom substrate preparation	
AHCPHT406A	Control Phase II mushroom substrate process	
AHCPHT407A	Manage mushroom crop development	
AHCPHT408A	Oversee vineyard practices	

AHCPHT502A	Develop a horticultural production plan	
AHCPHT503A	Manage a controlled growing environment	
AHCPHT504A	Develop a grape production plan	
AHCPHT505A	Evaluate wine	
AHCPHT506A	Manage a wine making process	
AHCPLY201A	Collect store and handle eggs from breeder flocks	
AHCPLY202A	Maintain health and welfare of poultry	
AHCPLY203A	Set up shed for placement of day-old chickens	
AHCPLY204A	Collect and pack eggs for human consumption	
AHCPLY301A	Artificially inseminate birds	
AHCPLY302A	Brood poultry	
AHCPLY303A	Identify and sex birds	
AHCPLY304A	Incubate eggs	
AHCPLY305A	Beak trim chickens	
AHCPLY306A	Clean and fumigate intensive production sheds	
AHCPLY402A	Supervise free-range poultry operations	
AHCPMG201A	Treat weeds	
AHCPMG202A	Treat plant pests, diseases and disorders	
AHCPMG301A	Control weeds	
AHCPMG302A	Control plant pests, diseases and disorders	
AHCPMG303A	Maintain biological cultures	
AHCPMG304A	Release biological agents	
AHCPMG401A	Define the pest problem in a local area	
AHCPMG402A	Develop a pest management action plan within a local area	

AHCPMG403A	Develop monitoring procedures for the local pest management strategy	
AHCPMG404A	Coordinate the local pest management strategy	
AHCPMG405A	Implement pest management action plans	
AHCPMG406A	Investigate a reported pest treatment failure	
AHCPMG407A	Monitor and evaluate the local pest management action plan	
AHCPMG408A	Assess and monitor weed, pest and/or disease control programs	
AHCPMG501A	Coordinate the pest management strategy in a regional or broader context	
AHCPMG502A	Define the pest problem in a regional or broader context	
AHCPMG503A	Develop a strategy for the management of target pests	
AHCPMG504A	Develop a system for monitoring the pest management strategy	
AHCPMG505A	Evaluate the pest management strategy	
AHCPMG506A	Manage the implementation of legislation	
AHCPMG601A	Develop a plant pest survey strategy	
AHCPMG602A	Develop a plant pest destruction strategy	
AHCPRK201A	Care for health and welfare of pigs	
AHCPRK202A	Care for weaner and grower pigs	
AHCPRK203A	Move and handle pigs	
AHCPRK301A	Pregnancy test pigs	
AHCPRK302A	Treat rectal prolapse in pigs	
AHCPRK303A	Artificially inseminate pigs	
AHCPRK304A	Mate pigs and monitor dry sow performance	
AHCPRK401A	Implement a feeding strategy for pig production	

AHCSAW201A	Conduct erosion and sediment control activities	
AHCSAW301A	Construct conservation earthworks	
AHCSAW302A	Implement erosion and sediment control measures	
AHCSAW401A	Set out conservation earthworks	
AHCSAW402A	Supervise on-site implementation of conservation earthworks	
AHCSAW501A	Design control measures and structures	
AHCSAW502A	Plan erosion and sediment control measures	
AHCSAW503A	Plan conservation earthworks	
AHCSDP301A	Undertake preparation of land for seed crops	
AHCSDP302A	Establish seed crops	
AHCSDP303A	Maintain seed crops	
AHCSDP304A	Harvest seed crops	
AHCSDP401A	Plan a seed crop establishment program	
AHCSDP402A	Supervise seed crop establishment	
AHCSDP403A	Plan and implement seed crop maintenance	
AHCSDP404A	Supervise seed crop harvesting	
AHCSDP405A	Inspect a seed crop for quality assurance purposes	
AHCSDT301A	Prepare a working sample	
AHCSDT302A	Identify seeds	
AHCSDT303A	Perform a fluorescence test on seeds	
AHCSDT304A	Perform a seed purity analysis	
AHCSDT305A	Perform a seed moisture test	
AHCSDT306A	Perform a seed germination test	
AHCSDT307A	Perform a 'Determination of Other Seeds by Number' test	

AHCSDT401A	Maintain a quarantine approved laboratory	
AHCSDT402A	Prepare and maintain a seed reference collection	
AHCSDT403A	Perform an Anguina test on annual ryegrass seed	
AHCSDT404A	Develop and implement laboratory policy and procedures	
AHCSDT405A	Handle & store quarantinable materials	
AHCSDT406A	Undertake internal audits in a seed laboratory	
AHCSDT407A	Perform an endophytic seed test	
AHCSDT408A	Perform an electrophoresis test on a seed sample	
AHCSDT409A	Perform a tetrazolium seed viability test	
AHCSDT410A	Perform a seed vigour test	
AHCSDT411A	Perform a 1000 seed weight test	
AHCSHG101A	Undertake basic shearing and crutching	
AHCSHG201A	Crutch sheep	
AHCSHG202A	Assist in preparing for shearing and crutching	
AHCSHG203A	Shear sheep to novice level	
AHCSHG204A	Shear sheep to improver level	
AHCSHG205A	Grind combs and cutters for machine shearing	
AHCSHG206A	Prepare handpiece and downtube for machine shearing	
AHCSHG207A	Shear goats	
AHCSHG208A	Shear alpacas	
AHCSHG209A	Support alpaca shearing operations	
AHCSHG301A	Prepare livestock for shearing	
AHCSHG302A	Prepare combs and cutters for machine shearing	
AHCSHG303A	Maintain and service shearing handpieces	
AHCSHG304A	Shear sheep to professional level	

AHCSHG305A	Maintain consistent shearing performance	
AHCSHG306A	Carry out post-shearing procedures	
AHCSHG307A	Plan and prepare for alpaca shearing	
AHCSHG401A	Apply advanced shearing techniques	
AHCSHG402A	Conduct equipment experting for machine shearing	
AHCSHG403A	Account for shearing shed supplies	
AHCSHG404A	Manage shearing and crutching operations	
AHCSHG405A	Arrange employment for shearing operations	
AHCSHG406A	Prepare shearing team wages	
AHCSHG407A	Oversee and instruct shed staff	
AHCSOL201A	Determine basic properties of soil and/or growing media	
AHCSOL301A	Prepare growing media	
AHCSOL302A	Construct a soil profile	
AHCSOL401A	Sample soils and interpret results	
AHCSOL402A	Develop a soil use map for a property	
AHCSOL403A	Prepare acid sulphate soil management plans	
AHCSOL404A	Supervise acid sulphate soil remediation and management projects	
AHCSOL501A	Monitor and manage soils for production	
AHCSPO301A	Operate a screen cleaner for seed processing	
AHCSPO302A	Operate an indent cylinder	
AHCSPO303A	Operate a gravity table	
AHCSPO304A	Operate seed modification machinery	
AHCSPO305A	Operate seed treatment machinery	
AHCSPO306A	Operate specialised seed processing machinery	

AHCSP0307A	Handle, package and store commercial quantities of seed	
AHCSP0308A	Sample seed before and after processing	
AHCTEQ301A	Install and terminate extra low voltage wiring systems	
AHCTRF101A	Support turf work	
AHCTRF201A	Assist with turf construction	
AHCTRF202A	Prepare turf surfaces for play	
AHCTRF203A	Renovate grassed areas	
AHCTRF204A	Support turf establishment	
AHCTRF301A	Construct turf playing surfaces	
AHCTRF302A	Establish turf	
AHCTRF303A	Implement a grassed area maintenance program	
AHCTRF304A	Monitor turf health	
AHCTRF305A	Renovate sports turf	
AHCTRF401A	Develop a sports turf maintenance program	
AHCTRF402A	Plan and implement sports turf renovation	
AHCTRF501A	Plan the establishment of sports turf playing surfaces	
AHCTRF502A	Manage sports turf renovation programs	AHCTRF305A
AHCTRF503A	Develop sports turf management programs	
AHCTRF504A	Manage sport turf facilities	
AHCVPT201A	Clear features that harbour pest animals	
AHCVPT202A	Muster pest animals	
AHCVPT203A	Use firearms to humanely destroy animals	
AHCVPT302A	Implement vertebrate pest control program	
AHCVPT303A	Survey pest animals	
AHCVPT304A	Conduct vertebrate pest activities from aircraft	



AHCVPT305A	Tag and locate Judas animals	
AHCVPT306A	Apply animal trapping techniques	
AHCWAT201A	Set up, operate and maintain water delivery systems for compost	
AHCWAT301A	Monitor and operate water treatment processes	
AHCWAT501A	Design water treatment systems	
AHCWAT502A	Manage water systems	
AHCWOL101A	Support woolshed activities	
AHCWOL201A	Pen sheep	
AHCWOL202A	Perform board duties	
AHCWOL203A	Carry out wool pressing	
AHCWOL204A	Undertake basic skirting of alpaca fleece	
AHCWOL301A	Appraise wool using industry descriptions	
AHCWOL303A	Prepare wool based on its characteristics	
AHCWOL304A	Prepare fleece wool for classing	
AHCWOL305A	Prepare skirtings and oddments	
AHCWOL306A	Supervise clip preparation	
AHCWOL307A	Document a wool clip	
AHCWOL308A	Prepare facilities for shearing and crutching	
AHCWOL310A	Press wool for a clip	
AHCWOL311A	Perform shed duties	
AHCWOL312A	Class goat fibre	
AHCWOL313A	Class alpaca fleece	
AHCWOL401A	Determine wool classing strategies	
AHCWOL402A	Use individual fleece measurements to prepare wool for sale	

AHCWOL403A	Prepare for, implement and review wool harvesting, clip preparation and classing	
AHCWOL404A	Establish work routines and manage wool harvesting and preparation staff	
AHCWOL405A	Class fleece wool	
AHCWRK101A	Maintain the workplace	
AHCWRK201A	Observe and report on weather	
AHCWRK202A	Observe environmental work practices	
AHCWRK203A	Operate in isolated and remote situations	
AHCWRK204A	Work effectively in the industry	
AHCWRK205A	Participate in workplace communications	
AHCWRK206A	Observe enterprise quality assurance procedures	
AHCWRK207A	Collect and record production data	
AHCWRK208A	Provide information on products and services	
AHCWRK209A	Participate in environmentally sustainable work practices	
AHCWRK301A	Collect samples for a rural production or horticulture monitoring program	
AHCWRK302A	Monitor weather conditions	
AHCWRK303A	Respond to emergencies	
AHCWRK304A	Respond to rescue incidents	
AHCWRK305A	Coordinate work site activities	
AHCWRK306A	Comply with industry quality assurance requirements	
AHCWRK307A	Develop and apply fertiliser and soil ameliorant product knowledge	
AHCWRK308A	Handle bulk materials in storage area	
AHCWRK310A	Provide on-job training support	
AHCWRK311A	Conduct site inspections	

AHCWRK313A	Implement and monitor environmentally sustainable work practices	
AHCWRK401A	Implement and monitor quality assurance procedures	
AHCWRK402A	Provide information on issues and policies	
AHCWRK403A	Supervise work routines and staff performance	
AHCWRK404A	Ensure compliance with pest legislation	
AHCWRK501A	Plan, implement and review a quality assurance program	
AHCWRK502A	Collect and manage data	
AHCWRK503A	Prepare reports	
AHCWRK504A	Assess new industry developments	
AHCWRK505A	Manage trial and/or research material	
AHCWRK507A	Implement professional practice	
AHCWRK508A	Interpret legislation	
AHCWRK509A	Provide specialist advice to clients	
AHCWRK510A	Audit site operations	
AHCWRK511A	Develop workplace policy and procedures for sustainability	
AHCWRK601A	Monitor projects in a program	
AHCWRK602A	Lead and manage community or industry organisations	
AHCWRK603A	Design and conduct a field-based research trial	

### Imported Units of Competency in AHC10v3 Training Package

Code	Title	Origin
BSBADM504B	Plan or review administrative systems	BSB07
BSBCMM401A	Make a presentation	BSB07
BSBCUS301B	Deliver and monitor a service to customers	BSB07

BSBCUS501C	Manage quality customer service	BSB07
BSBDES403A	Develop and extend design skills and practice	BSB07
BSBDES501A	Implement design solutions	BSB07
BSBDES502A	Establish, negotiate and refine a design brief	BSB07
BSBFIA301A	Maintain financial records	BSB07
BSBFIA402A	Report on financial activity	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBHRM506A	Manage recruitment selection and induction processes	BSB07
BSBHRM604A	Manage employee relations	BSB07
BSBINM201A	Process and maintain workplace information	BSB07
BSBINM401A	Implement workplace information system	BSB07
BSBITU203A	Communicate electronically	BSB07
BSBITU305A	Conduct online transactions	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBITU404A	Produce complex desktop published documents	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBMGT617A	Develop and implement a business plan	BSB07
BSBPRO301A	Recommend products and services	BSB07
BSBREL402A	Build client relationships and business networks	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBRSK401A	Identify risk and apply risk management processes	BSB07
BSBRSK501B	Manage risk	BSB07
BSBSLS402A	Identify sales prospects	BSB07
BSBSMB403A	Market the small business	BSB07

BSBSMB405B	Monitor and manage small business operations	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBWHS302A	Apply knowledge of WHS legislation in the workplace	BSB07
BSBWHS503A	Contribute to the systematic management of WHS risk	BSB07
BSBWHS506A	Manage WHS hazards associated with plant	BSB07
BSBWOR204A	Use business technology	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR404A	Develop work priorities	BSB07
BSBWOR501B	Manage personal work priorities and professional development	BSB07
CHCCD404E	Develop and implement community programs	CHC08
CPCCCM2010B	Work safely at heights	CPC08
CPCCCM3001C	Operate elevated work platforms	CPC08
CPCCCM3003A	Work safely around power sources, services and assets	CPC08
CPCCCDO3001A	Perform dogging	CPC08
CPCCOHS1001A	Work safely in the construction industry	CPC08
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPC08
CPCPCM2007A	Carry out levelling	CPC08
CPCPCM2014A	Carry out simple concreting and rendering	CPC08
CPCPIG2011A	Design domestic urban irrigation systems	CPC08
CPCPWT3007A	Connect irrigation systems from drinking water supply	CPC08
CPPFES2005A	Demonstrate first attack firefighting equipment	CPP07
CPPSIS4005A	Collect basic GPS data	CPP07
CPPWMT5043A	Develop and implement an environmental management strategy	CPP07

CPPWMT5045A	Develop site safety plans	CPP07
CULATS501A	Work with Aboriginal and Torres Strait Islander cultural material	CUL04
CULCNM303A	Move and store collection material	CUL04
CULCNM503A	Manage the development of collections	CUL04
CULCNM602A	Develop and monitor procedures for the movement and storage of collection material	CUL04
CULMS002B	Research and evaluate Aboriginal or Torres Strait Islander cultural material	CUL04
CULMS010B	Contribute to the preservation of cultural material	CUL04
CUVACD302A	Produce computer-aided drawings	CUV11
CUVACD303A	Produce technical drawings	CUV11
FDFFS2001A	Implement the food safety program and procedures	FDF10
FDFFS3001A	Monitor the implementation of quality and food safety programs	FDF10
FDFGPS2011A	Operate a creamed honey manufacture process	FDF10
FDFOP2003A	Clean equipment in place	FDF10
FDFOP2004A	Clean and sanitize equipment	FDF10
FDFOP2012A	Maintain food safety when loading, unloading and transporting food	FDF10
FDFOP2013A	Implement sampling procedures	FDF10
FDFOP2016A	Work in a food handling area for non-food handlers	FDF10
FDFOP2023A	Operate a packaging process	FDF10
FDFOP2038A	Operate a grinding process	FDF10
FDFTEC3001A	Participate in a HACCP team	FDF10
FDFWGG2001A	Bench graft vines	FDF10
FDFWGG2002A	Carry out potting operations	FDF10
FDFWGG2003A	Hand prune vines	FDF10

FDFWGG2005A	Maintain callusing environment	FDF10
FDFWGG2006A	Obtain and process rootlings	FDF10
FDFWGG2008A	Train vines	FDF10
FDFWGG2009A	Operate specialised canopy management equipment	FDF10
FDFWGG2010A	Field graft vines	FDF10
FDFWGG2013A	Deliver injection requirements	FDF10
FDFWGG2015A	Support mechanical harvesting operations	FDF10
FDFWGG2016A	Install and maintain vine trellis	FDF10
FDFWGG2018A	Operate vineyard equipment	FDF10
FDFWGG2020A	Carry out hot water treatment	FDF10
FDFWGG2021A	Operate nursery cold storage facilities	FDF10
FDFWGG2022A	Take and process vine cuttings	FDF10
FDFWGG3002A	Coordinate canopy management activities	FDF10
FDFWGG3004A	Coordinate nursery activities	FDF10
FDFWGG3005A	Perform field nursery activities	FDF10
FDFWGG3006A	Coordinate hand pruning activities	FDF10
FDFWGG3009A	Monitor and maintain nursery plants	FDF10
FDFWGG3010A	Implement a soil management program	FDF10
FDFWGG3011A	Perform shed nursery activities	FDF10
FNSFMK512A	Apply knowledge of emissions markets	FNS10
FPICOT2221B	Trim and cross cut felled trees	FPI05
FPICOT2234B	Operate 4x4 vehicle	FPI05
FPICOT3202B	Navigate in remote or trackless areas	FPI05
FPIFGM2201B	Collect seed	FPI05
FPIFGM2208A	Fall trees manually (basic)	FPI05

FPIFGM3201B	Manage seed collection	FPI05
FPIFGM3202B	Extract seed	FPI05
FPIFGM3204A	Fall trees manually (intermediate)	FPI05
FPIFGM3205A	Fall trees manually (advanced)	FPI05
FPIHAR2206B	Operate a mobile chipper/mulcher	FPI05
HLTFA201A	Provide basic emergency life support	HLT07
HLTFA301C	Apply first aid	HLT07
HLTFA302C	Provide first aid in remote situation	HLT07
LGACOM502B	Devise and conduct community consultations	LGA04
LGALAND504A	Undertake effective consultation with Indigenous people on matters of cultural heritage	LGA04
LGAPLEM508A	Manipulate and analyse data within geographic information systems	LGA04
LGAREGS305A	Undertake animal or reptile control duties	LGA04
MEM05004C	Perform routine oxy acetylene welding	MEM05
MEM05007C	Perform manual heating and thermal cutting	MEM05
MEM05012C	Perform routine manual metal arc welding	MEM05
MEM05015D	Weld using manual metal arc welding process	MEM05
MEM05017D	Weld using gas metal arc welding process	MEM05
MEM05019D	Weld using gas tungsten arc welding process	MEM05
MEM05049B	Perform routine gas tungsten arc welding	MEM05
MEM05050B	Perform routine gas metal arc welding	MEM05
MEM05051A	Select welding processes	MEM05
MEM05052A	Apply safe welding practices	MEM05
MEM12023A	Perform engineering measurements	MEM05
MEM18001C	Use hand tools	MEM05



MEM18002B	Use power tools/hand held operations	MEM05
MSL904001A	Perform standard calibrations	MSL09
MSL913002A	Plan and conduct laboratory/field work	MSL09
MSL922001A	Record and present data	MSL09
MSL924001A	Process and interpret data	MSL09
MSL924002A	Use laboratory application software	MSL09
MSL933001A	Maintain the laboratory/field workplace fit for purpose	MSL09
MSL933004A	Perform calibration checks on equipment and assist with its maintenance	MSL09
MSL934002A	Apply quality system and continuous improvement processes	MSL09
MSL934003A	Maintain and control stocks	MSL09
MSL973007A	Perform microscopic examination	MSL09
NWP203B	Plan and organise personal work activities	NWP07
NWP209B	Use maps, plans, drawings and specifications	NWP07
NWP210B	Perform basic water quality tests	NWP07
NWP215B	Install and replace basic volumetric metering equipment	NWP07
NWP222A	Operate basic flow control and regulating devices in irrigation systems	NWP07
NWP226B	Prepare and restore work site	NWP07
NWP251B	Construct open earthen channels or drains	NWP07
NWP252B	Construct and install irrigation delivery and stormwater drainage assets	NWP07
NWP302A	Install meters for non-potable, non-urban water supplies	NWP07
NWP304A	Maintain meters for non-potable, non-urban water supplies	NWP07
NWP305B	Monitor and conduct minor maintenance of complex flow-control and metering devices	NWP07
NWP316B	Monitor and schedule water deliveries	NWP07

NWP362B	Monitor, operate and control reclaimed water irrigation	NWP07
NWP401B	Coordinate and monitor the application of environmental plans and procedures	NWP07
NWP410C	Coordinate and monitor asset construction and maintenance	NWP07
NWP425B	Coordinate and monitor the operation of irrigation delivery systems	NWP07
NWP512B	Implement and manage catchment management plan	NWP07
NWP513B	Develop and review catchment management plan	NWP07
NWP516B	Implement and manage surface water management plan	NWP07
NWP517B	Develop and review surface water management plan	NWP07
NWP518B	Prepare and report on data related to flood mitigation	NWP07
NWP519B	Develop and report flood mitigation	NWP07
PSPPM402B	Manage simple projects	PSP04
PSPPM502B	Manage complex projects	PSP04
PSPPM503B	Close complex projects	PSP04
PSPPOL404A	Support policy implementation	PSP04
PSPPOL603A	Manage policy implementation	PSP04
PUACOM012B	Liaise with media at a local level	PUA00
PUAEMR026	Treat operational risk	PUA12
PUAEMR027	Assess operational risk	PUA12
PUAFIR201B	Prevent injury	PUA00
PUAFIR204B	Respond to wildfire	PUA00
PUAFIR303A	Suppress wildfire	PUA00
PUAFIR303B	Suppress wildfire	PUA00
PUAFIR406B	Develop prescribed burning plans	PUA00
PUAFIR407A	Conduct prescribed burning	PUA00

PUAFIR601B	Develop and administer agency policy, procedures and practices	PUA00
PUALAW001B	Protect and preserve incident scene	PUA00
PUAOPE004A	Conduct briefings/debriefings	PUA00
PUAOPE005A	Manage a multi team response	PUA00
RGRPSH409A	Determine nutritional requirements for racing horses	RGR08
RIIMPO304B	Conduct wheel loader operations	RII09
RIIMPO318B	Conduct civil construction skid steer loader operations	RII09
RIIMPO319A	Conduct backhoe/loader operations	RII09
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
SIRXCCS201	Apply point-of-sale handling procedures	SIR07
SIRXCCS202	Interact with customers	SIR07
SIRXCLM001A	Organise and maintain work areas	SIR07
SIRXCLM402	Manage store facilities	SIR07
SIRXFIN201	Balance and secure point-of-sale terminal	SIR07
SIRXFIN002A	Perform retail finance duties	SIR07
SIRXICT001A	Operate retail technology	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXINV004A	Buy merchandise	SIR07
SIRXINV005A	Control inventory	SIR07
SIRXMER004A	Manage merchandise and store presentation	SIR07
SIRXMER201	Merchandise products	SIR07

SIRXMER202	Plan, create and maintain displays	SIR07
SIRXMER303	Coordinate merchandise presentation	SIR07
SIRXMER406	Monitor in-store visual merchandising display	SIR07
SIRXMPR001A	Profile a retail market	SIR07
SIRXPRO007A	Improve supply and distribution chains	SIR07
SIRXRSK002A	Maintain store security	SIR07
SIRXRSK404	Control store security	SIR07
SIRXSLS201	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07
SIRXSLS303	Build relationships with customers	SIR07
SIRXSLS406	Manage sales and service delivery	SIR07
SISXRES506A	Undertake open-space planning	SIS10
SITTGDE101	Interpret aspects of local Australian Indigenous culture	SIT12
SITTGDE301	Work as a guide	SIT12
SITTGDE306	Research and share general information on Australian Indigenous cultures	SIT12
SITTGDE307	Prepare specialised interpretive content on flora, fauna and landscape	SIT12
SITTGDE309	Prepare specialised interpretive content on cultural and heritage environments	SIT12
SITTPPD402	Develop interpretive activities	SIT12
SITTPPD602	Develop environmentally sustainable tourism operations	SIT12
SITXCCS201	Provide visitor information	SIT12
SITXCOM301	Address protocol requirements	SIT12
SRXGOV001B	Participate as a member of an effective board of an organisation	SRS03
SRXGOV004B	Work effectively with the board of an organisation	SRS03

SRXGRO002A	Deal with conflict	SRS03
TAEDEL301A	Provide work skill instruction	TAE10
TLID1001A	Shift materials safely using manual handling methods	TLI10
TLID2022A	Conduct weighbridge operations	TLI10
TLIL5019A	Implement and monitor transport logistics	TLI10
TLILIC2001A	Licence to operate a forklift truck	TLI10
TLILIC2005A	Licence to operate a boom-type elevating work platform (boom length 11 meters or more)	TLI10
TLIR4002A	Source goods/services and evaluate contractors	TLI10
TLIR4003C	Negotiate a contract	TLI10

## Qualification Mapping of AHC10 - all Versions

### Qualification Mapping – AHC10v4 to AHC10v5

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

### Qualification Mapping – AHC10v3 to AHC10v4

AHC10v3 Qualification Code and Title	AHC10v4 Qualification Code and Title	Mapping	Comment
	AHC33412 Certificate III in Seed Production		New qualification
	AHC33512 Certificate III in Seed Testing		New qualification
	AHC41412 Certificate IV in Seed Production		New qualification

	AHC41512 Certificate IV in Seed Testing		New qualification
	AHC41612 Certificate IV in Organic Farming		New qualification
	AHC51812 Diploma of Organic Farming		New qualification

**Qualification Mapping – AHC10v2 to AHC10v3**

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

**Qualification Mapping – AHC10v1 to AHC10v2**

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

**Qualification Mapping – RTD02 to AHC10v1**

<b>RTD02 Qualification Code and Title</b>	<b>AHC10 Qualification Code and Title</b>	<b>Mapping</b>	<b>Comment</b>
RTD10102 Certificate I in Conservation and Land Management	AHC10110 Certificate I in Conservation and Land	E	

<b>RTD02 Qualification Code and Title</b>	<b>AHC10 Qualification Code and Title</b>	<b>Mapping</b>	<b>Comment</b>
	Management		
RTD20102 Certificate II in Conservation and Land Management	AHC21010 Certificate II in Conservation and Land Management	E	
RTD30102 Certificate III in Conservation and Land Management	AHC31410 Certificate III in Conservation and Land Management	E	
RTD30102 Certificate III in Conservation and Land Management (specialising in Indigenous Land Management)	AHC31510 Certificate III in Indigenous Land Management	E	
RTD30102 Certificate III in Conservation and Land Management (specialising in Lands, Parks and Wildlife)	AHC31610 Certificate III in Lands, Parks and Wildlife	E	
RTD30102 Certificate III in Conservation and Land Management (specialising in Natural Area Restoration)	AHC31710 Certificate III in Natural Area Restoration	E	
RTD30102 Certificate III in Conservation and Land Management (specialising in Vertebrate Pest Management)	AHC31810 Certificate III in Vertebrate Pest Management	E	
RTD30102 Certificate III in Conservation and Land Management (specialising in Weed Management)	AHC31910 Certificate III in Weed Management	E	
RTD30102 Certificate III in Conservation and Land Management (specialising in Conservation Earthworks)	AHC32310 Certificate III in Conservation Earthworks	E	
RTD40102 Certificate IV in Conservation and Land Management	AHC40910 Certificate IV in Conservation and Land Management	E	
RTD50102 Diploma of Conservation and Land Management	AHC51110 Diploma of Conservation and Land Management	E	



<b>RTD02 Qualification Code and Title</b>	<b>AHC10 Qualification Code and Title</b>	<b>Mapping</b>	<b>Comment</b>
RTD50102 Diploma of Conservation and Land Management (specialising in Community Coordination and Facilitation)	AHC51210 Diploma of Community Coordination and Facilitation	E	
RTD50102 Diploma of Conservation and Land Management (specialising in Vertebrate Pest Management )	AHC51310 Diploma of Pest Management	E	
RTD50102 Diploma of Conservation and Land Management (specialising in Weed Management )	AHC51310 Diploma of Pest Management	E	
RTD60102 Advanced Diploma of Conservation and Land Management	AHC60410 Advanced Diploma of Conservation and Land Management	E	

#### Qualification Mapping – RTE03 to AHC10v1

<b>RTE03 Qualification Code and Title</b>	<b>AHC10 Qualification Code and Title</b>	<b>Mapping</b>	<b>Comment</b>
RTE10103 Certificate I in Rural Operations	AHC10210 Certificate I in AgriFood Operations	E	
RTE20103 Certificate II in Agriculture	AHC20110 Certificate II in Agriculture	E	
RTE20103 Certificate II in Agriculture – poultry production pathway	AHC20210 Certificate II in Poultry Production Operations	E	
RTE20603 Certificate II in Production Horticulture	AHC20310 Certificate II in Production Horticulture	E	
RTE20203 Certificate II in Irrigation	AHC21110 Certificate II in Irrigation	E	
RTE20703 Certificate II in Rural Operations	AHC21210 Certificate II in Rural Operations	E	
RTE20403 Certificate II in Shearing	AHC21310 Certificate II in Shearing	E	

RTE20303 Certificate II in Wool Handling	AHC21410 Certificate II in Wool Handling	E	
RTE30103 Certificate III in Agriculture	AHC30110 Certificate III in Agriculture	E	
RTE30203 Certificate III in Agriculture (Beef Production)	AHC30110 Certificate III in Agriculture	E	
RTE30303 Certificate III in Agriculture (Cotton Production)	AHC30110 Certificate III in Agriculture	E	
RTE30503 Certificate III in Agriculture (Goat Production)	AHC30110 Certificate III in Agriculture	E	
RTE30603 Certificate III in Agriculture (Grain Production)	AHC30110 Certificate III in Agriculture	E	
RTE31103 Certificate III in Agriculture (Sheep and Wool Production)	AHC30110 Certificate III in Agriculture	E	
RTE31203 Certificate III in Agriculture (Sugar Production)	AHC30110 Certificate III in Agriculture	E	
RTE30403 Certificate III in Agriculture (Dairy Production)	AHC30210 Certificate III in Agriculture (Dairy Production)	E	
RTE30703 Certificate III in Agriculture (Horse Breeding)	AHC30310 Certificate III in Horse Breeding	E	
RTE30903 Certificate III in Agriculture (Pig Production)	AHC30410 Certificate III in Pork Production	E	
RTE31003 Certificate III in Agriculture (Poultry Production)	AHC30510 Certificate III in Poultry Production	E	
RTE31603 Certificate III in Production Horticulture	AHC30610 Certificate III in Production Horticulture	E	
RTE30103 Certificate III in Agriculture	AHC32010 Certificate III in Beekeeping	E	
RTE32107 Certificate III in Commercial Composting	AHC32210 Certificate III in Commercial Composting	E	
RTE31303 Certificate III in	AHC32410 Certificate III in	E	

Irrigation	Irrigation		
RTE31803 Certificate III in Rural Merchandising	AHC32710 Certificate III in Rural Merchandising	E	
RTE31903 Certificate III in Rural Operations	AHC32810 Certificate III in Rural Operations	E	
RTE31503 Certificate III in Shearing	AHC32910 Certificate III in Shearing	E	
RTE31403 Certificate III in Wool Clip Preparation	AHC33010 Certificate III in Wool Clip Preparation	E	
RTE32003 Certificate III in Advanced Wool Handling	AHC33110 Certificate III in Advanced Wool Handling	E	
RTE40103 Certificate IV in Agriculture	AHC40110 Certificate IV in Agriculture	E	
RTE40103 Certificate IV in Agriculture – poultry production pathway	AHC40210 Certificate IV in Poultry Production	E	
RTE40503 Certificate IV in Production Horticulture	AHC40310 Certificate IV in Production Horticulture	E	
RTE40603 Certificate IV in Rural Business	AHC41010 Certificate IV in Agribusiness	E	
RTE40203 Certificate IV in Irrigation	AHC41110 Certificate IV in Irrigation	E	
RTE40403 Certificate IV in Shearing	AHC41210 Certificate IV in Shearing	E	
RTE40303 Certificate IV in Wool Classing	AHC41310 Certificate IV in Wool Classing	E	
RTE50103 Diploma of Agriculture	AHC50110 Diploma of Agriculture	E	
RTE50103 Diploma of Agriculture – pork production pathway	AHC50210 Diploma of Pork Production	E	
RTE50303 Diploma of Production Horticulture	AHC50310 Diploma of Production Horticulture	E	

RTE50403 Diploma of Rural Business Management	AHC51410 Diploma of Agribusiness Management	E	
RTE50203 Diploma of Irrigation	AHC51610 Diploma of Irrigation Management	E	
RTE60103 Advanced Diploma of Agriculture	AHC60110 Advanced Diploma of Agriculture	E	
RTE60203 Advanced Diploma of Rural Business Management	AHC60310 Advanced Diploma of Agribusiness Management	E	
	AHC32110 Certificate III in Commercial Seed Processing		New qualification
	AHC32610 Certificate III in Rural Machinery Operations		New qualification
	ACH33310 Certificate III in Feedlot Feeding and Milling		
	ACH33410 Certificate III in Feedlot Maintenance		New qualification
	ACH33510 Certificate III in Feedlot Pen Riding		New qualification
	AHC51710 Diploma of Rural Machinery Management		New qualification
RTE20503 Certificate II in Crutching			Qualification removed
RTE20807 Certificate II in Commercial Composting			Qualification removed
RTE30803 Certificate III in Agriculture (Milk Harvesting)			Qualification removed
RTE31703 Certificate III in Rural Business			Qualification removed
RTE40707 Certificate IV in Commercial Composting			Qualification removed
RTE50507 Diploma of Commercial Composting			Qualification removed

**Qualification Mapping – RTF03 to AHC10v1**

<b>RTF03 Qualification Code and Title</b>	<b>AHC10 Qualification Code and Title</b>	<b>Mapping</b>	<b>Comment</b>
RTF10103 Certificate I in Horticulture	AHC10210 Certificate I in AgriFood Operations	E	Packaging rules changed. New units added to cover RTE10103 Certificate I in Agriculture and RTD10102 Certificate I in Conservation and Land Management
RTF20103 Certificate II in Horticulture	AHC20410 Certificate II in Horticulture	E	
RTF20203 Certificate II in Horticulture (Arboriculture)	AHC20510 Certificate II in Arboriculture	E	
RTF20303 Certificate II in Horticulture (Floriculture)	AHC21510 Certificate II in Floriculture	E	
RTF20403 Certificate II in Horticulture (Landscape)	AHC21610 Certificate II in Landscaping	E	
RTF20503 Certificate II in Horticulture (Retail Nursery)	AHC20810 Certificate II in Retail Nursery	N	Packaging rules changed
RTF20603 Certificate II in Horticulture (Wholesale Nursery)	AHC20710 Certificate II in Production Nursery	N	Packaging rules changed
RTF20703 Certificate II in Horticulture (Parks and Gardens)	AHC20610 Certificate II in Parks and Gardens	N	Packaging rules changed
RTF20803 Certificate II in Horticulture (Turf)	AHC20910 Certificate II in Sports Turf Management	N	Packaging rules changed
RTF30103 Certificate	AHC30710	E	

III in Horticulture	Certificate III in Horticulture		
RTF30203 Certificate III in Horticulture (Arboriculture)	AHC30810 Certificate III in Arboriculture	N	New units written. Packaging rules changed
RTF30303 Certificate III in Horticulture (Floriculture)	AHC33210 Certificate III in Floriculture	E	
RTF30403 Certificate III in Horticulture (Landscape)	AHC30910 Certificate III in Landscape Construction	N	Packaging rules changed
RTF30503 Certificate III in Horticulture (Retail Nursery)	AHC31210 Certificate III in Retail Nursery	N	Packaging rules changed
RTF30603 Certificate III in Horticulture (Wholesale Nursery)	AHC31110 Certificate III in Production Nursery	N	Packaging rules changed
RTF30703 Certificate III in Horticulture (Parks and Gardens)	AHC31010 Certificate III in Parks and Gardens	N	Packaging rules changed
RTF30803 Certificate III in Horticulture (Turf)	AHC31310 Certificate III in Sports Turf Management	N	Packaging rules changed
RTF40103 Certificate IV in Horticulture	AHC40410 Certificate IV in Horticulture	E	
RTF40503 Certificate IV in Horticulture (Retail Nursery)	AHC40710 Certificate IV in Retail Nursery	N	Packaging rules changed
RTF40603 Certificate IV in Horticulture (Wholesale Nursery)	AHC40610 Certificate IV in Production Nursery	N	Packaging rules changed
RTF40703 Certificate IV in Horticulture (Parks and Gardens)	AHC40510 Certificate IV in Parks and Gardens	N	Packaging rules changed

RTF40803 Certificate IV in Horticulture (Turf)	AHC40810 Certificate IV in Sports Turf Management	N	Packaging rules changed
RTF50103 Diploma of Horticulture	AHC50410 Diploma of Horticulture	E	
RTF50203 Diploma of Horticulture (Arboriculture)	AHC50510 Diploma of Arboriculture	N	New units written. Packaging rules changed
RTF50503 Diploma of Horticulture (Retail Nursery)	AHC50910 Diploma of Retail Nursery Management	N	Packaging rules changed
RTF50603 Diploma of Horticulture (Wholesale Nursery)	AHC50810 Diploma of Production Nursery Management	N	Packaging rules changed
RTF50703 Diploma of Horticulture (Parks and Gardens)	AHC50710 Diploma of Parks and Gardens Management	N	Packaging rules changed
RTF50803 Diploma of Horticulture (Turf)	AHC51010 Diploma of Sports Turf Management	N	Packaging rules changed
RTF60103 Advanced Diploma of Horticulture	AHC60210 Advanced Diploma of Horticulture	E	
	AHC50610 Diploma of Landscape Design		New qualification

RTF40203 Certificate IV in Horticulture (Arboriculture)			Qualification removed
RTF40303 Certificate IV in Horticulture (Floriculture)			Qualification removed
RTF40403 Certificate IV in Horticulture (Landscape)			Qualification removed
RTF50303 Diploma of Horticulture (Floriculture)			Qualification removed
RTF50403 Diploma of Horticulture (Landscape)			Qualification removed
RTE50507 Diploma of Commercial Composting			Qualification removed

## Unit Mapping AHC10v6 to AHC10v7

### Units of Competency Mapping – AHC10v6 to AHC10v7

AHC10v6 Unit Code	AHC10v6 Unit Title	AHC10v7 Unit Code	AHC10v7 Unit Title	Mapping	Comments
		AHCBAC309A	Sample and test grain and related commodities		New unit



AHCLSK403A	Escort livestock during export	AHCLSK418A	Escort livestock during export	N	New unit. Modified performance criteria in Element 2 to accurately reflect job function.
AHCPHT302A	Coordinate horticultural crop harvesting	AHCPHT310A	Coordinate horticultural crop harvesting	N	New unit. Modified performance criteria in Element 2 to accurately reflect job function.
AHCPLY401A	Supervise free-range poultry operations	AHCPLY402A	Supervise free-range poultry operations	N	New unit. Modified performance criteria in Element 2 to accurately reflect job function.

## Unit Mapping AHC10v5 to AHC10v6

### Units of Competency Mapping – AHC10v5 to AHC10v6

AHC10v5 Unit Code	AHC10v5 Unit Title	AHC10v6 Unit Code	AHC10v6 Unit Title	Mapping	Comments
		AHCCFI501A	Provide technical advice on the Carbon Farming Initiative		New unit
		AHCCFI502A	Assess the feasibility of a Carbon Farming Initiative project		New unit
		AHCCFI503A	Advise on Carbon Farming Initiative project planning and implementation		New unit
		AHCCFI504A	Monitor and report on a Carbon Farming Initiative		New unit

			project		
		AHCCFI505A	Aggregate Carbon Farming Initiative projects		New unit
		AHCCFI506A	Plan a Carbon Farming Initiative livestock project		New unit
		AHCCFI507A	Plan a Carbon Farming Initiative waste or manure management project		New unit
		AHCCFI508A	Plan a Carbon Farming Initiative project to sequester carbon in soil or biochar		New unit
		AHCCFI509A	Plan a Carbon Farming Initiative savannah burning, feral animal or rangelands project		New unit
		AHCCFI510A	Plan a Carbon Farming Initiative vegetation project		New unit
		AHCCFI511A	Plan a Carbon Farming Initiative project to avoid emissions from soil or crops		New unit
		AHCHBR308A	Maintain horses in a healthy state and safe environment		New unit
		AHCHBR309A	Determine nutritional requirements for horses		New unit
		AHCLSK335A	Conduct dropped ovary technique procedures for spaying cattle		New unit

## Unit Mapping AHC10v4 to AHC10v5

### Units of Competency Mapping – AHC10v4 to AHC10v5

AHC10v4 Unit Code	AHC10v4 Unit Title	AHC10v5 Unit Code	AHC10v5 Unit Title	Mapping	Comments
		AHCASW301A	Protect places of Aboriginal cultural significance		New unit
		AHCASW302A	Relate Aboriginal culture to sites work		New unit
		AHCASW303A	Identify and record Aboriginal-sites, objects and cultural landscapes		New unit
		AHCASW304A	Identify Indigenous culturally significant plants		New unit
		AHCASW305A	Work with Aboriginal ceremonial secret sacred materials		New unit
		AHCASW306A	Use technology in Aboriginal-sites work		New unit
		AHCASW307A	Map Aboriginal cultural landscapes		New unit
		AHCASW308A	Apply cultural significance to Aboriginal-sites and landscapes		New unit

		AHCASW309A	Interpret Aboriginal cultural landscape		New unit
		AHCASW310A	Move and store Aboriginal cultural material		New unit
		AHCASW311A	Apply relevant legislation in Aboriginal-sites work		New unit
		AHCASW312A	Maintain an Aboriginal cultural site		New unit
		AHCASW501A	Survey and report on Aboriginal cultural sites		New unit
AHCILM303A	Work in an Indigenous community or organisation	AHCILM305A	Work with an Aboriginal Community or organisation	N	Supersedes and is not equivalent to AHCILM303A
AHCILM304A	Follow cultural protocols	AHCILM306A	Follow Aboriginal cultural protocols	N	Supersedes and is not equivalent to AHCILM304A
		AHCILM307A	Implement Aboriginal cultural burning practices		New unit
AHCILM507A	Plan for successful cultural practice at work	AHCILM510A	Plan for successful cultural practice at work	N	Supersedes and is not equivalent to AHCILM507A
		AHCPCM505A	Conduct environment and food safety risk assessment of		New unit

			plant nutrition and soil fertility programs		
		AHCPHT209A	Produce trellis dried grapes		New unit
		AHCPHT408A	Oversee vineyard practices		New unit
		AHCPHT504A	Develop a grape production plan		New unit
		AHCPHT505A	Evaluate wine		New unit
		AHCPHT506A	Manage a wine making process		New unit

## Unit Mapping AHC10v3 to AHC10v4

### Units of Competency Mapping – AHC10v3 to AHC10v4

AHC10v3 Unit Code	AHC10v3 Unit Title	AHC10v4 Unit Code	AHC10v4 Unit Title	Mapping	Comments
		AHCORG404A	Arrange selling through community based marketing		New unit
		AHCORG405A	Implement sustainable practices in the organic farm based business		New unit
		AHCORG406A	Oversee compliance with an organic certification scheme		New unit
		AHCORG503A	Design and document an organic farm landscape		New unit
		AHCORG504A	Develop and manage a community based marketing supply chain		New unit
		AHCORG505A	Develop and monitor a sustainable production		New unit

			plan		
		AHCORG506A	Manage an agro-ecology production system		New unit
		AHCSDP301A	Undertake preparation of land for seed crops		New unit
		AHCSDP302A	Establish seed crops		New unit
		AHCSDP303A	Maintain seed crops		New unit
		AHCSDP304A	Harvest seed crops		New unit
		AHCSDP401A	Plan a seed crop establishment program		New unit
		AHCSDP402A	Supervise seed crop establishment		New unit
		AHCSDP403A	Plan and implement seed crop maintenance		New unit
		AHCSDP404A	Supervise seed crop harvesting		New unit
		AHCSDP405A	Inspect a seed crop for quality assurance purposes		New unit
		AHCSDT301A	Prepare a working sample		New unit
		AHCSDT302A	Identify seeds		New unit
		AHCSDT303A	Perform a fluorescence test on seeds		New unit
		AHCSDT304A	Perform a seed purity analysis		New unit
		AHCSDT305A	Perform a seed moisture test		New unit
		AHCSDT306A	Perform a seed germination test		New unit
		AHCSDT307A	Perform a 'Determination of Other Seeds by Number' test		New unit

		AHCSDT401A	Maintain a quarantine approved laboratory		New unit
		AHCSDT402A	Prepare and maintain a seed reference collection		New unit
		AHCSDT403A	Perform an Anguina test on annual ryegrass seed		New unit
		AHCSDT404A	Develop and implement laboratory policy and procedures		New unit
		AHCSDT405A	Handle & store quarantinable materials		New unit
		AHCSDT406A	Undertake internal audits in a seed laboratory		New unit
		AHCSDT407A	Perform an endophytic seed test		New unit
		AHCSDT408A	Perform an electrophoresis test on a seed sample		New unit
		AHCSDT409A	Perform a tetrazolium seed viability test		New unit
		AHCSDT410A	Perform a seed vigour test		New unit
		AHCSDT411A	Perform a 1000 seed weight test		New unit

## Unit Mapping AHC10v2 to AHC10v3

### Units of Competency Mapping – AHC10v2 to AHC10v3

AHC10v2 Unit Code	AHC10v2 Unit Title	AHC10v3 Unit Code	AHC10v3 Unit Title	Mapping	Comments
		AHCIRG207A	Carry out irrigation site preparation tasks		New unit

		AHCIRG208A	Assist with the installation and maintenance of pumps and flow-control devices for irrigation		New unit
		AHCIRG209A	Carry out installation tasks for low volume irrigation		New unit
		AHCIRG210A	Carry out installation tasks for sprinkler irrigation		New unit
		AHCIRG211A	Assist with low volume irrigation operations		New unit. This unit has been developed based on AHCIRG202A to reflect the identified need to recognise specific systems.
		AHCIRG212A	Assist with sprinkler irrigation operations		New unit. This unit has been developed based on AHCIRG202A to reflect the identified need to recognise specific systems.
		AHCIRG213A	Assist with surface irrigation operations		New unit. This unit has been developed based on AHCIRG201A to reflect the



					identified need to recognise specific systems.
AHCIRG203A	Install micro-irrigation systems	AHCIRG214A	Install micro-irrigation systems for landscaping	E	Unit replaces earlier version.
		AHCIRG308A	Monitor soils under irrigation		New unit
		AHCIRG309A	Interpret and apply irrigation to install pumps		New unit
		AHCIRG310A	Operate and maintain irrigation pumping systems		New unit
		AHCIRG311A	Install low volume irrigation components		New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems.
		AHCIRG312A	Install sprinkler irrigation components		New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems.
		AHCIRG313A	Install moving sprinkler irrigation		New unit. This unit has been developed based on

			components		AHCIRG302A to reflect the identified need to recognise specific systems.
		AHCIRG314A	Install surface irrigation structures and components		New unit. This unit has been developed based on AHCIRG302A to reflect the identified need to recognise specific systems.
		AHCIRG315A	Interpret irrigation plans and drawings		New unit
		AHCIRG316A	Implement a low volume irrigation maintenance program		New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems.
		AHCIRG317A	Implement a sprinkler irrigation maintenance program		New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems.
		AHCIRG318A	Implement a moving sprinkler irrigation		New unit. This unit has been developed based on

			maintenance program		AHCIRG301A to reflect the identified need to recognise specific systems.
		AHCIRG319A	Implement a surface irrigation maintenance program		New unit. This unit has been developed based on AHCIRG301A to reflect the identified need to recognise specific systems.
		AHCIRG320A	Maintain and repair drainage irrigation systems		New unit
		AHCIRG321A	Operate low volume irrigation systems		New unit. This unit has been developed based on AHCIRG305A to reflect the identified need to recognise specific systems.
		AHCIRG322A	Operate sprinkler irrigation systems		New unit. This unit has been developed based on AHCIRG305A to reflect the identified need to recognise specific systems.
		AHCIRG323A	Operate moving sprinkler		New unit

			irrigation systems		
		AHCIRG324A	Operate surface irrigation systems		New unit. This unit has been developed based on AHCIRG304A to reflect the identified need to recognise specific systems.
		AHCIRG325A	Operate irrigation technology		New unit
		AHCIRG326A	Operate irrigation injection equipment		New unit
		AHCIRG327A	Implement an irrigation schedule		New unit
AHCIRG403A	Determine seasonal irrigation scheduling tasks				Removed unit. The job function described by this unit is covered by AHCIRG408A Schedule irrigations
AHCIRG409A	Implement, monitor and adjust irrigation schedules				Removed unit. The job function described by this unit is covered by AHCIRG408A Schedule irrigations
		AHCIRG410A	Select and manage		New unit

			pumping systems for irrigation		
		AHCIRG411A	Construct and install a low volume irrigation system		New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems.
		AHCIRG412A	Construct and install a sprinkler irrigation system		New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems.
		AHCIRG413A	Construct and install a moving sprinkler irrigation system		New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems.
		AHCIRG414A	Construct and install a surface irrigation system		New unit. This unit has been developed based on AHCIRG401A to reflect the identified need to recognise specific systems.

		AHCIRG415A	Interpret and apply irrigation designs		New unit
		AHCIRG416A	Supervise low volume irrigation maintenance		New unit
		AHCIRG417A	Supervise sprinkler irrigation maintenance		New unit
		AHCIRG418A	Supervise moving sprinkler irrigation maintenance		New unit
		AHCIRG419A	Supervise surface irrigation maintenance		New unit
		AHCIRG420A	Manage a low volume irrigation system		New unit. This unit has been developed based on AHCIRG303A to reflect the identified need to recognise specific systems.
		AHCIRG421A	Manage a sprinkler irrigation system		New unit. This unit has been developed based on AHCIRG303A to reflect the identified need to recognise specific systems.
		AHCIRG422A	Manage a		New unit. This

			moving sprinkler irrigation system		unit has been developed based on AHCIRG303A to reflect the identified need to recognise specific systems.
		AHCIRG423A	Manage a surface irrigation system		New unit. This unit has been developed based on AHCIRG405A to reflect the identified need to recognise specific systems.
		AHCIRG424A	Construct and install an irrigation drainage system		New unit
		AHCIRG425A	Monitor and control irrigation drainage systems		New unit
		AHCIRG426A	Evaluate water supply for irrigation		New unit
		AHCIRG427A	Plan and supervise on-site irrigation installation and construction work.		New unit based on AHCIRG406A Plan on-site irrigation system installation and construction work and AHCIRG407A Supervise

					on-site irrigation system installation and construction work.
		AHCIRG428A	Provide irrigation sales and service		New unit
		AHCTRF502A	Manage sports turf renovation programs		New unit
		AHCTRF503A	Develop sports turf management programs		New unit
		AHCTRF504A	Manage sports turf facilities		New unit



## Unit Mapping RTD02, RTE03 and RTF03 to AHC10

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

Old Code	Old Title	AHC10 Code	AHC10 Title	Mapping	Comment
RTE3904 A	Keep records for a primary production business	AHCAGB301 A	Keep records for a primary production business	E	
RTE4203 A	Implement and monitor a property improvement plan	AHCAGB401 A	Implement and monitor a property improvement plan	E	
RTE4913 A	Analyse and interpret production data	AHCAGB402 A	Analyse and interpret production data	E	
RTE5523 A	Develop climate risk management strategies	AHCAGB501 A	Develop climate risk management strategies	E	
RTE5205 A	Plan and manage infrastructure requirements	AHCAGB502 A	Plan and manage infrastructure requirements	E	
RTE5912 A	Plan and monitor production processes	AHCAGB503 A	Plan and monitor production processes	E	
RTE5922 A	Plan production for the whole land/farm based business	AHCAGB504 A	Plan production for the whole land/farm based business	E	
RTE5516 A	Develop a whole farm plan	AHCAGB505 A	Develop a whole farm plan	E	
RTE6906	Develop export	AHCAGB601	Develop	E	

A	markets for produce	A	export markets for produce		
RTE6909 A	Manage estate planning	AHCAGB602 A	Manage estate planning	E	
RTE6501 A	Manage the production system	AHCAGB603 A	Manage the production system	E	
RTE6901 A	Analyse business performance	AHCAGB604 A	Analyse business performance	E	
RTE6904 A	Manage business capital	AHCAGB605 A	Manage business capital	E	
RTE6905 A	Manage price risk through trading strategy	AHCAGB606 A	Manage price risk through trading strategy	E	
RTE2132 A	Assist with artificial insemination procedures	AHCAIS201A	Assist with artificial insemination procedures	E	
RTE2123 A	Collect semen	AHCAIS301A	Collect semen	E	
RTE3146 A	Process and store semen	AHCAIS302A	Process and store semen	E	
RTE3101 A	Artificially inseminate livestock	AHCAIS303A	Artificially inseminate livestock	E	
RTE4107 A	Supervise artificial breeding and/or embryo transfer programs	AHCAIS401A	Supervise artificial breeding and/or embryo transfer programs	E	
RTF2001 A	Apply a range of treatments to trees	AHCARB201 A	Apply a range of treatments to trees	E	

RTC2005 A	Fell small trees	AHCARB202 A	Fell small trees	E	
RTF2009 A	Perform above ground pruning	AHCARB203 A	Perform above ground pruning	E	
RTF2027 A	Undertake standard climbing techniques	AHCARB204 A	Undertake standard climbing techniques	E	
RTC2304 A	Operate and maintain chainsaws	AHCARB205 A	Operate and maintain chainsaws	E	
RTF2311 A	Undertake stump removal	AHCARB206 A	Undertake stump removal	E	
		AHCARB207 A	Perform ground based rigging		New unit
RTF3015 A	Implement a tree maintenance program	AHCARB301 A	Implement a tree maintenance program	E	
		AHCARB302 A	Conduct tree inspections		New unit

RTF3017 A	Implement a tree pruning program	AHCARB303 A	Implement a tree pruning program	E	
RTF3007 A	Fell large trees	AHCARB304 A	Fell trees with advanced techniques	N	
RTF3019 A	Remove trees in confined spaces	AHCARB305 A	Remove trees in confined spaces	E	
RTF3702 A	Undertake aerial rescue	AHCARB306 A	Undertake aerial rescue	E	
RTF3031 A	Undertake complex tree climbing	AHCARB307 A	Undertake complex tree climbing	N	
RTF3032 A	Install cable and bracing	AHCARB308 A	Install cable and bracing	E	
RTF3035 A	Implement a tree protection program	AHCARB309 A	Implement a tree protection program	E	
		AHCARB310 A	Perform aerial rigging		New unit
RTF5018 A	Assess trees	AHCARB501 A	Assess trees	N	
		AHCARB502 A	Identify, select and specify trees		New unit
		AHCARB503 A	Diagnose tree diseases		New unit
RTF4016 A	Plan a tree protection program	AHCARB504 A	Develop a tree protection program	N	
		AHCARB505 A	Document and audit tree work		New unit

RTE1001 A	Support agricultural crop work	AHCBAC101 A	Support agricultural crop work	E	
RTE2011 A	Assist agricultural crop establishment	AHCBAC201 A	Assist agricultural crop establishment	E	
RTE2029 A	Assist agricultural crop maintenance	AHCBAC202 A	Assist agricultural crop maintenance	E	
RTE2030 A	Assist agricultural crop harvesting	AHCBAC203 A	Assist agricultural crop harvesting	E	
RTE2212 A	Prepare grain storages	AHCBAC204 A	Prepare grain storages	E	
RTE2303 A	Operate cane haulage vehicle	AHCBAC205 A	Operate cane haulage vehicle	E	
		AHCBAC301 A	Conserve forage		New unit
RTE3006 A	Establish pastures and crops for livestock production	AHCBAC302 A	Establish pastures and crops for livestock production	E	
		AHCBAC303 A	Prepare to receive grains/seeds		New unit
		AHCBAC304 A	Test grains/seeds on receiving		New unit

RTE3024 A	Undertake preparation of land for agricultural crop production	AHCBAC305 A	Undertake preparation of land for agricultural crop production	E	
RTE3029 A	Establish agricultural crops	AHCBAC306 A	Establish agricultural crops	E	
RTE3022 A	Undertake agricultural crop maintenance activities	AHCBAC307 A	Maintain agricultural crops	E	
RTE3009 A	Undertake agricultural crop harvesting activities	AHCBAC308 A	Undertake agricultural crop harvesting activities	E	
RTE4011 A	Manage pastures for livestock production	AHCBAC401 A	Manage pastures for livestock production	E	
RTE4009 A	Plan a pasture establishment program	AHCBAC402 A	Plan a pasture establishment program	E	
RTE4018 A	Supervise agricultural crop establishment	AHCBAC403 A	Supervise agricultural crop establishment	E	
RTE4010 A	Supervise agricultural crop maintenance	AHCBAC404 A	Plan and implement agricultural crop maintenance	E	
RTE4026 A	Supervise agricultural crop harvesting	AHCBAC405 A	Supervise agricultural crop harvesting	E	
RTE4008 A	Maintain grain quality in storage	AHCBAC406 A	Maintain grain quality in	E	

			storage		
RTE3037 A	Save, prepare and store agricultural seed	AHCBAC407 A	Save, prepare and store agricultural seed	E	
RTE5014 A	Manage agricultural crop production	AHCBAC501 A	Manage agricultural crop production	E	
		AHCBAC502 A	Manage forage conservation		New unit

RTE5002 A	Manage integrated crop and pasture production	AHCBAC503 A	Manage integrated crop and pasture production	E	
RTE5007 A	Plan and manage a stored grain program	AHCBAC504 A	Plan and manage a stored grain program	E	
RTE5006 A	Plan and manage long-term weed, pest and/or disease control in crops	AHCBAC505 A	Plan and manage long-term weed, pest and/or disease control in crops	E	
RTE5015 A	Manage the harvest of agricultural and horticultural crops	AHCBAC506 A	Manage the harvest of crops	E	
RTE5016 A	Develop production plans for crops	AHCBAC507 A	Develop production plans for crops	E	
RTE2156 A	Support beekeeping work	AHCBEK201 A	Assist beekeeping work	E	
RTE2305 A	Use a bee smoker	AHCBEK202 A	Use a bee smoker	E	
RTE2157 A	Open and reassemble a beehive	AHCBEK203 A	Open and reassemble a beehive	E	
RTE2217 A	Construct and repair beehives	AHCBEK204 A	Construct and repair beehives	E	
RTE3153 A	Manage honey bee swarms	AHCBEK301 A	Manage honey bee swarms	E	
RTE3155 A	Manipulate honey bee brood	AHCBEK302 A	Manipulate honey bee brood	E	
RTE3154	Requeen a honey bee	AHCBEK303	Re-queen a	E	



A	colony	A	honey bee colony		
RTE3320 A	Remove a honey crop from a hive	AHCBEK304 A	Remove a honey crop from a hive	E	
RTE3321 A	Extract honey	AHCBEK305 A	Extract honey	E	
RTE3415 A	Manage pests and disease within a honey bee colony	AHCBEK306 A	Manage pests and disease within a honey bee colony	E	
RTE4131 A	Collect and store propolis	AHCBEK401 A	Collect and store propolis	E	
RTE4132 A	Perform queen bee artificial insemination	AHCBEK402 A	Perform queen bee artificial insemination	E	
RTE4122 A	Produce and harvest royal jelly	AHCBEK403 A	Produce and harvest royal jelly	E	
RTE4128 A	Provide bee pollination services	AHCBEK404 A	Provide bee pollination services	E	
RTE4121 A	Select and establish an apiary site	AHCBEK405 A	Select and establish an apiary site	E	
RTE4130 A	Trap and store pollen	AHCBEK406 A	Trap and store pollen	E	
RTE3156 A	Rear queen bees	AHCBEK407 A	Rear queen bees	E	Unit recoded
RTD2312 A	Inspect machinery for plant, animal and soil material	AHC BIO201A	Inspect and clean machinery for plant, animal and soil material	E	
RTE2707 B	Follow site quarantine procedures	AHC BIO202A	Follow site quarantine	E	

			procedures		
RTE3410 A	Work effectively in an emergency disease or plant pest response	AHC BIO301A	Work effectively in an emergency disease or plant pest response	E	
RTE3407 A	Identify and report unusual disease or plant pest signs	AHC BIO302A	Identify and report unusual disease or plant pest signs	E	
RTE3408 A	Carry out emergency disease or plant pest control procedures at infected premises	AHC BIO303A	Carry out emergency disease or plant pest control procedures at infected premises	E	
RTE3409 A	Carry out movement and security procedures	AHC BIO304A	Carry out movement and security procedures	E	
		AHC BIO305A	Monitor and review biosecurity measures		New unit
RTE4408 A	Supervise activities on infected premises	AHC BIO401A	Supervise activities on infected premises	E	
RTE4409 A	Carry out field surveillance for a specific emergency disease or plant pest	AHC BIO402A	Carry out field surveillance for a specific emergency disease or plant pest	E	
		AHC BIO403A	Plan and implement a biosecurity		New unit

			program		
RTE5407 A	Manage active operational emergency disease or plant pest sites	AHCBIO501A	Manage active operational emergency disease or plant pest sites	E	
RTE5406 A	Manage the implementation of an emergency disease or plant pest control program	AHCBIO502A	Manage the implementation of an emergency disease or plant pest control program	E	
RTE6401 A	Plan and oversee an emergency disease or plant pest control program	AHCBIO601A	Plan and oversee an emergency disease or plant pest control program	E	
RTE3907 A	Use hand held e-business tools	AHCBUS301 A	Use hand held e-business tools	E	
RTE4901 A	Administer finance, insurance and legal requirements	AHCBUS401 A	Administer finance, insurance and legal requirements	E	
RTC4905 A	Cost a project	AHCBUS402 A	Cost a project	E	
RTE4902 A	Support and review business structures and relationships	AHCBUS403 A	Support and review business structures and relationships	E	
RTC4911 A	Operate within a budget framework	AHCBUS404 A	Operate within a budget framework	E	

RTE4914 A	Participate in an e-business supply chain	AHCBUS405 A	Participate in an e-business supply chain	E	
RTE5807 A	Manage staff	AHCBUS501 A	Manage staff	E	
RTE5921 A	Market products and services	AHCBUS502 A	Market products and services	E	
RTE5920 A	Negotiate and monitor contracts/commercial agreements	AHCBUS503 A	Negotiate and monitor contracts	E	
RTC5908 A	Prepare estimates, quotes and tenders	AHCBUS504 A	Prepare estimates, quotes and tenders	E	
RTE5901 A	Develop a marketing plan	AHCBUS505 A	Develop a marketing plan	E	
RTE5902 A	Develop and review a business plan	AHCBUS506 A	Develop and review a business plan	E	
RTE5906 A	Monitor and review business performance	AHCBUS507 A	Monitor and review business performance	E	
RTE5916 A	Prepare and monitor budgets and financial reports	AHCBUS508 A	Prepare and monitor budgets and financial reports	E	
RTE6907 A	Manage capital works	AHCBUS601 A	Manage capital works	E	
RTD6502 A	Review management plans and strategies	AHCBUS602 A	Review management plans and strategies	E	
RTE6903 A	Develop and review a strategic plan	AHCBUS603 A	Develop and review a	E	

			strategic plan		
RTE6908 A	Design and manage the enterprise quality management system	AHCBUS604 A	Design and manage the enterprise quality management system	E	
RTE6803 A	Manage human resources	AHCBUS605 A	Manage human resources	E	
		AHCBUS606 A	Develop a monitoring, evaluation and reporting program		New unit
		AHCBUS607 A	Implement a monitoring, evaluation and reporting program		New unit
		AHCBUS608 A	Manage risk		New unit

RTD4909 A	Prepare project acquittal	AHCCCF401 A	Prepare project acquittal	E	
RTD4910 A	Report on project	AHCCCF402 A	Report on project	E	
RTD4806 A	Obtain and manage sponsorship	AHCCCF403 A	Obtain and manage sponsorship	E	
RTD4912 A	Contribute to association governance	AHCCCF404 A	Contribute to association governance	E	
RTD4804 A	Develop community networks	AHCCCF405 A	Develop community networks	E	
RTD4805 A	Facilitate ongoing group development	AHCCCF406 A	Facilitate ongoing group development	E	
RTD4807 A	Obtain resources from community and group	AHCCCF407 A	Obtain resources from community and group	E	
RTD4808 A	Promote community programs	AHCCCF408 A	Promote community programs	E	
RTD4505 A	Participate in assessments of project submissions	AHCCCF409 A	Participate in assessments of project submissions	E	
RTD4810 A	Support individuals in resource management change processes	AHCCCF410 A	Support individuals in resource management change processes	E	
RTD4802 A	Develop approaches to include cultural and human diversity	AHCCCF411 A	Develop approaches to include cultural and human	E	

			diversity		
RTD3811 A	Coordinate board/committee elections	AHCCCF412 A	Coordinate board/committee elections	E	
RTD3816 A	Service committees	AHCCCF413 A	Service committees	E	
RTD3812 A	Coordinate fund-raising activities	AHCCCF414 A	Coordinate fund-raising activities	E	
RTD3813 A	Coordinate social events to support group purposes	AHCCCF415 A	Coordinate social events to support group purposes	E	
RTD3814 A	Present proposed courses of action to meeting	AHCCCF416 A	Present proposed courses of action to meeting	E	
RTD5509 A	Evaluate project submissions	AHCCCF501 A	Evaluate project submissions	E	
RTD5805 A	Facilitate development of group goals and projects	AHCCCF502 A	Facilitate development of group goals and projects	E	
RTD5806 A	Promote group formation and development	AHCCCF503 A	Promote group formation and development	E	
RTD5802 A	Support group and community changes in resource management	AHCCCF504 A	Support group and community changes in resource management	E	
RTD5910 A	Contribute to regional planning process	AHCCCF505 A	Contribute to regional planning process	E	

RTD5911 A	Manage the incorporation of a group	AHCCCF506 A	Manage the incorporation of a group	E	
RTD6505 A	Map regional issues and stakeholders	AHCCCF601 A	Map regional issues and stakeholders	E	
RTC1701 A	Follow basic chemical safety rules	AHCCHM101 A	Follow basic chemical safety rules	E	
RTC2706 A	Apply chemicals under supervision	AHCCHM201 A	Apply chemicals under supervision	E	
		AHCCHM301 A	Conduct fumigation in enclosed spaces		New unit
		AHCCHM302 A	Fumigate soil using chemicals		New unit
RTC3704 A	Prepare and apply chemicals	AHCCHM303 A	Prepare and apply chemicals	E	
RTC3705 A	Transport, handle and store chemicals	AHCCHM304 A	Transport, handle and store chemicals	E	
		AHCCHM305 A	Conduct manual fumigation of vertebrate and invertebrate pests		New unit



RTC4702 A	Minimise risks in the use of chemicals	AHCCHM401 A	Minimise risks in the use of chemicals	E	
RTC4703 A	Plan and implement a chemical use program	AHCCHM402 A	Plan and implement a chemical use program	E	
RTD4303 A	Prepare safe operating procedures for calibration of equipment	AHCCHM403 A	Prepare safe operating procedures for calibration of equipment	E	
RTC5702 A	Develop and manage a chemical use strategy	AHCCHM501 A	Develop and manage a chemical use strategy	E	
RTE2506 A	Assess and receive raw materials for composting	AHCCOM201 A	Assess and receive raw materials for composting	E	
RTE2709 A	Recognise and respond to fire emergencies on a composting site	AHCCOM202 A	Recognise and respond to fire emergencies on a composting site	E	
RTE2507 A	Recognise raw materials, production processes and products on a composting site	AHCCOM203 A	Recognise raw materials, production processes and products on a composting site	E	
RTE3322 A	Operate compost processing plant, machinery and equipment	AHCCOM301 A	Operate compost processing plant, machinery and equipment	E	
RTE3323	Dispatch materials and	AHCCOM302	Dispatch	E	

A	composted product	A	materials and composted product		
RTE2315 A	Operate a compost bagging process	AHCCOM303 A	Operate a compost bagging process	E	
RTE4519 A	Develop a composting recipe	AHCCOM401 A	Develop a composting recipe	E	
RTE4520 A	Plan and schedule compost production	AHCCOM402 A	Plan and schedule compost production	E	
RTE5919 A	Identify and secure raw materials supply for compost production	AHCCOM501 A	Identify and secure raw materials supply for compost production	E	
RTE4113 A	Handle, store and grade deer velvet	AHCDER401 A	Handle, store and grade deer velvet	E	
RTE5105 A	Comply with deer industry national velvet accreditation requirements	AHCDER501 A	Comply with deer industry national velvet accreditation requirements	E	
RTE5108 A	Harvest deer velvet	AHCDER502 A	Harvest deer velvet	E	
		AHCDES501 A	Design sustainable landscapes		New unit
RTF5010 A	Prepare a landscape project design	AHCDES502 A	Prepare a landscape project design	E	
		AHCDES503 A	Assess landscape sites		New unit

		AHCDES504 A	Design for construction of landscape features		New unit
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RTE2604 A	Maintain drainage systems	AHCDRG201 A	Maintain drainage systems	E	
RTE3603 A	Install drainage systems	AHCDRG301 A	Install drainage systems	E	
RTE3606 A	Measure drainage system performance	AHCDRG302 A	Measure drainage system performance	E	
RTE3604 A	Troubleshoot drainage systems	AHCDRG303 A	Troubleshoot drainage systems	E	
RTE5607 A	Design drainage systems	AHCDRG501 A	Design drainage systems	E	
RTE2103 A	Carry out milking shed routines				Unit removed
RTE2112 A	Milk livestock	AHCDRY201 A	Milk livestock	E	
RTE3117 A	Coordinate milking operations	AHCDRY301 A	Coordinate milking operations	E	
RTE3308 A	Operate a dairy recycling system	AHCDRY302 A	Operate a dairy recycling system	E	
RTE4112 A	Manage milking shed routines	AHCDRY401 A	Manage milking shed routines	E	
RTD3709 A	Handle and store explosives	AHCEXP301 A	Handle and store explosives	E	
RTD3710 A	Identify and select explosive products	AHCEXP302 A	Identify and select explosive products	E	

RTD3711 A	Prepare and use explosives	AHCEXP303 A	Prepare and use explosives	E	
RTD2126 A	Recognise animals	AHCFAU201 A	Recognise fauna	E	
RTD3125 A	Respond to wildlife emergencies	AHCFAU301 A	Respond to wildlife emergencies	E	
RTD5102 A	Manage fauna populations	AHCFAU501 A	Manage fauna populations	E	
RTE2002 A	Assist with prescribed burning	AHCFIR201A	Assist with prescribed burning	E	
RTD5513 A	Manage wildfire hazard reduction programs	AHCFIR501A	Manage wildfire hazard reduction programs	E	
RTE1104 A	Support horse work	AHCHBR101 A	Support horse work	E	
RTE2104 A	Carry out regular horse observation	AHCHBR201 A	Monitor horse health and welfare	E	
RTE2148 A	Handle young horses	AHCHBR202 A	Handle young horses	E	
RTE2121 A	Provide daily care for horses	AHCHBR203 A	Provide daily care for horses	E	
RTE2137 A	Assist with natural mating procedures and parturition of horses	AHCHBR204 A	Assist with mating procedures and parturition of horses	E	
RTE3104 A	Carry out basic dentition care procedures on horses				Unit removed
RTE3137 A	Carry out basic hoof care procedures	AHCHBR302 A	Carry out basic hoof care procedures	E	

RTE3106 A	Carry out mare mating procedures	AHCHBR303 A	Carry out mare mating or artificial insemination procedures	E	
RTE3102 A	Educate, ride and care for horses and equipment	AHCHBR304 A	Educate, ride and care for horses and equipment	E	Minor changes - remove breaking in and shoeing from PCs
RTE3112 A	Handle and care for stallions	AHCHBR305 A	Handle and care for stallions	E	
RTE3144 A	Prevent and treat equine injury and disease	AHCHBR306 A	Prevent and treat equine injury and disease	E	
RTE3148 A	Assess conformation of horses	AHCHBR307 A	Assess suitability of horses for stock work	E	
RTE4101 A	Carry out stud stable management duties	AHCHBR401 A	Carry out stud stable management duties	E	
RTE4106 A	Supervise raising young horses	AHCHBR402 A	Supervise raising young horses	E	
RTF3033 A	Implement a maintenance program for hydroponic systems	AHCHYD301 A	Implement a maintenance program for hydroponic systems	E	
RTF3215 A	Install hydroponic systems	AHCHYD302 A	Install hydroponic systems	E	
RTF5302 A	Develop a plan for a hydroponic system	AHCHYD501 A	Develop a plan for a	E	

			hydroponic system		
RTD2501 A	Maintain cultural places	AHCILM201A	Maintain cultural places	E	
RTD2803 A	Observe and report plants and/or animals	AHCILM202A	Observe and report plants and/or animals	E	
RTD2802 A	Record information about country	AHCILM203A	Record information about country	E	
RTD3817 A	Propose appropriate uses of traditional customs	AHCILM301A	Propose appropriate uses of traditional customs	E	
RTD3802 A	Provide appropriate information on cultural knowledge	AHCILM302A	Provide appropriate information on cultural knowledge	E	
RTD3903 A	Work in an Indigenous community or organisation	AHCILM303A	Work in an Indigenous community or organisation	E	
		AHCILM304A	Follow cultural protocols		New unit

RTD4508 A	Protect places of cultural significance	AHCILM401A	Protect places of cultural significance	E	
RTD4509 A	Report on place of potential cultural significance	AHCILM402A	Report on place of potential cultural significance	E	
RTD4501 A	Contribute to the proposal for a negotiated outcome for a given area of country	AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country	E	
RTD4809 A	Record and document community history	AHCILM404A	Record and document community history	E	
RTD4906 A	Develop work practices to accommodate cultural identity	AHCILM405A	Develop work practices to accommodate cultural identity	E	
RTD5502 A	Conduct field research into natural and cultural resources	AHCILM501A	Conduct field research into natural and cultural resources	E	
RTD5507 A	Develop conservation strategies for cultural resources	AHCILM502A	Develop conservation strategies for cultural resources	E	
RTD5511 A	Manage restoration of cultural places	AHCILM503A	Manage restoration of cultural places	E	
RTD5508 A	Develop strategies for Indigenous land or sea management	AHCILM504A	Develop strategies for Indigenous	E	



			land or sea management		
RTD5904 A	Map relationship of business enterprise to culture and country	AHCILM505A	Map relationship of business enterprise to culture and country	E	
RTD5803 A	Operate within community cultures and goals	AHCILM506A	Operate within community cultures and goals	E	
RTD5907 A	Plan for successful cultural practice at work	AHCILM507A	Plan for successful cultural practice at work	E	
RTD5517 A	Propose a negotiated outcome for a given area of country	AHCILM508A	Propose a negotiated outcome for a given area of country	E	
		AHCILM509A	Plan burning activities for natural and cultural resource management		New unit

RTD6801 A	Manage cultural processes in an Indigenous organisation	AHCILM601A	Manage cultural processes in an Indigenous organisation	E	
RTE2201 A	Carry out basic electric fencing operations	AHCINF201A	Carry out basic electric fencing operations	E	
RTC2209 A	Install, maintain and repair fencing	AHCINF202A	Install, maintain and repair fencing	E	
RTC2210 A	Maintain properties and structures	AHCINF203A	Maintain properties and structures	E	
RTE2205 A	Fabricate and repair metal or plastic structures	AHCINF204A	Fabricate and repair metal or plastic structures	E	
RTC3213 A	Implement property improvement, construction and repair	AHCINF301A	Implement property improvement, construction and repair	E	
RTE3210 A	Plan and construct an electric fence	AHCINF302A	Plan and construct an electric fence	E	
RTC3209 A	Plan and construct conventional fencing	AHCINF303A	Plan and construct conventional fencing	E	
RTE1601 A	Support irrigation work	AHCIRG101A	Support irrigation work	E	
RTE2601 A	Assist with the operation of gravity fed irrigation	AHCIRG201A	Assist with the operation of gravity fed irrigation	E	
RTE2602	Assist with the	AHCIRG202A	Assist with the	E	

A	operation of pressurised irrigation		operation of pressurised irrigation		
RTE2607 A	Install micro-irrigation systems	AHCIRG203A	Install micro-irrigation systems	E	
RTE2603 A	Lay irrigation and/or drainage pipes	AHCIRG204A	Lay irrigation and/or drainage pipes	E	
RTE2605 A	Maintain gravity-fed irrigation systems	AHCIRG205A	Maintain gravity-fed irrigation systems	E	
RTE2606 A	Maintain pressurised irrigation systems	AHCIRG206A	Maintain pressurised irrigation systems	E	
RTE3612 A	Implement a maintenance program for an irrigation system	AHCIRG301A	Implement a maintenance program for an irrigation system	E	
RTE3601 A	Install irrigation systems	AHCIRG302A	Install irrigation systems	E	
RTE3607 A	Measure irrigation delivery system performance	AHCIRG303A	Measure irrigation delivery system performance	E	
RTE3610 A	Operate gravity fed irrigation systems	AHCIRG304A	Operate gravity fed irrigation systems	E	
RTE3611 A	Operate pressurised irrigation systems	AHCIRG305A	Operate pressurised irrigation systems	E	

RTE3605 A	Troubleshoot irrigation systems	AHCIRG306A	Troubleshoot irrigation systems	E	
		AHCIRG307A	Recommend irrigation products and services		New unit

RTE4601 A	Acquire resources for irrigation installation and construction	AHCIRG401A	Acquire resources for irrigation installation and construction	E	
RTE4602 A	Determine hydraulic parameters for an irrigation system	AHCIRG402A	Determine hydraulic parameters for an irrigation system	E	
RTE4604 A	Determine seasonal irrigation scheduling tasks	AHCIRG403A	Determine seasonal irrigation scheduling tasks	E	
RTE4603 A	Implement an irrigation-related environmental protection program	AHCIRG404A	Implement an irrigation-related environmental protection program	E	
RTE4608 A	Plan and coordinate gravity-fed irrigation systems	AHCIRG405A	Plan and coordinate gravity-fed irrigation systems	E	
RTE4607 A	Plan on-site irrigation system installation and construction work	AHCIRG406A	Plan on-site irrigation system installation and construction work	E	
RTE4606 A	Supervise on-site irrigation installation and construction work	AHCIRG407A	Supervise on-site irrigation installation and construction work	E	
RTE4605 A	Schedule irrigations	AHCIRG408A	Schedule irrigations	E	

RTE4609 A	Implement, monitor and adjust irrigation schedules	AHCIRG409A	Implement, monitor and adjust irrigation schedules	E	
RTE5601 A	Audit irrigation systems	AHCIRG501A	Audit irrigation systems	E	
RTE5602 A	Design irrigation system maintenance and monitoring programs	AHCIRG502A	Design irrigation system maintenance and monitoring programs	E	
RTE5603 A	Design irrigation, drainage and water treatment systems	AHCIRG503A	Design irrigation, drainage and water treatment systems	E	
RTE5604 A	Develop an irrigation and drainage management plan	AHCIRG504A	Develop an irrigation and drainage management plan	E	
RTE5605 A	Establish and maintain an irrigation-related environmental protection program	AHCIRG505A	Establish and maintain an irrigation-related environmental protection program	E	
RTD3804 A	Supervise park visitor activities	AHCLPW301 A	Supervise park visitor activities	E	
RTD3202 A	Construct access tracks	AHCLPW303 A	Construct access tracks	E	
RTD3502 A	Carry out inspection of designated area	AHCLPW304 A	Carry out inspection of designated	E	

			area		
RTD3508 A	Perform diving for scientific purposes	AHCLPW305 A	Perform diving for scientific purposes	E	
RTD3507 A	Undertake sampling and testing of water	AHCLPW306 A	Undertake sampling and testing of water	E	
RTD4506 A	Process applications for changes in land use	AHCLPW401 A	Process applications for changes in land use	E	
RTD4502 A	Implement land and sea management practices	AHCLPW402 A	Implement land and sea management practices	E	
RTD4503 A	Inspect and monitor cultural places	AHCLPW403 A	Inspect and monitor cultural places	E	
RTD4507 A	Produce maps for land management purposes	AHCLPW404 A	Produce maps for land management purposes	E	
RTD4504 A	Monitor biodiversity	AHCLPW405 A	Monitor biodiversity	E	
RTC5504 A	Develop a management plan for a designated area	AHCLPW501 A	Develop a management plan for a designated area	E	
		AHCLPW502 A	Manage wildfire hazard reduction programs	N	

RTD5501 A	Assess applications for legislative compliance	AHCLPW503 A	Assess applications for legislative compliance	E	
RTD5518 A	Review assessments for legislative compliance	AHCLPW504 A	Review assessments for legislative compliance	E	
RTD5510 A	Implement plans of management	AHCLPW505 A	Implement natural and cultural resource management plans	E	
RTD5915 A	Investigate suspected breaches of NRM legislation	AHCLPW506 A	Investigate suspected breaches of NRM legislation	E	
RTD6504 A	Coordinate the preparation of a regional resource management plan	AHCLPW601 A	Coordinate the preparation of a regional resource management plan	E	
RTC1202 A	Support landscape work	AHCLSC101A	Support landscape work	E	
RTF2215 A	Assist with landscape construction work	AHCLSC201A	Assist with landscape construction work	E	
RTF2204 A	Construct low-profile timber or modular retaining walls	AHCLSC202A	Construct low-profile timber or modular retaining walls	E	
RTD2206 A	Install aggregate paths	AHCLSC203A	Install aggregate paths	E	



RTF2208 A	Lay paving	AHCLSC204A	Lay paving	E	
RTF2207 A	Protect trees during construction work	AHCLSC205A	Install tree protection devices	E	
RTF3217 A	Set out site for construction works	AHCLSC301A	Set out site for construction works	E	
RTF3204 A	Construct concrete structures and features	AHCLSC302A	Construct landscape features using concrete	E	
RTF3203 A	Construct brick and/or block structures and features	AHCLSC303A	Construct brick and/or block structures and features	E	
RTC3206 A	Erect timber structures and features	AHCLSC304A	Erect timber structures and features	E	
RTF3219 A	Construct stone structures and features	AHCLSC305A	Construct stone structures and features	E	
RTF3220 A	Implement a paving project	AHCLSC306A	Implement a paving project	E	
RTF3221 A	Implement a retaining wall project	AHCLSC307A	Implement a retaining wall project	E	
RTF3208 A	Install metal structures and features	AHCLSC308A	Install metal structures and features	E	
RTF3216 A	Install water features	AHCLSC309A	Install water features	E	
RTF3018 A	Implement a tree transplanting program	AHCLSC310A	Implement a tree transplanting	E	

			program		
RTC4206 A	Supervise landscape project works	AHCLSC401A	Supervise landscape project works	E	
		AHCLSC501A	Survey and establish site levels		New unit

RTF5004 A	Manage landscape projects	AHCLSC502A	Manage landscape projects	E	
RTF4017 A	Plan a tree transplanting program	AHCLSC503A	Manage a tree transplanting program	N	
RTE1101 A	Support extensive livestock work	AHCLSK101 A	Support extensive livestock work	E	
RTE1102 A	Support intensive livestock work	AHCLSK102 A	Support intensive livestock work	E	
RTE2134 A	Assist with feeding in an intensive production system	AHCLSK201 A	Assist with feeding in a production system	E	
RTE2131 B	Care for health and welfare of livestock	AHCLSK202 A	Care for health and welfare of livestock	E	
RTE2124 B	Carry out birthing duties	AHCLSK203 A	Carry out birthing duties	E	
RTE2144 A	Carry out regular livestock observation	AHCLSK204 A	Carry out regular livestock observation	E	
RTE2118 A	Handle livestock using basic techniques	AHCLSK205 A	Handle livestock using basic techniques	E	
RTE2111 A	Identify and mark livestock	AHCLSK206 A	Identify and mark livestock	E	
RTE2136 A	Load and unload livestock	AHCLSK207 A	Load and unload livestock	E	
RTE2113 B	Monitor livestock to parturition	AHCLSK208 A	Monitor livestock to parturition	E	

RTE2114 A	Monitor water supplies	AHCLSK209 A	Monitor water supplies	E	
RTE2115 A	Muster and move livestock	AHCLSK210 A	Muster and move livestock	E	
RTE2128 B	Provide feed for livestock	AHCLSK211 A	Provide feed for livestock	E	
RTE2130 A	Ride and care for horses and equipment	AHCLSK212 A	Ride horses to carry out stock work	E	
RTE2214 A	Clean out intensive production sheds	AHCLSK213 A	Clean out production sheds	E	
RTE2150 A	Maintain intensive production growing environments	AHCLSK214 A	Maintain production growing environments	E	
RTE2153 A	Carry out alpaca handling and husbandry operations	AHCLSK215 A	Carry out alpaca handling and husbandry operations	E	
RTE3115 B	Implement livestock husbandry practices	AHCLSK301 A	Administer medication to livestock	E	Unit rewritten to cover all forms of medication.
RTE3151 A	Mate and monitor reproduction of alpacas	AHCLSK302 A	Mate and monitor reproduction of alpacas	E	
RTE3105 A	Carry out feedlot operations	AHCLSK303 A	Carry out feedlot operations	E	
RTE3140 A	Carry out post-mortem examination of livestock	AHCLSK304 A	Carry out post-mortem examination of livestock	E	
RTE2110	Maintain livestock	AHCLSK305	Maintain	E	

A	water supplies	A	livestock water supplies		
RTE3110 A	Coordinate and monitor intensive production performance	AHCLSK306 A	Coordinate and monitor production performance	E	
RTE3119 A	Euthanase livestock	AHCLSK307 A	Euthanase livestock	E	
RTE3113 A	Identify and draft livestock	AHCLSK308 A	Identify and draft livestock	E	
RTE3402 A	Implement animal health control programs	AHCLSK309 A	Implement animal health control programs	E	Redrafted unit to take more holistic view of animal health.
RTE3118 A	Implement feeding plans for intensive production	AHCLSK310 A	Implement feeding plans for intensive production	E	
RTE3114 A	Implement feeding plans for livestock	AHCLSK311 A	Implement feeding plans for livestock	E	
RTE3116 A	Mate and monitor livestock	AHCLSK312 A	Coordinate artificial insemination and fertility management of livestock	E	
RTE3143 A	Monitor intensive livestock production growing environments	AHCLSK313 A	Monitor livestock production growing environments	E	
RTE3121 B	Prepare animals for parturition	AHCLSK314 A	Prepare animals for parturition	E	
RTE3147 A	Prepare for and implement natural	AHCLSK315 A	Prepare for and implement natural mating	E	

	mating of livestock		of livestock		
RTE3133 B	Prepare livestock for competition	AHCLSK316 A	Prepare livestock for competition	E	
RTE4115 A	Plan to exhibit livestock or fleece	AHCLSK317 A	Plan to exhibit livestock	N	References to wool removed.
RTE3124 B	Rear newborn and young livestock	AHCLSK318 A	Rear newborn and young livestock	E	
RTE3134 A	Slaughter livestock	AHCLSK319 A	Slaughter livestock	E	
RTE3131 A	Transport livestock	AHCLSK320 A	Coordinate and monitor livestock transport	E	
RTE3312 A	Service and repair bores and windmills	AHCLSK321 A	Service and repair bores and windmills	E	
RTE3314 A	Transport farm produce or bulk materials	AHCLSK322 A	Transport farm produce or bulk materials	E	
RTE3908 A	Maintain and monitor feed stocks	AHCLSK323 A	Maintain and monitor feed stocks	E	
RTE2106 A	Care for and train working dogs	AHCLSK324 A	Care for and train working dogs	E	
RTE2127 A	Castrate livestock	AHCLSK325 A	Castrate livestock	E	
RTE2146 A	Mix and mill standard stockfeed	AHCLSK326 A	Mix and mill standard stockfeed	E	
RTE3128 A	Collect, store and administer colostrum	AHCLSK327 A	Collect, store and administer colostrum	E	

RTE3126 A	Remove and facilitate reuse of effluent and manure from an intensive production system	AHCLSK328 A	Remove and facilitate reuse of effluent and manure from an intensive production system	E	
		AHCLSK329 A	Implement procedures for calving		New unit
		AHCLSK330 A	Implement procedures for foaling down mares		New unit
RTE3136 A	Comply with industry animal welfare requirements	AHCLSK331 A	Comply with industry animal welfare requirements	E	
		AHCLSK332 A	Monitor animals in intensive production systems		New unit
		AHCLSK333 A	Monitor pen condition and ration suitability		New unit

RTE4118 A	Develop feeding plans for an intensive production system	AHCLSK401 A	Develop feeding plans for a production system	E	
RTE4104 A	Develop livestock feeding plans	AHCLSK402 A	Develop livestock feeding plans	E	
RTE4105 A	Escort animals during export	AHCLSK403 A	Escort animals during export	E	
RTE4120 A	Implement and monitor animal welfare programs	AHCLSK404 A	Implement and monitor animal welfare programs	E	
RTE4117 A	Implement intensive production systems	AHCLSK405 A	Implement intensive production systems	E	
RTE4109 A	Oversee animal marking operations	AHCLSK406 A	Oversee animal marking operations	E	Minor edits. Mulesing taken out.
RTE4114 A	Plan and monitor intensive production systems	AHCLSK407 A	Plan and monitor intensive production systems	E	
RTE4124 A	Pregnancy test animals	AHCLSK408 A	Pregnancy test animals	E	
RTE4119 A	Supervise animal health programs	AHCLSK409 A	Supervise animal health programs	E	
RTE4102 A	Supervise feedlot operations	AHCLSK410 A	Supervise feedlot operations	E	
RTE4110 A	Supervise natural mating of livestock	AHCLSK411 A	Supervise natural mating of livestock	E	



RTE5917 A	Arrange livestock purchases	AHCLSK412 A	Arrange livestock purchases	E	
RTE4202 A	Design livestock handling/accommodation facilities	AHCLSK413 A	Design livestock handling facilities	E	
RTE4903 A	Arrange transport for grain or livestock	AHCLSK414 A	Arrange transport for farm produce or livestock	E	
RTE4126 A	Oversee alpaca farm activities	AHCLSK415 A	Oversee alpaca farm activities	E	
RTE5107 A	Identify and select animals for breeding	AHCLSK416 A	Identify and select animals for breeding	E	
RTE4108 A	Manage horses for stockwork	AHCLSK417 A	Manage horses for stock work	E	
RTE5103 A	Manage livestock production	AHCLSK501 A	Manage livestock production	E	
RTE5918 A	Arrange marketing of livestock	AHCLSK502 A	Arrange marketing of livestock	E	
RTE5101 A	Develop and implement a breeding strategy	AHCLSK503 A	Develop and implement a breeding strategy	E	
RTE5104 A	Develop livestock health and welfare strategies	AHCLSK504 A	Develop livestock health and welfare strategies	E	
RTE5106 A	Develop production plans for livestock	AHCLSK505 A	Develop production plans for livestock	E	

RTE5301 A	Design livestock effluent systems	AHCLSK506 A	Design livestock effluent systems	E	
RTE3819 A	Process customer complaints	AHCMER301 A	Process customer complaints	E	
RTE3809 A	Provide advice on hardware products	AHCMER302 A	Provide advice on hardware products	E	
RTE3905 A	Sell products and services	AHCMER303 A	Sell products and services	E	
RTE4812 A	Coordinate customer service and networking activities	AHCMER401 A	Coordinate customer service and networking activities	E	
RTE3807 A	Provide advice and sell machinery	AHCMER402 A	Provide advice and sell machinery	E	
RTE3806 A	Provide advice and sell farm chemicals	AHCMER403 A	Provide advice and sell farm chemicals	E	
RTE3808 A	Provide advice on agronomic products	AHCMER404 A	Provide advice on agronomic products	E	
RTE3810 A	Provide advice on livestock products	AHCMER405 A	Provide advice on livestock products	E	
RTE4814 A	Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use	AHCMER406 A	Provide information on fertilisers and soil ameliorants	E	
RTE5909 A	Develop a sales strategy for rural products	AHCMER501 A	Develop a sales strategy for rural products	E	

RTE3317 A	Carry out minor service of milking equipment	AHCMKH301 A	Carry out minor service of milking equipment	E	
RTE3302 A	Service and repair milking equipment	AHCMKH303 A	Service and repair milking equipment	E	
RTE3313 A	Monitor and provide advice on cleaning milking machines	AHCMKH304 A	Monitor and provide advice on cleaning milking machines	E	
RTE2314 A	Mechanically test milking machines	AHCMKH305 A	Mechanically test milking machines	E	
RTE4307 A	Carry out cleaning-time tests of milking machines	AHCMKH401 A	Carry out cleaning-time tests of milking machines	E	
RTE4302 A	Design and fabricate milking equipment installations	AHCMKH402 A	Design and fabricate milking equipment installations	E	
RTE4309 A	Design and install on-farm milk cooling and storage	AHCMKH403 A	Design and install on-farm milk cooling and storage	E	
RTE4304 A	Install milking equipment	AHCMKH404 A	Install milking equipment	E	
RTE4305 A	Performance test milking machines	AHCMKH405 A	Performance test milking machines	E	
RTC1302 A	Assist with routine maintenance of machinery and equipment	AHCMOM101 A	Assist with routine maintenance of machinery and equipment	E	

		AHCMOM201 A	Operate two wheel motorbikes		New unit
RTC2309 A	Operate tractors	AHCMOM202 A	Operate tractors	E	
RTC1301 A	Operate basic machinery and equipment	AHCMOM203 A	Operate basic machinery and equipment	E	
RTC2301 A	Undertake operational maintenance of machinery	AHCMOM204 A	Undertake operational maintenance of machinery	E	
RTC2306 A	Operate vehicles	AHCMOM205 A	Operate vehicles	E	
		AHCMOM206 A	Conduct grader operations		New unit
		AHCMOM207 A	Conduct front-end loader operations		New unit
		AHCMOM208 A	Conduct excavator operations		New unit
		AHCMOM209 A	Conduct dozer operations		New unit
		AHCMOM210 A	Conduct scraper operations		New unit
		AHCMOM211 A	Operate side by side utility vehicles		New unit

RTE2308 A	Operate ride-on vehicles	AHCMOM212 A	Operate quad bikes	N	
RTE3307 A	Coordinate machinery and equipment maintenance and repair	AHCMOM301 A	Coordinate machinery and equipment maintenance and repair	E	
RTC3311 A	Perform specialised machinery maintenance	AHCMOM302 A	Perform machinery maintenance	E	
RTC2307 A	Operate machinery and equipment	AHCMOM304 A	Operate machinery and equipment	E	
RTC3310 A	Operate specialised machinery and equipment	AHCMOM305 A	Operate specialised machinery and equipment	E	
RTE3319 A	Ground spread fertiliser and soil ameliorant	AHCMOM306 A	Ground spread fertiliser and soil ameliorant	E	
RTE3301 A	Operate a cane harvester	AHCMOM307 A	Operate a cane harvester	E	
		AHCMOM308 A	Operate broadacre and row crop harvest machinery and equipment		New unit
		AHCMOM309 A	Operate broadacre sowing machinery and equipment		New unit
		AHCMOM310 A	Operate land-forming machinery and equipment		New unit
		AHCMOM311	Operate		New unit

		A	precision control technology		
		AHCMOM312 A	Operate row crop planting and seeding machinery and equipment		New unit
		AHCMOM313 A	Operate mobile irrigation machinery and equipment		New unit
RTD3315 A	Transport machinery	AHCMOM314 A	Transport machinery	E	
		AHCMOM315 A	Operate chemical application machinery and equipment		New unit

RTE4301 A	Conduct major repair and overhaul of machinery and equipment	AHCMOM401 A	Conduct major repair and overhaul of machinery and equipment	E	
RTC4306 A	Supervise maintenance of machinery and equipment	AHCMOM402 A	Supervise maintenance of machinery and equipment	E	
RTC5303 A	Manage machinery and equipment	AHCMOM501 A	Manage machinery and equipment	E	
RTE5304 A	Implement a machinery management system	AHCMOM502 A	Implement a machinery management system	E	
RTE6301 A	Analyse machinery options	AHCMOM601 A	Analyse machinery options	E	
RTD1501 A	Support natural area conservation	AHCNAR101 A	Support natural area conservation	E	
		AHCNAR102 A	Support native seed collection		New unit

RTD2022 A	Carry out natural area restoration works	AHCNAR201 A	Carry out natural area restoration works	E	
RTD2502 A	Maintain wildlife habitat refuges	AHCNAR202 A	Maintain wildlife habitat refuges	E	
RTD3505 A	Maintain natural areas	AHCNAR301 A	Maintain natural areas	E	
RTD3509 A	Collect and preserve biological samples	AHCNAR302 A	Collect and preserve biological samples	E	
RTD3034 A	Implement revegetation works	AHCNAR303 A	Implement revegetation works	E	
		AHCNAR304 A	Undertake direct seeding		New unit



RTD4510 A	Supervise natural area restoration works	AHCNAR401 A	Supervise natural area restoration works	E	
RTD4020 A	Plan the implementation of revegetation works	AHCNAR402 A	Plan the implementation of revegetation works	E	
RTE5515 A	Manage natural areas on a rural property	AHCNAR501 A	Manage natural areas on a rural property	E	
RTC5519 A	Conduct biological surveys	AHCNAR502 A	Conduct biological surveys	E	
RTD5503 A	Design a natural area restoration project	AHCNAR503 A	Design a natural area restoration project	E	
RTD5003 A	Manage natural area restoration programs	AHCNAR504 A	Manage natural area restoration programs	E	
RTD5522 A	Plan river restoration works	AHCNAR505 A	Plan river restoration works	E	
RTE5524 A	Develop and implement sustainable land use strategies	AHCNAR506 A	Develop and implement sustainable land use strategies	E	
		AHCNRM501 A	Develop a coastal rehabilitation strategy		New unit
		AHCNRM502 A	Develop a water quality monitoring		New unit

			strategy		
		AHCNRM503 A	Support the implementation of waterways strategies		New unit
		AHCNRM504 A	Interpret and report on catchment hydrology		New unit
		AHCNRM505 A	Provide technical advice on sustainable catchment management		New unit
		AHCNRM506 A	Plan and monitor works projects in catchments and waterways		New unit
		AHCNRM507 A	Manipulate and analyse data within geographic information systems		New unit

RTC1006 A	Support nursery work	AHCNSY101 A	Support nursery work	E	
RTF2013 A	Pot-on plants	AHCNSY201 A	Pot up plants	E	
RTF2024 A	Tend nursery plants	AHCNSY202 A	Tend nursery plants	E	
RTC2026 A	Undertake propagation activities	AHCNSY203 A	Undertake propagation activities	E	
RTF2008 A	Maintain indoor plants	AHCNSY204 A	Maintain indoor plants	E	
RTF3021 A	Maintain nursery plants	AHCNSY301 A	Maintain nursery plants	E	
RTF3026 A	Receive and dispatch plants and other nursery products	AHCNSY302 A	Receive and dispatch nursery products	E	
RTF3020 A	Install and maintain interior plant displays	AHCNSY303 A	Install and maintain plant displays	E	
RTF3005 A	Deliver and promote sales of plants	AHCNSY304 A	Deliver and promote sales of plants	E	
RTF3025 A	Prepare specialised plants	AHCNSY305 A	Prepare specialised plants	E	
RTF3014 A	Implement a propagation plan	AHCNSY306 A	Implement a propagation plan	E	
RTE3609 A	Operate fertigation equipment	AHCNSY307 A	Operate fertigation equipment	E	
RTF4014 A	Plan a growing-on program	AHCNSY401 A	Plan a growing-on program	E	

RTF4015 A	Plan a propagation program	AHCNSY402 A	Plan a propagation program	E	
RTC1801 A	Prepare for work	AHCOHS101 A	Work safely	E	
RTC2701 A	Follow OHS procedures	AHCOHS201 A	Participate in OHS processes	E	
RTE3713 A	Carry out workplace OHS procedures	AHCOHS301 A	Contribute to OHS processes	E	
RTC4701 A	Implement and monitor the enterprise OHS program	AHCOHS401 A	Maintain OHS processes	E	
RTC5701 A	Establish and maintain the enterprise OHS program	AHCOHS501 A	Manage OHS processes	E	
RTE1107 A	Support organic production	AHCORG101 A	Support organic production	E	
RTE4518 A	Manage biodynamic production	AHCORG401 A	Manage biodynamic production	E	
RTE4133 A	Manage organic livestock production	AHCORG402 A	Manage organic livestock production	E	
RTE4517 A	Manage organic soil improvement	AHCORG403 A	Manage organic soil improvement	E	
RTE5526 A	Develop an organic management plan	AHCORG501 A	Develop an organic management plan	E	
RTE5923 A	Prepare the enterprise for organic certification	AHCORG502 A	Prepare the enterprise for organic certification	E	

RTC2016 A	Recognise plants	AHCPCM201 A	Recognise plants	E	
RTD2004 A	Collect, prepare and preserve plant specimens	AHCPCM202 A	Collect, prepare and preserve plant specimens	E	
RTF3012 A	Implement a plant nutrition program	AHCPCM301 A	Implement a plant nutrition program	E	
RTC3016 A	Provide information on plants and their culture	AHCPCM302 A	Provide information on plants and their culture	E	
		AHCPCM303 A	Identify an unknown plant specimen		New unit
RTC4024 A	Recommend plants and cultural practices	AHCPCM401 A	Recommend plants and cultural practices	E	
RTE4027 A	Develop a soil health and plant nutrition program	AHCPCM402 A	Develop a soil health and plant nutrition program	E	
RTF4004 A	Develop a plant nutrition program	AHCPCM402 A	Develop a soil health and plant nutrition program	E	
RTF4023 A	Promote plant health	AHCPCM501 A	Diagnose plant health problems	E	
RTC5011 A	Collect and classify plants	AHCPCM502 A	Collect and classify plants	E	
		AHCPCM503 A	Specify plants for landscapes		New unit
		AHCPCM504 A	Design and maintain a		New unit

			specialized landscape		
RTF5005 A	Manage plant health	AHCPCM601 A	Develop and implement a plant health management strategy	N	
RTF1004 A	Support gardening work	AHCPGD101 A	Support gardening work	E	
RTC2012 A	Plant trees and shrubs	AHCPGD201 A	Plant trees and shrubs	E	
RTF2014 A	Prepare and maintain plant displays	AHCPGD202 A	Prepare and maintain plant displays	E	
RTF2017 A	Prune shrubs and small trees	AHCPGD203 A	Prune shrubs and small trees	E	
RTF2025 A	Transplant small trees	AHCPGD204 A	Transplant small trees	E	
RTF2211 A	Prepare a grave site	AHCPGD205 A	Prepare a grave site	E	
RTC2203 A	Conduct visual inspection of park facilities	AHCPGD206 A	Conduct visual inspection of park facilities	E	
RTF3011 A	Implement a plant establishment program	AHCPGD301 A	Implement a plant establishment program	E	
RTF3036 A	Plan and establish plant displays	AHCPGD302 A	Plan and maintain plant displays	E	
RTF3028 A	Perform specialist amenity pruning	AHCPGD303 A	Perform specialist amenity pruning	E	
RTF3207 A	Implement a landscape maintenance program	AHCPGD304 A	Implement a landscape	E	

			maintenance program		
RTC3201 A	Conduct operational inspection of park facilities	AHCPGD305 A	Conduct operational inspection of park facilities	E	
RTC3211 A	Implement a maintenance program for an aquatic environment	AHCPGD306 A	Implement a maintenance program for an aquatic environment	E	
RTF4001 A	Design plant displays	AHCPGD401 A	Design plant displays	E	
RTF4003 A	Plan a plant establishment program	AHCPGD402 A	Plan a plant establishment program	E	
RTF5013 A	Manage plant cultural practices for amenity horticulture	AHCPGD501 A	Manage plant cultural practices	N	
RTF5009 A	Plan the restoration of parks and gardens	AHCPGD502 A	Plan the restoration of parks and gardens	E	
RTC5520 A	Manage parks and reserves	AHCPGD503 A	Manage parks and reserves	E	
RTF5506 A	Develop and implement a streetscape management plan	AHCPGD504 A	Develop and implement a streetscape management plan	E	
RTC5201 A	Conduct comprehensive inspection of park facilities	AHCPGD505 A	Conduct comprehensive inspection of park facilities	E	
RTE1005 A	Support horticultural production	AHCPHT101 A	Support horticultural production	E	

RTE2010 A	Establish horticultural crops	AHCPHT201 A	Plant horticultural crops	E	
RTE2006 A	Carry out canopy maintenance	AHCPHT202 A	Carry out canopy maintenance	E	
RTE2021 A	Support horticultural crop harvesting	AHCPHT203 A	Support horticultural crop harvesting	E	
RTE2028 A	Undertake field budding and grafting	AHCPHT204 A	Undertake field budding and grafting	E	
RTE2033 A	Carry out post-harvest operations	AHCPHT205 A	Carry out postharvest operations	E	
RTE2031 A	Handle and move mushroom boxes	AHCPHT206 A	Handle and move mushroom boxes	E	
RTE2505 A	Perform mushroom substrate process tasks	AHCPHT207 A	Perform mushroom substrate process tasks	E	
RTE2032 A	Water mushroom crops	AHCPHT208 A	Water mushroom crops	E	
RTE3002 A	Coordinate a crop regulation program	AHCPHT301 A	Carry out a crop regulation program	E	
RTE3003 A	Coordinate horticultural crop harvesting	AHCPHT302 A	Coordinate horticultural crop harvesting	E	
RTE3013 A	Implement a post-harvest program	AHCPHT303 A	Implement a post-harvest program	E	



RTE3030 A	Harvest horticultural crops mechanically	AHCPHT304 A	Harvest horticultural crops mechanically	E	
RTE2018 A	Regulate crops	AHCPHT305 A	Regulate crops	E	
RTE2010 A	Establish horticultural crops	AHCPHT306 A	Establish horticultural crops	E	
RTE3512 A	Prepare raw materials and compost the feedstocks	AHCPHT307 A	Prepare raw materials and compost the feedstocks	E	
RTE3513 A	Prepare value-added compost-based products	AHCPHT308 A	Prepare value-added compost-based products	E	
RTE3511 A	Supervise mushroom substrate preparation	AHCPHT309 A	Supervise mushroom substrate preparation	E	
RTE4029 A	Assess olive oil for style and quality	AHCPHT401 A	Assess olive oil for style and quality	E	
RTE4002 A	Develop a crop regulation program	AHCPHT402 A	Develop a crop regulation program	E	
RTE4920 A	Develop harvesting and processing specifications to produce an olive oil	AHCPHT403 A	Develop harvesting and processing specifications to produce an olive oil	E	
RTE4028 A	Implement and monitor a horticultural crop harvesting program	AHCPHT404 A	Implement and monitor a horticultural crop harvesting program	E	

RTE4515 A	Manage mushroom substrate preparation	AHCPHT405 A	Manage mushroom substrate preparation	E	
RTE4516 A	Control Phase II mushroom substrate process	AHCPHT406 A	Control Phase II mushroom substrate process	E	
RTE4013 A	Manage mushroom crop development	AHCPHT407 A	Manage mushroom crop development	E	

RTF5001 A	Develop a horticultural production plan	AHCPHT502 A	Develop a horticultural production plan	E	
RTF5012 A	Manage a controlled growing environment	AHCPHT503 A	Manage a controlled growing environment	E	
RTE2105 A	Collect store and handle eggs from breeder flocks	AHCPLY201 A	Collect store and handle eggs from breeder flocks	E	
RTE2140 A	Maintain health and welfare of poultry	AHCPLY202 A	Maintain health and welfare of poultry	E	
RTE2141 A	Set up shed for placement of day-old chickens	AHCPLY203 A	Set up shed for placement of day-old chickens	E	
RTE2142 A	Collect and pack eggs for human consumption	AHCPLY204 A	Collect and pack eggs for human consumption	E	
RTE3135 A	Artificially inseminate birds	AHCPLY301 A	Artificially inseminate birds	E	
RTE2102 A	Brood poultry	AHCPLY302 A	Brood poultry	E	
RTE2108 A	Identify and sex birds	AHCPLY303 A	Identify and sex birds	E	
RTE2109 A	Incubate eggs	AHCPLY304 A	Incubate eggs	E	
RTE2147 A	Beak trim chickens	AHCPLY305 A	Beak trim chickens	E	
RTE3708 A	Clean and fumigate intensive production	AHCPLY306 A	Clean and fumigate	E	

	sheds		intensive production sheds		
RTE3149 A	Supervise free-range poultry operations	AHCPLY401 A	Supervise free-range poultry operations	E	
RTC2401 A	Treat weeds	AHCPMG201 A	Treat weeds	E	
RTC2404 A	Treat plant pests, diseases and disorders	AHCPMG202 A	Treat plant pests, diseases and disorders	E	
RTC3401 A	Control weeds	AHCPMG301 A	Control weeds	E	
RTC3404 A	Control plant pests, diseases and disorders	AHCPMG302 A	Control plant pests, diseases and disorders	E	
RTD3706 A	Maintain biological cultures	AHCPMG303 A	Maintain biological cultures	E	
RTD3707 A	Release biological agents	AHCPMG304 A	Release biological agents	E	
RTD4402 A	Define the pest problem in a local area	AHCPMG401 A	Define the pest problem in a local area	E	
RTD4403 A	Develop a pest management action plan within a local area	AHCPMG402 A	Develop a pest management action plan within a local area	E	
RTD4404 A	Develop monitoring procedures for the local pest management strategy	AHCPMG403 A	Develop monitoring procedures for the local pest management strategy	E	

RTD4405 A	Coordinate the local pest management strategy	AHCPMG404 A	Coordinate the local pest management strategy	E	
RTD4406 A	Implement pest management action plans	AHCPMG405 A	Implement pest management action plans	E	
RTD4407 A	Investigate a reported pest treatment failure	AHCPMG406 A	Investigate a reported pest treatment failure	E	
RTD3405 A	Monitor and evaluate the local pest management action plan	AHCPMG407 A	Monitor and evaluate the local pest management action plan	E	
RTE4401 A	Control weeds, pests and/or diseases in crops	AHCPMG408 A	Control weeds, pests and/or diseases	E	
RTD5404 A	Coordinate the pest management strategy in a regional or broader context	AHCPMG501 A	Coordinate the pest management strategy in a regional or broader context	E	
RTD5401 A	Define the pest problem in a regional or broader context	AHCPMG502 A	Define the pest problem in a regional or broader context	E	
RTD5402 A	Develop a strategy for the management of target pests	AHCPMG503 A	Develop a strategy for the management of target pests	E	
RTD5403 A	Develop a system for monitoring the pest management strategy	AHCPMG504 A	Develop a system for monitoring the pest	E	

			management strategy		
RTD5405 A	Evaluate the pest management strategy	AHCPMG505 A	Evaluate the pest management strategy	E	
RTD5512 A	Manage the implementation of legislation	AHCPMG506 A	Manage the implementation of legislation	E	
RTE6402 A	Develop a plant pest survey strategy	AHCPMG601 A	Develop a plant pest survey strategy	E	
RTE6403 A	Develop a plant pest destruction strategy	AHCPMG602 A	Develop a plant pest destruction strategy	E	
RTE2151 A	Care for health and welfare of pigs	AHCPRK201 A	Care for health and welfare of pigs	E	
RTE2145 A	Care for weaner and grower pigs	AHCPRK202 A	Care for weaner and grower pigs	E	
RTE2129 A	Move and handle pigs	AHCPRK203 A	Move and handle pigs	E	
RTE3123 A	Pregnancy test pigs	AHCPRK301 A	Pregnancy test pigs	E	
RTE3127 A	Treat rectal prolapse in pigs	AHCPRK302 A	Treat rectal prolapse in pigs	E	
RTE2133 A	Artificially inseminate pigs	AHCPRK303 A	Artificially inseminate pigs	E	
RTE2143 A	Mate pigs and monitor dry sow performance	AHCPRK304 A	Mate pigs and monitor dry sow performance	E	
RTE4116	Implement a feeding	AHCPRK401	Implement a	E	

A	strategy for pig production	A	feeding strategy for pig production		
RTD2202 A	Conduct erosion and sediment control activities	AHCSAW201 A	Conduct erosion and sediment control activities	E	
RTD3205 A	Construct conservation earthworks	AHCSAW301 A	Construct conservation earthworks	E	
RTD3212 A	Implement erosion and sediment control measures	AHCSAW302 A	Implement erosion and sediment control measures	E	
RTD4205 A	Set out conservation earthworks	AHCSAW401 A	Set out conservation earthworks	E	
RTD4207 A	Supervise on-site implementation of conservation earthworks	AHCSAW402 A	Supervise on-site implementation of conservation earthworks	E	
RTD5202 A	Design control measures and structures	AHCSAW501 A	Design control measures and structures	E	
RTD5203 A	Plan erosion and sediment control measures	AHCSAW502 A	Plan erosion and sediment control measures	E	
RTD5204 A	Plan conservation earthworks	AHCSAW503 A	Plan conservation earthworks	E	
RTE1105 A	Undertake basic shearing and crutching	AHCSHG101 A	Undertake basic shearing and crutching	E	

RTE2107 A	Crutch sheep	AHCSHG201 A	Crutch sheep	E	
RTE2216 A	Assist in preparing for shearing and crutching	AHCSHG202 A	Assist in preparing for shearing and crutching	E	
RTE1106 A	Shear sheep to novice level	AHCSHG203 A	Shear sheep to novice level	E	
RTE2149 A	Shear sheep to improver level	AHCSHG204 A	Shear sheep to improver level	E	
RTE2302 A	Grind combs and cutters for machine shearing	AHCSHG205 A	Grind combs and cutters for machine shearing	E	
RTE2310 A	Prepare handpiece and downtube for machine shearing	AHCSHG206 A	Prepare handpiece and downtube for machine shearing	E	
RTE2138 A	Shear goats	AHCSHG207 A	Shear goats	E	
RTE2152 A	Shear alpacas	AHCSHG208 A	Shear alpacas	E	
RTE2154 A	Support alpaca shearing operations	AHCSHG209 A	Support alpaca shearing operations	E	
RTE3122 A	Prepare livestock for shearing	AHCSHG301 A	Prepare livestock for shearing	E	
RTE3318 A	Prepare combs and cutters for machine shearing	AHCSHG302 A	Prepare combs and cutters for machine shearing	E	
RTE3304 A	Maintain and service shearing handpieces	AHCSHG303 A	Maintain and service shearing handpieces	E	



RTE3129 A	Shear sheep to professional level	AHCSHG304 A	Shear sheep to professional level	E	
RTE3139 A	Maintain consistent shearing performance	AHCSHG305 A	Maintain consistent shearing performance	E	
RTE3107 A	Carry out post-shearing procedures	AHCSHG306 A	Carry out post-shearing procedures	E	
RTE3152 A	Plan and prepare for alpaca shearing	AHCSHG307 A	Plan and prepare for alpaca shearing	E	
RTE4129 A	Apply advanced shearing techniques	AHCSHG401 A	Apply advanced shearing techniques	E	
RTE4310 A	Conduct equipment experting for machine shearing	AHCSHG402 A	Conduct equipment experting for machine shearing	E	
RTE4917 A	Account for shearing shed supplies	AHCSHG403 A	Account for shearing shed supplies	E	
RTE4111 A	Manage shearing and crutching operations	AHCSHG404 A	Manage shearing and crutching operations	E	
RTE4904 A	Arrange employment for shearing operations	AHCSHG405 A	Arrange employment for shearing operations	E	
RTE4916 A	Prepare shearing team wages	AHCSHG406 A	Prepare shearing team wages	E	
		AHCSHG407	Oversee and		New unit

		A	instruct shed staff		
RTF2504 A	Determine basic properties of soil/growing media	AHCSOL201 A	Determine basic properties of soil and/or growing media	E	
RTF3510 A	Design and prepare growing media	AHCSOL301 A	Prepare growing media	E	
		AHCSOL302 A	Construct a soil profile		New unit
RTF3503 A	Sample soils and analyse results	AHCSOL401 A	Sample soils and interpret results	E	
RTE4511 A	Develop a soil use map for a property	AHCSOL402 A	Develop a soil use map for a property	E	
RTC4512 A	Prepare acid sulphate soil management plans	AHCSOL403 A	Prepare acid sulphate soil management plans	E	
RTC4513 A	Supervise acid sulphate soil remediation and management projects	AHCSOL404 A	Supervise acid sulphate soil remediation and management projects	E	
RTF5521 A	Monitor and manage soils	AHCSOL501 A	Monitor and manage soils for production	E	
		AHCSPO301A	Operate a screen cleaner		New unit
		AHCSPO302A	Operate an indent cylinder		New unit
		AHCSPO303A	Operate a gravity table		New unit
		AHCSPO304A	Operate seed		New unit

			modification machinery		
		AHCSP0305A	Operate seed treatment machinery		New unit
		AHCSP0306A	Operate specialised seed processing machinery		New unit
		AHCSP0307A	Handle, package and store commercial quantities of seed		New unit
		AHCSP0308A	Sample seed before and after processing		New unit

RTE3305 A	Install and terminate extra low voltage wiring systems	AHCTEQ301 A	Install and terminate extra low voltage wiring systems	E	
RTF1003 A	Support turf work	AHCTRF101A	Support turf work	E	
RTF2020 A	Assist with turf construction	AHCTRF201A	Assist with turf construction	E	
RTF2015 A	Prepare turf surfaces for play	AHCTRF202A	Prepare turf surfaces for play	E	
RTF2019 A	Renovate grassed areas	AHCTRF203A	Renovate grassed areas	E	
RTF2023 A	Support turf establishment	AHCTRF204A	Support turf establishment	E	
RTF3001 A	Construct turf playing surfaces	AHCTRF301A	Construct turf playing surfaces	E	
RTF3010 A	Establish turf	AHCTRF302A	Establish turf	E	
RTF3004 A	Implement a grassed area maintenance program	AHCTRF303A	Implement a grassed area maintenance program	E	
RTF3023 A	Monitor turf health	AHCTRF304A	Monitor turf health	E	
RTF3027 A	Renovate sports turf	AHCTRF305A	Renovate sports turf	E	
RTF4005 A	Develop a sports turf maintenance program	AHCTRF401A	Develop a sports turf maintenance program	E	
		AHCTRF402A	Plan and implement sports turf		New unit

			renovation		
RTF5008 A	Plan the establishment of sports turf playing surfaces	AHCTRF501A	Plan the establishment of sports turf playing surfaces	E	
RTD2402 A	Clear features that harbour pest animals	AHCVPT201 A	Clear features that harbour pest animals	E	
RTD2116 A	Muster pest animals	AHCVPT202 A	Muster pest animals	E	
RTD2125 A	Use firearms to humanely destroy animals	AHCVPT203 A	Use firearms to humanely destroy animals	E	
RTE3406 A	Implement vertebrate pest control program	AHCVPT302 A	Implement vertebrate pest control program	E	
RTD3132 A	Survey pest animals	AHCVPT303 A	Survey pest animals	E	
RTD2403 A	Conduct vertebrate pest activities from aircraft	AHCVPT304 A	Conduct vertebrate pest activities from aircraft	E	
RTD2405 A	Tag and locate Judas animals	AHCVPT305 A	Tag and locate Judas animals	E	
RTD2101 A	Apply animal trapping techniques	AHCVPT306 A	Apply animal trapping techniques	E	
RTE2608 A	Set up, operate and maintain water delivery system	AHCWAT201 A	Set up, operate and maintain water delivery system	E	
RTE3608 A	Monitor and operate water treatment processes	AHCWAT301 A	Monitor and operate water treatment	E	

			processes		
RTE5608 A	Design water treatment systems	AHCWAT501 A	Design water treatment systems	E	
RTE5606 A	Manage water systems	AHCWAT502 A	Manage water systems	E	
RTE1103 A	Support woolshed activities	AHCWOL101 A	Support woolshed activities	E	
RTE2117 A	Pen sheep	AHCWOL201 A	Pen sheep	E	
RTE2119 A	Perform board duties	AHCWOL202 A	Perform board duties	E	
RTE2120 A	Assist with pressing wool	AHCWOL203 A	Carry out wool pressing	E	
RTE2155 A	Undertake basic skirting of alpaca fleece	AHCWOL204 A	Undertake basic skirting of alpaca fleece	E	
RTE3111 A	Appraise wool using industry descriptions	AHCWOL301 A	Appraise wool using industry descriptions	E	
RTE3138 B	Determine wool characteristics	AHCWOL303 A	Prepare wool based on its characteristics	E	Major edit to work role
RTE3141 A	Prepare fleece wool for classing	AHCWOL304 A	Prepare fleece wool for classing	E	
RTE3142 A	Prepare skirtings and oddments	AHCWOL305 A	Prepare skirtings and oddments	E	
RTE3130 A	Supervise clip preparation	AHCWOL306 A	Supervise clip preparation	E	Minor changes. Edit to include board, table and presser duties

RTE3902 A	Document a wool clip	AHCWOL307 A	Document a wool clip	E	
RTE3120 A	Prepare facilities for shearing and crutching	AHCWOL308 A	Prepare facilities for shearing and crutching	E	Minor changes. Edits to Elements PCs S&K - add supply of sheep
RTE3145 A	Press wool	AHCWOL310 A	Press wool for a clip	E	
		AHCWOL311 A	Perform shed duties		New unit
RTE3109 A	Class goat fibre	AHCWOL312 A	Class goat fibre	E	
RTE3150 A	Class alpaca fleece	AHCWOL313 A	Class alpaca fleece	E	
RTE4103 A	Determine wool classing strategies	AHCWOL401 A	Determine wool classing strategies	E	
RTE4123 A	Use individual fleece measurements to prepare wool for sale	AHCWOL402 A	Use individual fleece measurements to prepare wool for sale	E	
		AHCWOL403 A	Prepare for, implement and review wool harvesting, clip preparation and classing		New unit
		AHCWOL404 A	Establish work routines and manage wool harvesting and preparation staff		New unit

RTE3108 A	Class fleece wool	AHCWOL405 A	Class fleece wool	E	
RTC1201 A	Maintain the workplace	AHCWRK101 A	Maintain the workplace	E	
RTE2503 B	Observe and report on weather	AHCWRK201 A	Observe and report on weather	E	
RTC2702 A	Observe environmental work practices	AHCWRK202 A	Observe environmental work practices	E	
RTD2703 A	Operate in isolated and remote situations	AHCWRK203 A	Operate in isolated and remote situations	E	
RTC2705 A	Work effectively in the industry	AHCWRK204 A	Work effectively in the industry	E	
RTC2801 A	Participate in workplace communications	AHCWRK205 A	Participate in workplace communications	E	
RTE2901 A	Observe enterprise quality assurance procedures	AHCWRK206 A	Observe enterprise quality assurance procedures	E	
RTE2902 B	Collect and record production data	AHCWRK207 A	Collect and record production data	E	
RTE2804 A	Provide information on products and services	AHCWRK208 A	Provide information on products and services	E	
		AHCWRK209 A	Participate in environmentally sustainable work practices		Recoded BSB unit



RTE3504 B	Collect samples for a rural production or horticulture monitoring program	AHCWRK301 A	Collect samples for a rural production or horticulture monitoring program	E	
RTE3506 A	Monitor weather conditions	AHCWRK302 A	Monitor weather conditions	E	
RTC3701 A	Respond to emergencies	AHCWRK303 A	Respond to emergencies	E	
RTD3703 A	Respond to rescue incidents	AHCWRK304 A	Respond to rescue incidents	E	
RTC3805 A	Coordinate work site activities	AHCWRK305 A	Coordinate work site activities	E	
RTE3901 A	Comply with industry quality assurance requirements	AHCWRK306 A	Comply with industry quality assurance requirements	E	
RTE3103 A	Apply quality assurance procedures in wool preparation	AHCWRK306 A	Comply with industry quality assurance requirements	E	
RTE3818 A	Develop and apply fertiliser and soil ameliorant product knowledge	AHCWRK307 A	Develop and apply fertiliser and soil ameliorant product knowledge	E	
RTE3008 A	Handle bulk materials in storage area	AHCWRK308 A	Handle bulk materials in storage area	E	
RTE3801 A	Provide on-job training support	AHCWRK310 A	Provide on-job training	E	

			support		
RTC3218 A	Undertake a site assessment	AHCWRK311 A	Conduct site inspections	N	
RTE3714 A	Maintain and monitor environmental work practices	AHCWRK313 A	Implement and monitor environmental work practices	E	
RTE4915 A	Implement and monitor quality assurance procedures	AHCWRK401 A	Implement and monitor quality assurance procedures	E	
RTD4811 A	Provide information on environmental issues and policies	AHCWRK402 A	Provide information on issues and policies	E	
RTC4908 A	Supervise work routines and staff performance	AHCWRK403 A	Supervise work routines and staff performance	E	
RTD3501 A	Assist in the implementation of legislation	AHCWRK404 A	Ensure compliance with pest legislation	N	
RTE5903 A	Plan, implement and review a quality assurance program	AHCWRK501 A	Plan, implement and review a quality assurance program	E	
RTC5913 A	Collect and manage data	AHCWRK502 A	Collect and manage data	E	
RTC5914 A	Prepare reports	AHCWRK503 A	Prepare reports	E	
RTE5924 A	Research and apply rural industry knowledge	AHCWRK504 A	Assess new industry developments	E	

RTE5525 A	Manage trial and/or research material	AHCWRK505 A	Manage trial and/or research material	E	
		AHCWRK507 A	Implement professional practice		New unit
		AHCWRK508 A	Interpret legislation		New unit
RTC5801 A	Provide specialist advice to clients	AHCWRK509 A	Provide specialist advice to clients	E	
		AHCWRK510 A	Audit site operations		New unit
		AHCWRK511 A	Develop workplace policy and procedures for sustainability		Recoded BSB unit

RTD6902 A	Monitor projects in a program	AHCWRK601 A	Monitor projects in a program	E	
RTE6802 A	Lead and manage community or industry organisations	AHCWRK602 A	Lead and manage community or industry organisations	E	
RTE6503 A	Design and conduct a field-based research trial	AHCWRK603 A	Design and conduct a field-based research trial	E	
RTC2704 A	Provide basic first aid				Unit removed
RTD2313 A	Clean machinery of plant, animal and soil material				Unit removed. Content merged with AHC BIO201 A.
RTD3815 A	Represent group at functions				Unit removed
RTD4907 A	Establish an office				Unit removed
RTE1105 A	Undertake basic shearing and crutching				Unit removed
RTE2213 A	Weld and fabricate stainless steel				Unit removed
RTE2308 A	Operate ride-on vehicles				Unit removed
RTE3303 A	Operate all terrain vehicles				Unit removed
RTE3309 A	Operate machinery in adverse conditions				Unit removed
RTE3316 A	Disconnect/ reconnect fixed wired equipment				Unit removed

RTE3712 A	Administer medication to animals				Unit removed. See RTE3115A
RTE4127 A	Class wool for special markets				Unit removed
RTE4801 A	Provide information on marketing the clip				Unit removed
RTE4813 A	Provide information and advice on wool preparation				Unit removed
RTF1002 A	Support arboricultural work				Unit removed
RTF1007 A	Support floricultural production				Unit removed. See AHCPHT101 A
RTF4006 A	Plan a tree pruning program				Unit removed
RTF4019 A	Prepare and implement plans to minimise tree stress				Unit removed
RTF4021 A	Plan the removal of trees				Unit removed
RTF4514 A	Develop soil survey maps				Unit removed
RTE5527 A	Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs				Unit removed

## Overview

### What is a Training Package?

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

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

### How do Training Packages fit within the National Skills Framework?

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

### How are Training Packages developed?

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

### How do Training Packages encourage flexibility?

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

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

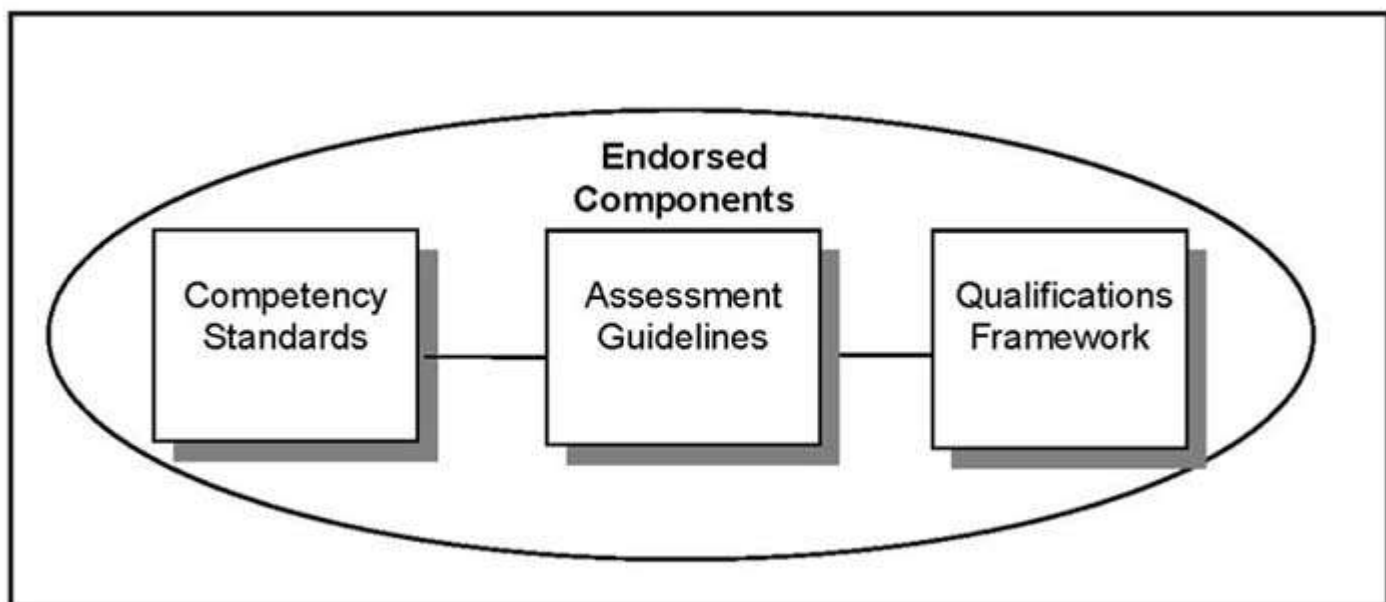
### Who can deliver and assess using Training Packages?

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

### Training Package Components

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

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



## Competency Standards

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

## Assessment Guidelines

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

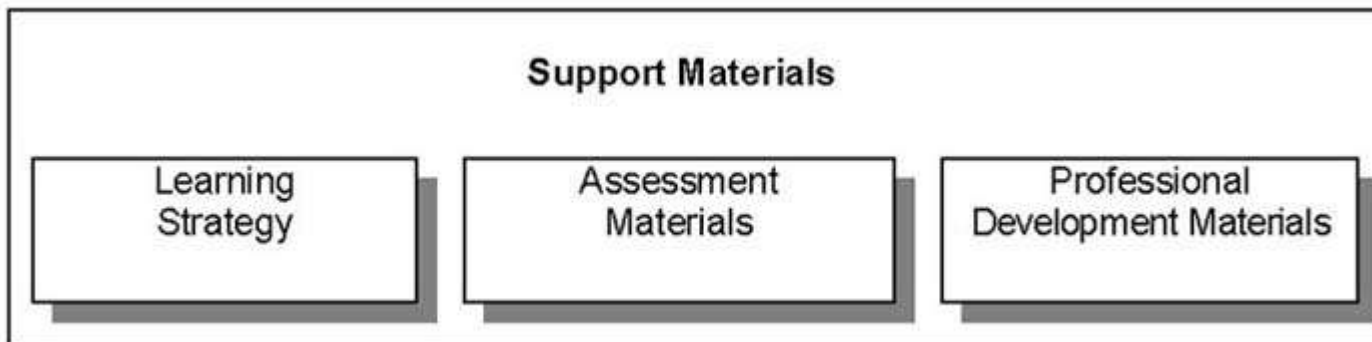
## Qualifications Framework

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

## Training Package Support Materials

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

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



Training Package support materials are produced "by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < [www.ntis.gov.au](http://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](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 selection of equipment, services or contingency measures and within known time constraints.

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

#### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

### **Certificate IV**

#### *Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

#### *Distinguishing Features of Learning Outcomes*

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

### **Diploma**

#### *Characteristics of Learning Outcomes*

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

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

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

## **Advanced Diploma**

### *Characteristics of Learning Outcomes*

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

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

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

### *Distinguishing Features of Learning Outcomes*

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

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

## **Vocational Graduate Certificate**

### *Characteristics of competencies or learning outcomes*

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

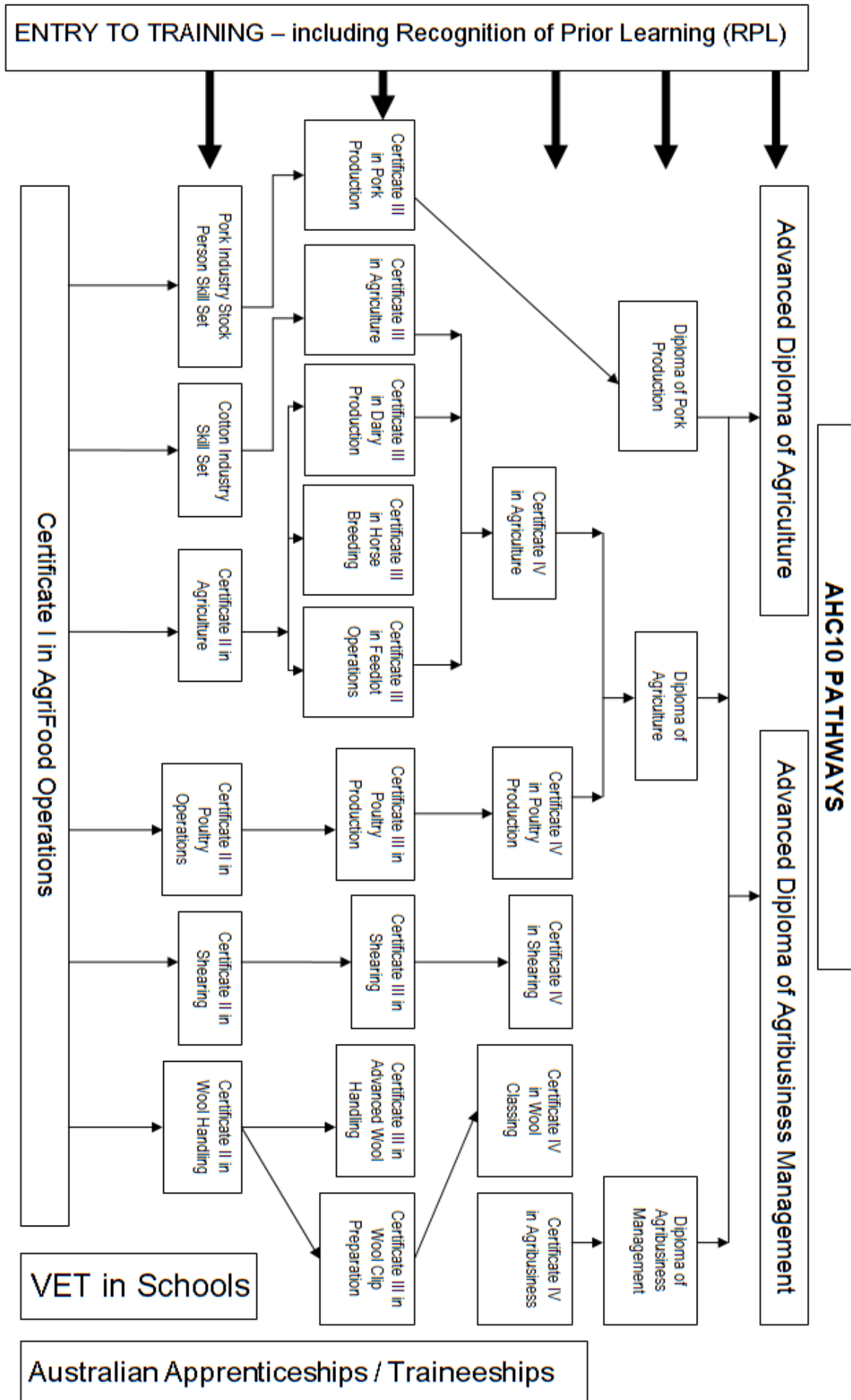
**Vocational Graduate Diploma***Characteristics of competencies or learning outcomes*

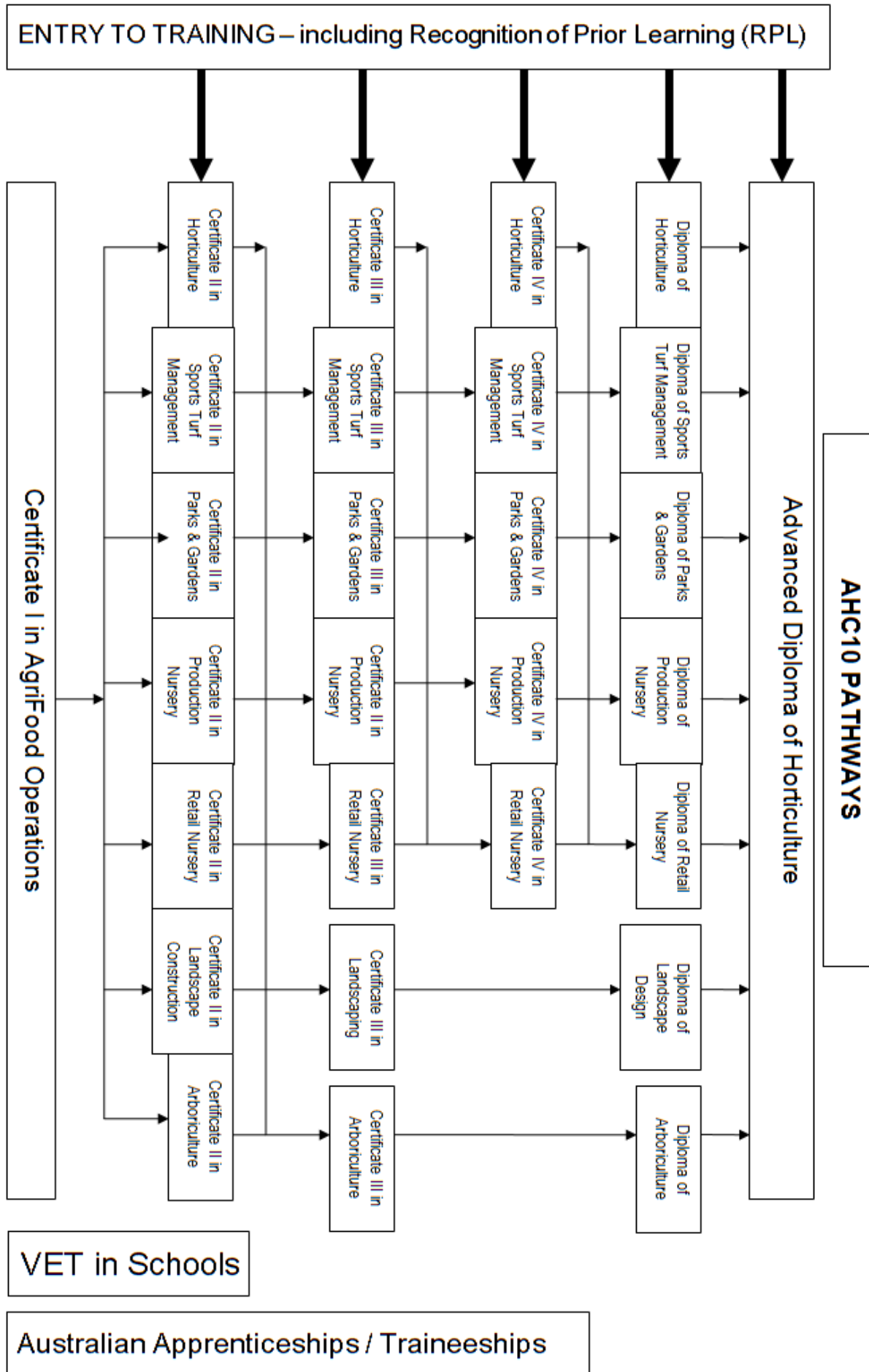
- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

*Distinguishing features of learning outcomes*

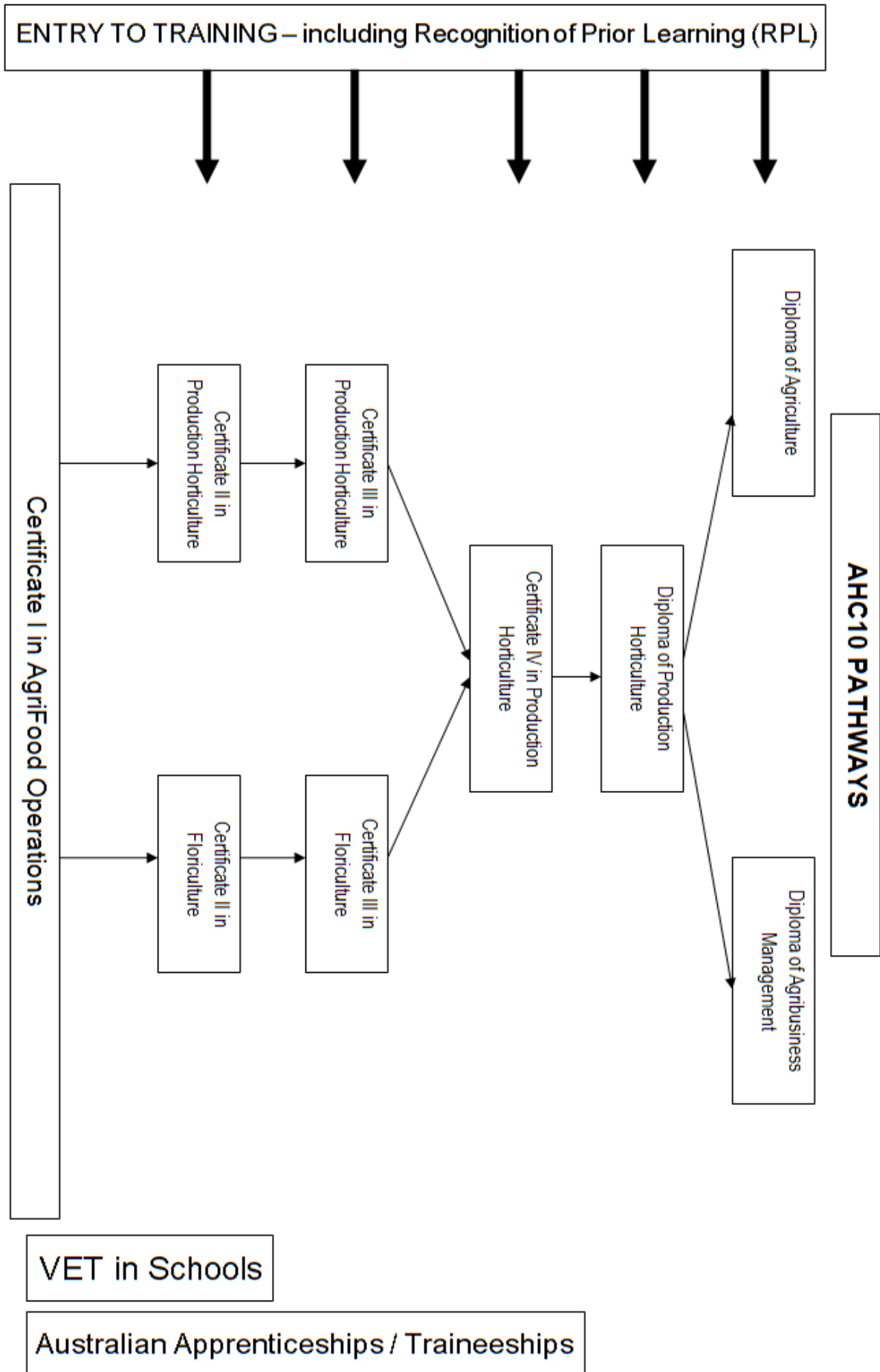
- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

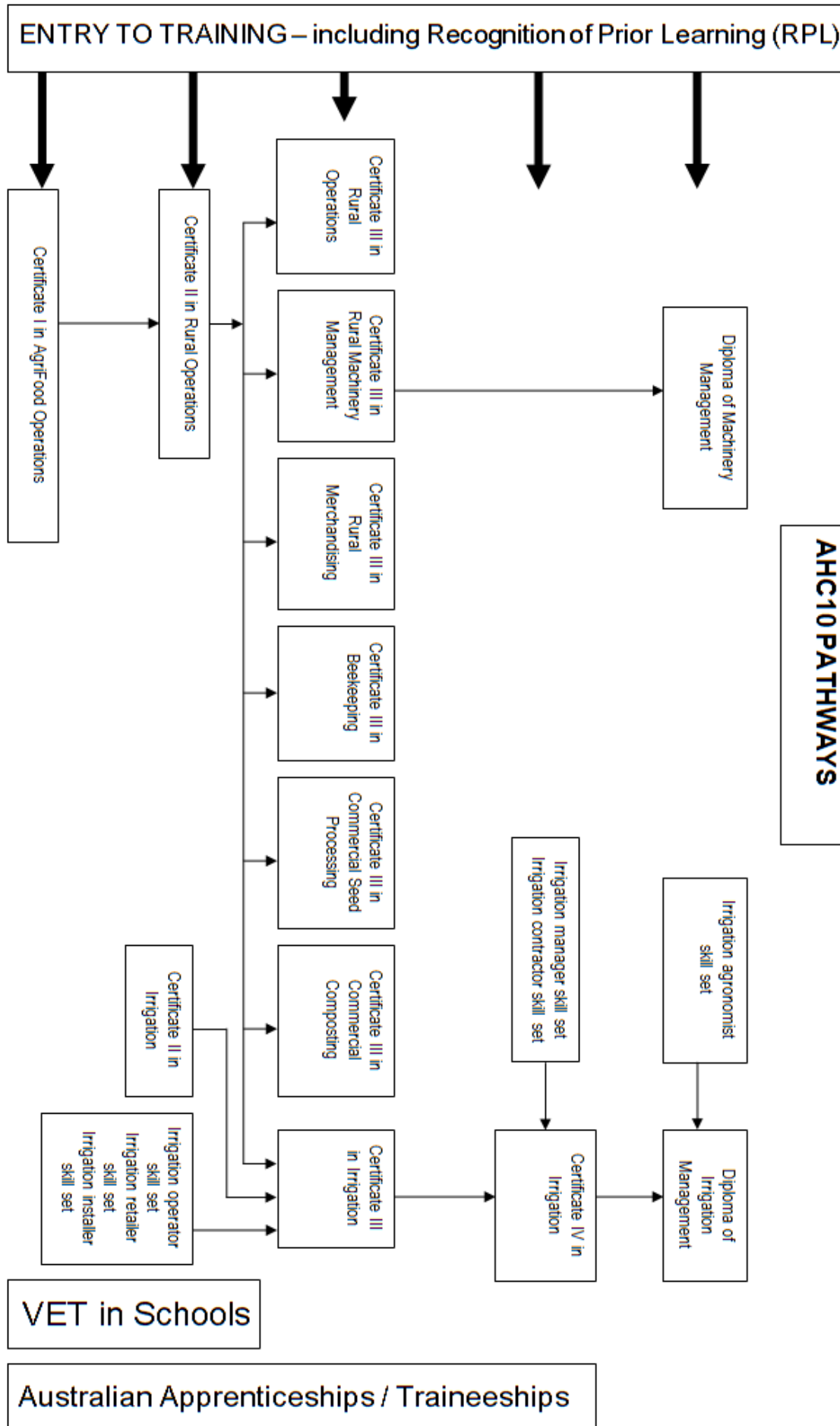
**Qualification Pathways****Qualification Pathways**

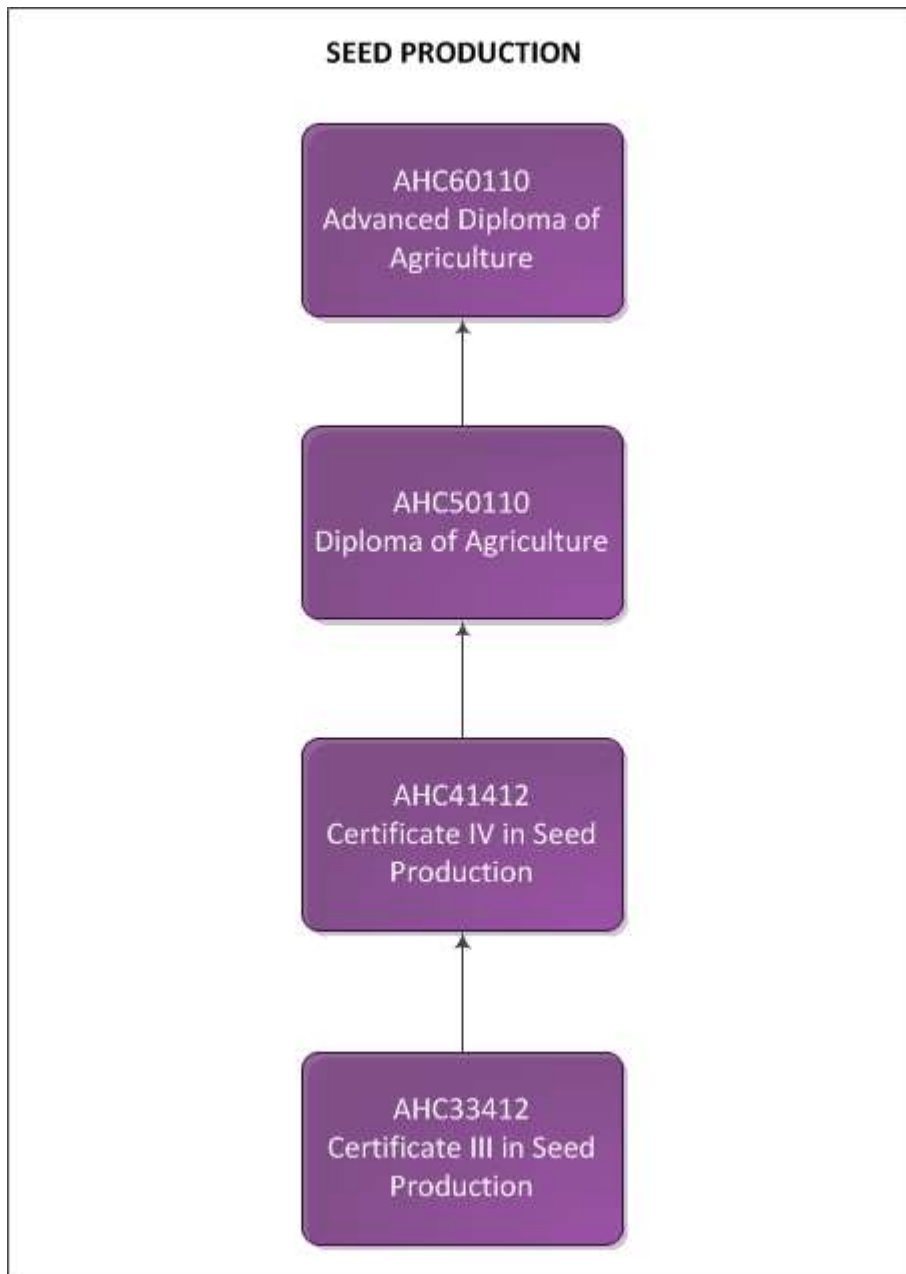


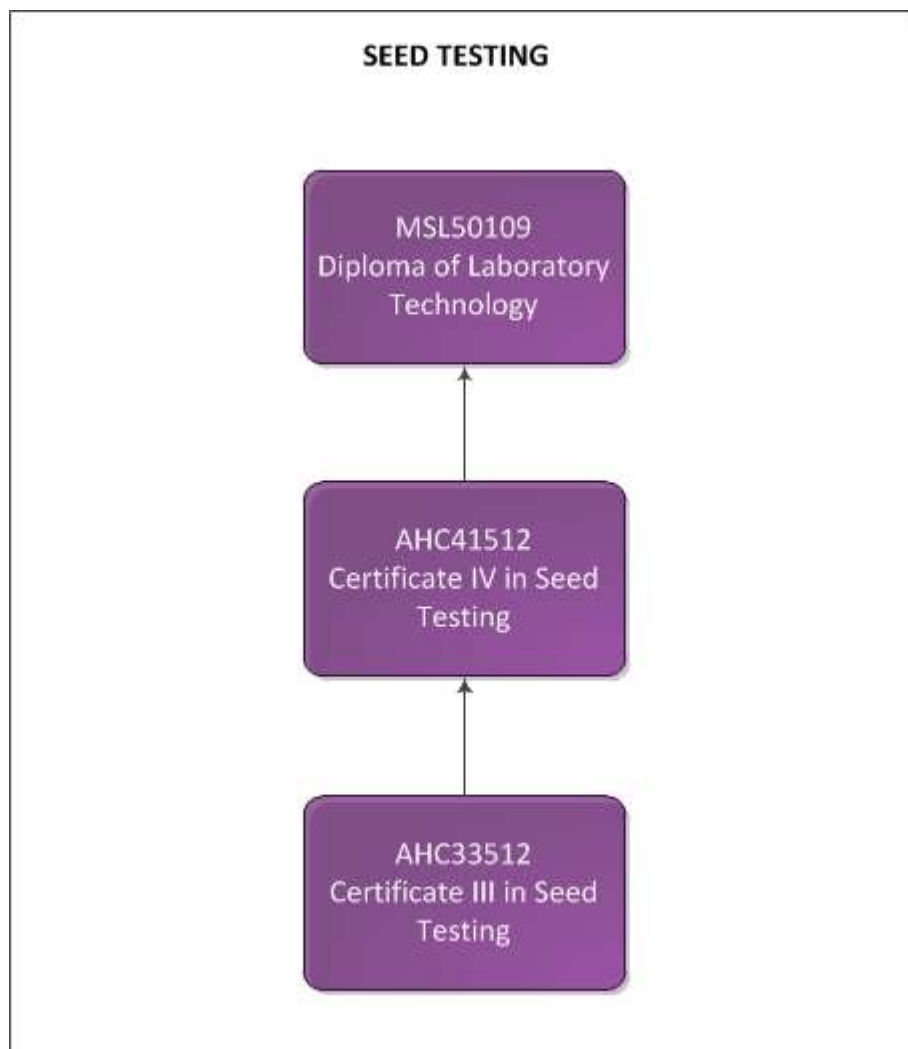


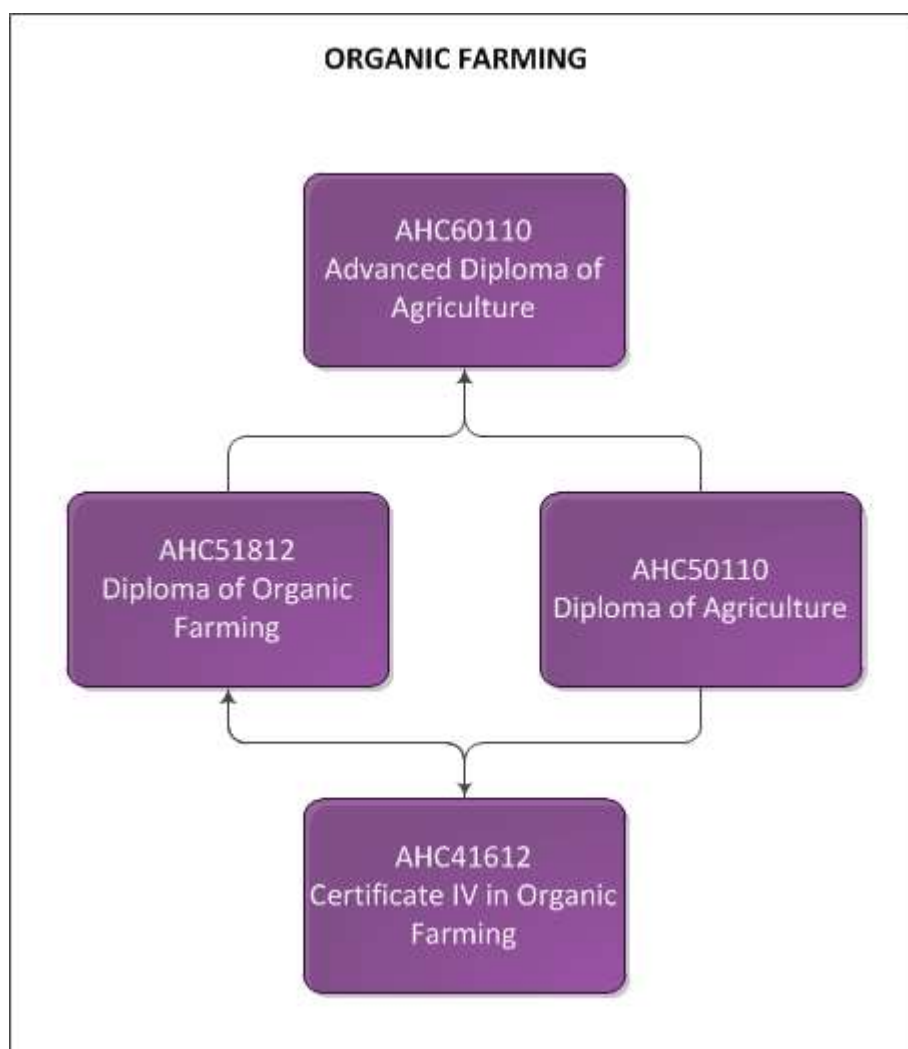


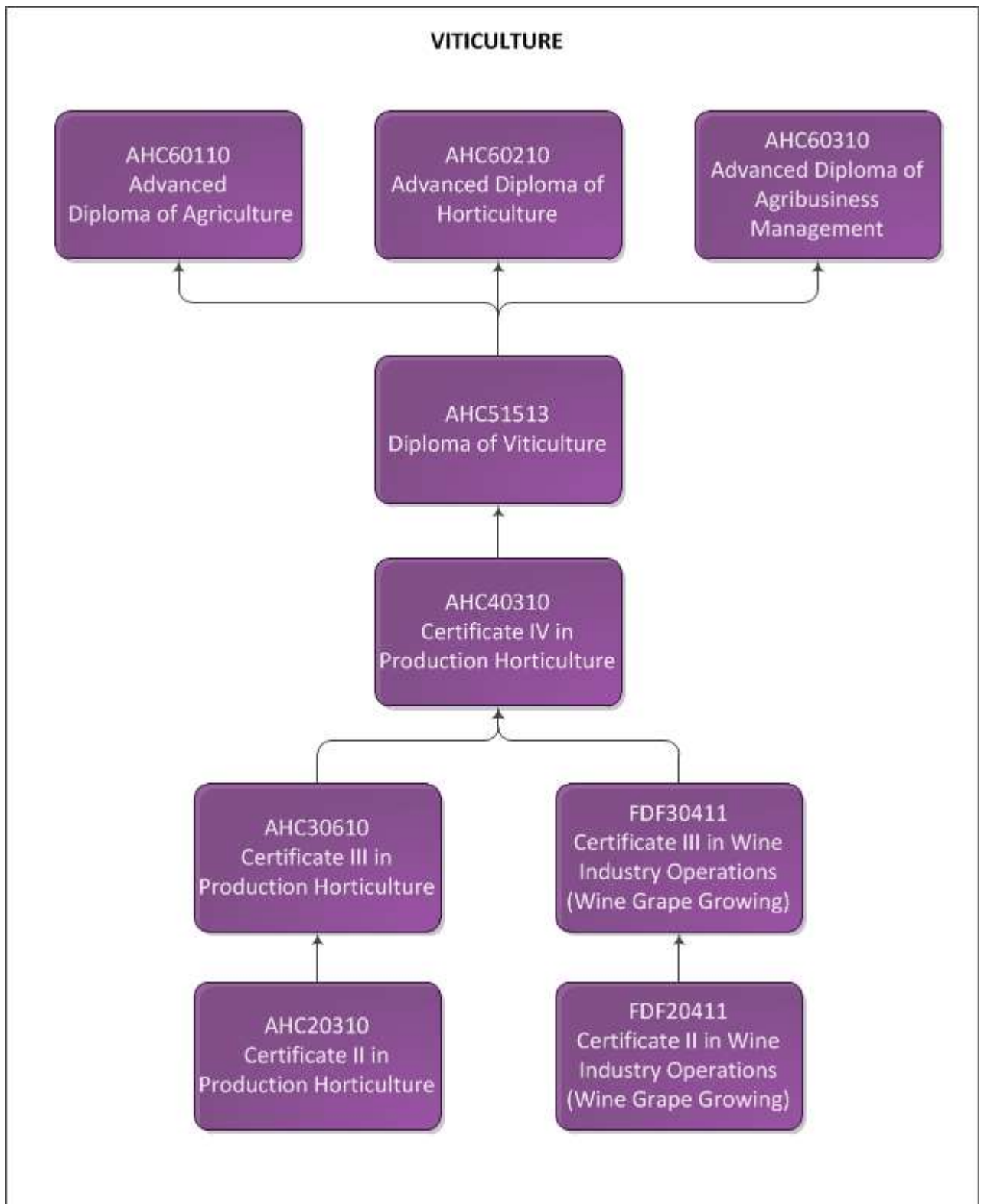












## Skill Sets in this Training Package

### Skill Sets

#### Definition

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

#### Wording on Statements of Attainment

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

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

[http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\\_Handbook\\_07.pdf](http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf)

### Skill Sets in this Training Package

There are fourteen Skill Sets within the AHC10 Agriculture, Horticulture and Conservation and Land Management Training Package. These are:

- AHCSS00001 Advanced Chemical Spray Application Skill Set
- AHCSS00002 Agricultural Chemical Skill Set
- AHCSS00003 Cotton Industry Skill Set
- AHCSS00004 Gravity Fed Irrigation Operator Skill Set
- AHCSS00005 Irrigation Agronomist Skill Set
- AHCSS00006 Irrigation Contractor Skill Set
- AHCSS00007 Irrigation Installer Skill Set
- AHCSS00008 Irrigation Manager Skill Set
- AHCSS00009 Irrigation Retailer Skill Set
- AHCSS00010 Pork Industry Stock Person Skill Set
- AHCSS00011 Pressurised Irrigation System Operator Skill Set
- AHCSS00012 Recognise Aboriginal Cultural Sites Skill Set
- AHCSS00013 Report on Aboriginal Cultural Sites Skill Set
- AHCSS00014 Seed Crop Field Inspector Skill Set
- AHCSS00015 Carbon Farming Initiative Advisor Skill Set
- AHCSS00016 Carbon Farming Business Advisor Skill Set
- AHCSS00017 Carbon Farming Livestock Project Implementer Skill Set
- AHCSS00018 Carbon Farming Initiative Waste and Manure Management Project Implementer Skill Set
- AHCSS00019 Carbon Farming Initiative Soil or Biochar Project Implementer Skill Set

**Skill Sets in this Training Package**

- AHCSS00020 Carbon Farming Initiative Savannah Burning, Feral Animal, Rangelands Project Implementer Skill Set
- AHCSS00021 Carbon Farming Initiative Vegetation Project Implementer Skill Set
- AHCSS00022 Carbon Farming Initiative Emissions Avoidance from Soil and Crops Project Implementer Skill Set
- AHCSS00023 Basic Introduction to Beekeeping Skill Set



## 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
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### *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](http://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](http://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](http://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 approach which combines knowledge, understanding,
- problem-solving, technical skills and applications to new situations into the assessment process
- assessing in the workplace (wherever possible), using familiar skills and materials
- eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
- ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- encouraging the candidate to ask questions to clarify instructions
- providing clarification of purpose and process of assessment
- considering cultural and gender issues when setting up the assessment.

#### Workplace assessment considerations

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

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

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

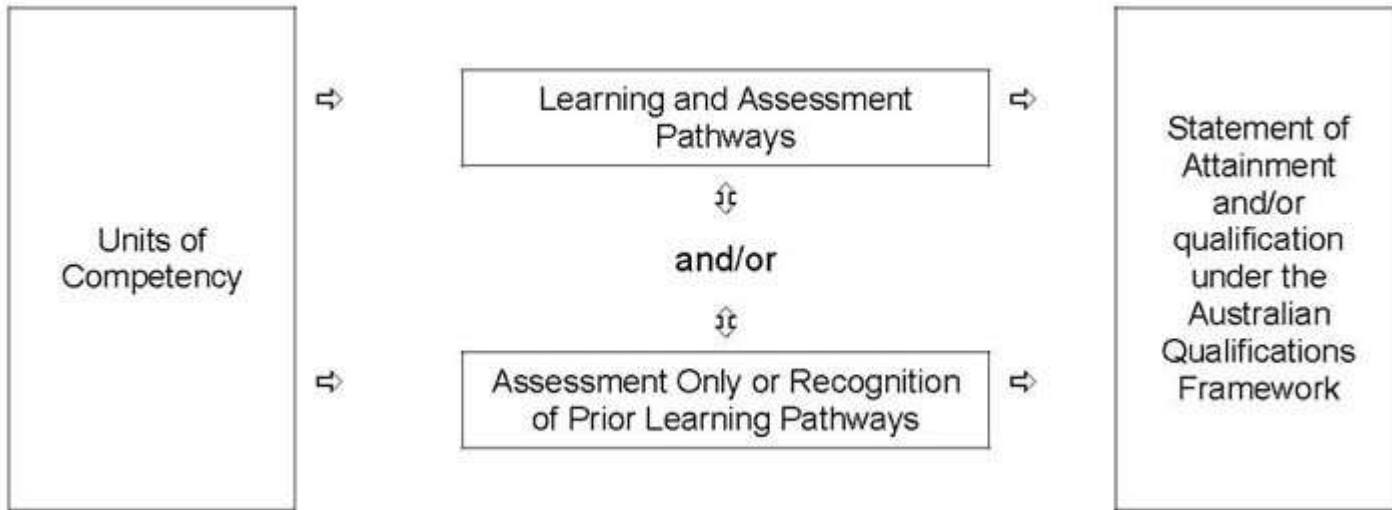
It is recommended that delivery of qualifications in schools should only include Certificates I and II.

### **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 <i>Users' Guide to the Essential Standards for Registration</i> 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](http://www.ntis.gov.au). Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

### Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007. A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

### Conducting Assessment

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

### Assessment Requirements

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

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

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

## Designing Assessment Tools

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

### Using Prepared Assessment Tools

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

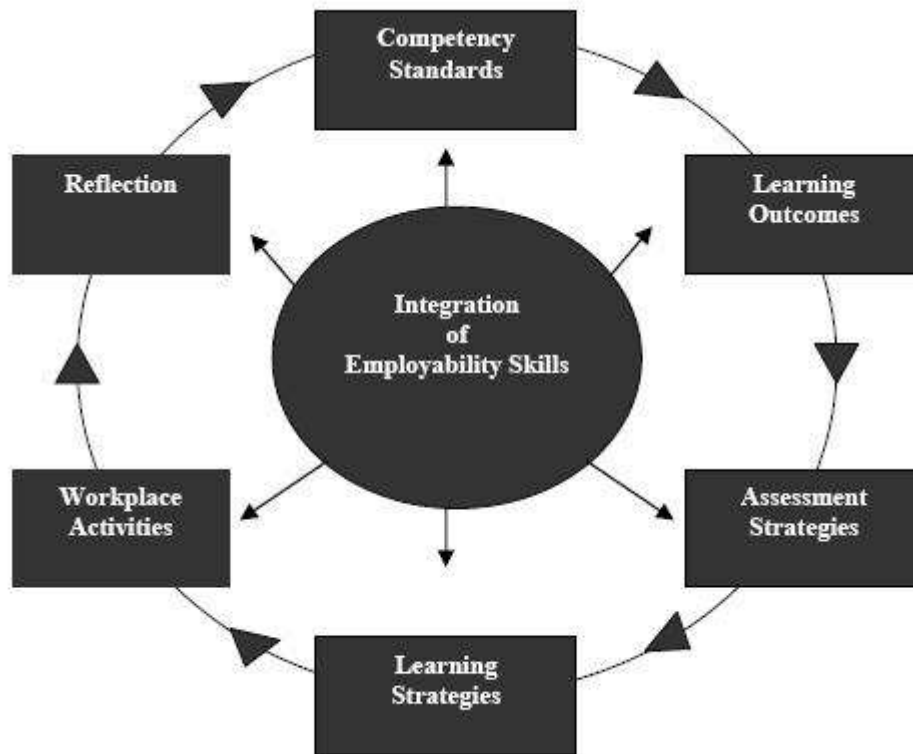
### Mandatory Assessment Requirements

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**

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- 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

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#### 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](http://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](http://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	<ul style="list-style-type: none"> <li>• Memory aids (posters, notes, etc.)</li> <li>• Reflective listening skills</li> <li>• Stress minimisation</li> <li>• Time and patience.</li> </ul>
Hearing impairment	<ul style="list-style-type: none"> <li>• Audio loops for people using hearing aids</li> <li>• Plain English documents</li> <li>• Fire and alarm systems with flashing lights</li> <li>• Sign language interpreters</li> <li>• Telephone typewriters.</li> </ul>
Intellectual disability	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks)</li> <li>• Mentors</li> <li>• Plain English documents</li> <li>• Practical learning sessions</li> <li>• Repetition of learning exercises.</li> </ul>
Mobility impairment	<ul style="list-style-type: none"> <li>• Access to aids, such as for holding documents</li> <li>• Adjustable tables</li> <li>• Lifting limits</li> </ul>

	<ul style="list-style-type: none"> <li>• Note-taking support</li> <li>• Verbal rather than written presentations</li> <li>• Personal computers</li> <li>• Wheelchair access.</li> </ul>
Psychiatric disability	<ul style="list-style-type: none"> <li>• Identification and avoidance of stresses</li> <li>• Ongoing rather than formal assessments</li> <li>• Reflective listening skills</li> </ul>
	<ul style="list-style-type: none"> <li>• 'Time-out' breaks in assessment.</li> </ul>
Speech impairment	<ul style="list-style-type: none"> <li>• Information summaries</li> <li>• Stress minimisation</li> <li>• Time and patience</li> <li>• Written rather than verbal opportunities</li> <li>• Additional writing time for assignments and tests.</li> </ul>
Vision impairment	<ul style="list-style-type: none"> <li>• Audiotapes</li> <li>• Braille translations</li> <li>• Enlarged computer screen images</li> <li>• Enlarged text and images</li> <li>• Good lighting or reading lamps</li> <li>• Guide dog provision</li> <li>• Informing the person before moving furniture</li> <li>• Voice synthesisers on computers.</li> </ul>

### 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](http://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](http://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](http://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](http://www.deewr.gov.au) .

- Other informative resources include:

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

#### Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

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#### Contacts

##### Contacts

AgriFood Skills Australia

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Facsimile: +61 2 6162 0610

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Website: [www.agrifoodskills.net.au](http://www.agrifoodskills.net.au)

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A'Beckett Street Post Office

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Web: [www.tvetaustralia.com.au](http://www.tvetaustralia.com.au)

For information on the TAA04 Training and Assessment Training Package contact:

Innovation & Business Skills Australia Level 2, Building B, 192 Burwood Road

HAWTHORN

VIC 3122

Telephone: +61 3 9815 7000

Facsimile: +61 3 9815 7001

Web: [www.ibsa.org.au](http://www.ibsa.org.au) Email: [virtual@ibsa.org.au](mailto: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](http://aqf.edu.au)

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to [www.training.com.au/aqtf2007](http://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](http://www.ntis.gov.au)  
*Training Package Development Handbook* (DEST, August 2007). Can be downloaded from [www.dest.gov.au](http://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](http://www.dest.gov.au). Go to [www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm](http://www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm)

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

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

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

#### Assessment Tool Design and Conducting Assessment

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

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

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

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

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

#### Assessor Training

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



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

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

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

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

Assessment System Design and Management

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

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

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Web: [www.tvetaustralia.com.au](http://www.tvetaustralia.com.au)

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

*Telephone: (03) 9815 7000*

*Facsimile: (03) 9815 7001*

*Email: [virtual@ibsa.org.au](mailto:virtual@ibsa.org.au)*

*Web: [www.ibsa.org.au](http://www.ibsa.org.au)*

### **General Resources**

*AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 < [www.aqf.edu.au](http://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](http://www.ntis.gov.au)>

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

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

### **Assessment Resources**

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

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

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

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

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

## Assessment Guidelines - Industry Contextualisation

### Additional Advice for Assessment Design

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

Wherever possible integrated (holistic) assessment is the preferred means of assessment.

Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each Unit of Competency.

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

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

and where qualification levels require:

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

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

### Evidence Gathering Methods

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

- incorporating a range of assessment techniques
- integrating the assessment of units related to the performance of 'whole of work' tasks, roles or functions
- using a holistic approach which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process
- assessing in the workplace (wherever possible), using familiar skills and materials

- eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
- ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- encouraging the candidate to ask questions to clarify instructions
- providing clarification of purpose and process of assessment
- considering cultural and gender issues when setting up the assessment.
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#### Workplace Assessment Considerations

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

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

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

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

#### Assessment in a Simulated Environment

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

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

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

- demonstrate use of required equipment and other resources
- show the complexity of dealing with multiple tasks
- reflect time pressures and deadlines
- involve prioritising among competing tasks
- deal with customers/clients, including difficult ones
- work with others in a team
- communicate with diverse groups
- find, discuss and test solutions to problems
- explore food safety and hygiene issues
- explore health and safety issues
- answer practically-oriented, applied knowledge questions

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

### Training and Assessment in Remote and Regional Areas

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

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

Some options for overcoming these challenges include:

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

### Training and Assessment for Schools

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

- currency of skills and knowledge of those charges with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the units of competency
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

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

### Assessment for Equity Groups

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

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

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

- create assessment activities in which students have the opportunity to link their learning to what they already know
- 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.
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#### 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 Version 3. 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.

#### 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. 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, coordination and referral services for people with a disability interested in or enrolled in post-school education and training' ( [www.deewr.gov.au](http://www.deewr.gov.au) ). The Disability Education Standards Guidance Notes can also be accessed at on the DEEWR web site at:

[http://www.deewr.gov.au/Schooling/Programs/Documents/Disability\\_Standards\\_for\\_Education\\_2005\\_pdf.pdf](http://www.deewr.gov.au/Schooling/Programs/Documents/Disability_Standards_for_Education_2005_pdf.pdf).

### Reasonable Adjustment

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

<b>Type of disability</b>	<b>Reasonable adjustment</b>
Acquired brain injury	<ul style="list-style-type: none"> <li>• Memory aids (posters and notes)</li> <li>• Reflective listening skills</li> <li>• Stress minimisation</li> <li>• Time and patience.</li> </ul>
Hearing impairment	<ul style="list-style-type: none"> <li>• Audio loops for people using hearing aids</li> <li>• Plain English documents</li> <li>• Fire and alarm systems with flashing lights</li> <li>• Sign language interpreters</li> <li>• Telephone typewriters.</li> </ul>
Intellectual disability	<ul style="list-style-type: none"> <li>• Additional time</li> <li>• Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks)</li> <li>• Mentors</li> <li>• Plain English documents</li> <li>• Practical learning sessions</li> <li>• Repetition of learning exercises.</li> </ul>



Mobility impairment	<ul style="list-style-type: none"> <li>• Access to aids, such as for holding documents</li> <li>• Adjustable tables</li> <li>• Lifting limits</li> <li>• Note-taking support</li> <li>• Verbal rather than written presentations</li> <li>• Personal computers</li> <li>• Wheelchair access.</li> </ul>
Psychiatric disability	<ul style="list-style-type: none"> <li>• Identification and avoidance of stresses</li> <li>• Ongoing rather than formal assessments</li> <li>• Reflective listening skills</li> <li>• 'Time-out' breaks in assessment.</li> </ul>
Speech impairment	<ul style="list-style-type: none"> <li>• Information summaries</li> <li>• Stress minimisation</li> <li>• Time and patience</li> <li>• Written rather than verbal opportunities</li> <li>• Additional writing time for assignments and tests.</li> </ul>
Vision impairment	<ul style="list-style-type: none"> <li>• Audiotapes</li> <li>• Braille translations</li> <li>• Enlarged computer screen images</li> <li>• Enlarged text and images</li> <li>• Good lighting or reading lamps</li> <li>• Guide dog provision</li> <li>• Informing the person before moving furniture</li> <li>• Voice synthesisers on computers.</li> </ul>

#### 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](http://www.adcet.edu.au) website includes resources and articles about the training and assessment of people with a disability.
- Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: <http://www.natsiew.edu.au>. In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.
- The Working with Diversity web site at <http://www.westone.wa.gov.au/workingwithdiversity> includes a range of resources including:
  - *Working with diversity: A Guide to Equity and the AQTF*
  - *Working with diversity: Quality Training for Indigenous Australians*
  - *Working with diversity: Quality Training for People with a Disability*

- Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at [www.deewr.gov.au](http://www.deewr.gov.au).
- 1) Other informative resources include:
  - LiteracyNet at <http://www.deewr.gov.au/skills/programs/litandnum/literacynet/Pages/default.aspx>. The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.
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## Competency Standards

### What is competency?

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

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

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

### Contextualisation of Units of Competency by RTOs

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

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

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.

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

### **Components of Units of Competency**

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

#### **Unit Title**

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

#### **Unit Descriptor**

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

#### **Employability Skills**

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

#### **Pre-requisite Units (optional)**

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

#### **Application of the Unit**

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

#### **Competency Field (Optional)**

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

#### **Sector (optional)**

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

#### **Elements of Competency**

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

#### **Performance Criteria**

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

### **Required Skills and Knowledge**

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

### **Range Statement**

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

### **Evidence Guide**

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

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

### **Employability Skills in Units of Competency**

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

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

### **How Employability Skills relate to the Key Competencies**

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

#### **Employability Skills    Mayer Key Competencies**

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

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

### **Explicitly embedding Employability Skills in units of competency**

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

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

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

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

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

### Sample unit of competency components showing Employability Skills

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

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

<b>Unit Title</b>	Give formal presentations and take part in meetings ( <b>Communication</b> )
<b>Unit Descriptor</b>	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. ( <b>Initiative and enterprise</b> )
<b>Element</b>	Proactively resolve issues. (problem solving)
<b>Performance Criteria</b>	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. ( <b>Planning and organising</b> )
<b>Range Statement</b>	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
<b>Required Skills and Knowledge</b>	<p>Modify activities depending on differing workplace contexts, risk situations and environments. (<b>Learning</b>)</p> <p>Work collaboratively with others during a fire emergency. (teamwork)</p> <p>Instructions, procedures and other information relevant the maintenance of vessel and port security. (<b>Communication</b>)</p>
<b>Evidence Guide</b>	<p>Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:</p> <ul style="list-style-type: none"> <li>• assess response options to identified crime-prevention needs and determine the optimal action to be implemented</li> <li>• in consultation with relevant others, design an initiative to address identified issues. (<b>Initiative and enterprise</b>).</li> </ul>

### Employability Skills Summaries and units of competency

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

## Competency Standards - Industry Contextualisation

### AHC10v3 Contextualisation Guidelines

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

Customisation of this Training Package may be achieved by:

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

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

#### Choosing Appropriate Electives

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

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

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

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

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

### Exporting Competencies to Other Training Packages

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

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

### Contextualisation of Units of Competency

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