

SECTION 1

ASSESSMENT GUIDELINES

QUALIFICATIONS

NATIONAL COMPETENCY STANDARDS

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PART 1

INTRODUCTION

Introduction

This Training Package is based on:

1. New and revised national competency standards for the Horticulture Industry.
2. The national Agriculture and Horticulture Assessment Policy guidelines that were endorsed by the industry in 1997. These guidelines have been modified for the purpose of this endorsed component in accordance with the Australian Recognition Framework Guidelines.
3. The national qualifications for the industry, which reflect the Australian Qualifications Framework (AQF) levels and titles, including references in the titles to sectors within the Horticulture Industry.

Endorsed components of the Training Package

National Competency Standards

The current package is the result of a total review and enhancement of all the units, evidence guides and assessment information for the Horticulture Industry competency standards. The new requirements for evidence guides have been incorporated and provided in two parts for each unit: an Evidence Guide and an Assessment Guide.

Assessment Guidelines

The Industry's Assessment Guidelines describe the industry-wide approach to assessment, the industry requirements for the qualifications of assessors. (See Part 4: Assessment Guidelines)

National Qualifications

National Qualifications in Horticulture range from Certificate I to Advanced Diploma in industry generic or sector qualifications. Units of competency which form these qualifications are a combination of industry essential (core) units, sector specific required units, and options that may be relevant to an individual enterprise. In this way maximum flexibility has been obtained. Many horticultural enterprises are mixed activity operations, and the industry ever increasingly needs employees who are not limited to a specific area of the Horticulture Industry, but are multi-skilled across the main areas of horticultural, and also often agricultural work. The qualifications also have national relevance regardless of region, and cater for the varying nature of horticultural requirements in large and small enterprises. This approach also enables the New Traineeships and Apprenticeships at the entry levels of the industry to be valuable to individual employers and employees, and to form a broad foundation of training for the industry as a whole.

Non-endorsed components of the Training Package

See Part 5 – Resource Material

1 QUALITY ASSURANCE FOR TRAINING REFORM IN THE HORTICULTURE INDUSTRY

The National Competency Standards for the Horticulture Industry, developed by the Rural Training Council of Australia, are in the required format of the National Training Reform. The components of the Training Package will continue to be reviewed and revised in the light of experience gained during delivery of training or the application of assessment procedures.

Through flexible packaging of the units of competency, qualifications have been designed to suit all requirements Australia-wide. The packaging is intended to be easily understood by users: employers, employees, training providers and the school system with regard to vocational education and training in schools.

Competency based assessment is subject to a national policy developed for the Horticulture Industry by RTCA and endorsed by industry. The policy, in conjunction with the Assessment Guidelines in Section B of this document and with the non-endorsed component of this Training Package, provides for:

- a guide to the operation of different industry assessment processes and mechanisms required for undertaking valid, reliable and flexible assessment of competency against national standards
- an indication of forms of evidence usually required for assessment, and sample instruments which can be used or adapted to meet the needs of employers and training providers
- a system for record keeping
- regular review and maintenance of the system to ensure its currency and relevance
- an appeals mechanism for assessees against assessment decisions, and
- the issuing of qualifications by Registered Training Organisations under the auspices of the State and Territory Training Authorities.

2 SCOPE OF THE TRAINING PACKAGE

This training package covers both Production and Amenity Horticulture.

3 NEW APPRENTICESHIPS

New Apprenticeships involve paid work and structured training, are underpinned by a training agreement which is registered with the relevant State/Territory Training Authority, and lead to a nationally recognised qualification.

They can cover full or part-time work and the part-time arrangements will also be available to school students.

The competency unit content of Traineeships and Apprenticeships will be determined by negotiation between employers, trainees, training providers and employment agencies to ensure relevance to industry enterprises and compliance with the qualifications requirements given in this package.

New Apprenticeship Pathways

Traineeship and apprenticeship pathways under New Apprenticeships are designed for entry at any AQF level and for full articulation from one level to another.

Learning support materials

Learning Guides and other materials were developed at an earlier time based on curriculum modules for the following Traineeships: the National Rural Skills Traineeship (which includes Production Horticulture) National Amenity Horticulture Traineeship, the AVTS Nursery Traineeship, and the AVTS Vegetable Growing Traineeship. Modifications are needed for the materials from the above Traineeships to relate them to this Training Package. Fifty Learning Guides have been developed as part of the non-endorsed components of this Training Package. Some Learning Guides for the Agriculture Training Package are also equally applicable to the Horticulture Training Package and other Learning Guides are expected to be developed in due course using a similar style and structure.

Industry Careers Guides, Competency Record Books and a Trainer's Guide are also being developed as part of the non-endorsed components of this Training Package.

Partnerships in training

Partnerships between employers and training providers to deliver entry level training based on the competency standards are being promoted within the industry. As providers establish programs there will be a requirement for linkage with industry to be established to ensure that the intent of the standards is being mastered and quality training is being delivered.

PART 2

COMPETENCY STANDARDS

1 COVERAGE

The industry sectors covered by this Training Package are:

Production Horticulture
Arboriculture
Floriculture
Landscape
Nursery
Parks and Gardens
Turf Management

The content of the national competency standards is the result of thorough methodology to establish the industry's functions in outcome terms. This process has produced standards that:

- reflect the needs of the industry
- are representative of the way work is done in the workplace
- describe work outcomes comprehensively and holistically
- are written in sufficiently broad terms to allow for different pathways to achievement of outcomes; are flexible enough to be used by a variety of employers; and are relevant nationally
- avoid bias and any form of discrimination in the industry, both in terms of language within the standards and in the methodology of information gathering from representative focus groups
- are forward looking in terms of future needs of the industry

2 COMPONENTS

The Rural Industry competency standards have been written in outcome terms and describe the functions required in the workplace. The standards are written around the principle of the four components of competency:

- the ability to perform the required tasks
- the management of those tasks within the whole job
- the capacity to respond appropriately to workplace irregularities and contingencies
- the ability to meet the broader responsibilities and communication needs of the whole job or role

Underpinning skills and knowledge

Underpinning skills and knowledge required for the units of competency are highlighted in the Evidence Guides and provided for in the assessment guideline material.

Attitudes and values

Attitudes and values and in particular reference to ‘work ethic’ are covered in units such as:

- RUH HRTCORE1 A Meet industry requirements (Essential)
- RUH HRTCORE4 A Communicate in the workplace (Essential)
- RUH HRTCORE6 A Plan daily work routines (Essential)

Key Competencies

The Key Competencies have been identified at their three levels in all the units of competency. The Key Competencies are presented within the Competency Standards documentation.

Language, Literacy and Numeracy Competencies

Intermediate levels of language, literacy and numeracy skills are adequate for competent workplace performance of a large number of skills in Horticulture. Anecdotal evidence is that many successful and highly productive enterprises and horticulture workers have concealed low language, literacy and numeracy skills by using the skills of others and substituting means of measurement which were not reliant on arithmetical skills.

In the formulation of units of competency within this package care has been taken to ensure that exaggerated requirements for language, literacy and numeracy skills do not bar access to learning or assessment. Similarly the industry expects that training providers will not demand unnecessary levels of language, literacy and numeracy in training for competency standards.

This approach is pertinent for all sections of the community, including those persons of non-English speaking background, Aboriginal and Torres Strait Islander people and those persons with speech disabilities.

The Trainers Guides being developed as part of the non-endorsed component of this Package will provide guidance and encouragement to trainers (be they Registered Training Organisations or employers) to deal with impediments to completion of learning at the time they arise so that improvements in language, literacy and numeracy levels are incorporated within training sessions.

Occupational Health and Safety Competencies

All the competency standards have been enhanced to include Occupational Health and Safety (OH&S) provisions wherever they apply. In addition there are three essential units required for qualifications across AQF levels 1 to 6. The Agricultural Health Unit was employed to advise on the provision of OH&S issues in the standards.

Environmental Statement

An Environmental Statement has been included in the standards. The statement lists the operational and environmental impact of specific tasks carried out in each industry sector. There is also an environmental impact recorded against each relevant unit of competency, thus enhancing the self-contained nature of each unit.

RTCA policy conforms to widespread industry recognition of the importance of all horticulture technical and managerial skills to be based on recognised sustainable horticulture principles. All competencies, including assessment criteria, incorporate relevant sustainable horticulture principles. Learning resources will also highlight these practices.

Licensing

Licensing in the Horticulture Industry is relevant to a number of competency standards. The following licensing areas need to be taken into consideration:

- purchase of horticulture chemicals
- machinery and equipment operation
- waste water
- poisoning (weeds, pests)
- soil disturbance and conservation
- irrigation
- water allocations
- underground water
- natural bush clearing
- fire

3 CUSTOMISATION

The Horticulture Industry has maximised the use of units common across a number of sectors and has therefore has relied less on the need to customise generic units for incorporation within sectors.

The following guideline illustrates the principle on which customisation may be based:

- Units that are ‘essential’ or core for the Industry are not to be customised.
- Customisation is appropriate where changes to a unit are made only in the Range of Variables. This may be additions to provide for differing contextual needs, or different terminology for use in a region. No changes are to be permitted to the unit title, elements, performance criteria, evidence or assessment guides because such changes would alter the nature of the unit.
- Proposals for Customisation are to be referred to the RTCA in order to maintain quality and consistency in the industry’s customisation practice.

PART 3

ASSESSMENT GUIDELINES

Introduction

As early as 1994 the Rural industry considered the issue of competency based assessment by establishing a national policy and administrative procedures for the introduction of an assessment system in each State and Territory. The policy and structures for competency based assessment were tested during a series of industry pilots from 1995 - 1996 and the draft policy was widely circulated to interested parties including State Training Authorities (STAs) for comment. The national industry policy statement on assessment was subsequently published: *Workplace Assessment in the Agriculture, Production & Amenity Horticultural Industries - Policy and Administration manual*; Rural Training Council of Australia; February 1997.

This policy document is the definitive statement on workplace assessment for the industry. The policy is subject to periodic review by the RTCA and State/Territory Rural ITABs to keep abreast of developing practices and implementation issues. State/Territory Training and Recognition Authorities (STAs) were consulted during the development of this policy with support being received by those Authorities who responded to drafts of the policy document. All STAs have since received a copy of the final document.

To comply with NTFC guidelines, the way in which this policy is reflected in the standards has been modified.

In addition to the policy, RTCA has established guidelines for the incorporation of assessment criteria in the evidence guide of each unit of competency.

Assessment against the competencies in the Training Package will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessment and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

1 ASSESSMENT SYSTEM OVERVIEW

BENCHMARKS FOR ASSESSMENT

Competency-based assessment is a process that measures an individual's skills and knowledge (competency) as defined in the national industry competency standards, and provides for formal recognition.

The benefits of competency-based assessment are as follows:

- assessment is based on credible evaluation against industry competency standards as they apply in the workplace,
- assessment is undertaken by assessors who are qualified against the Competency Standards for Assessors (as a minimum: the unit 'Conduct Assessment in Accordance with an Established Assessment Procedure' and the unit 'Plan and Review Assessment') and are themselves competent in the particular units of competency being assessed.
- assesseees receive recognition and credit into training programs which will reduce time off-the-job or towards national qualifications, and
- workplace assessment complements, but may be independent of, programs delivered by educational institutions.

The benchmarks for assessment are the units of competency described in the National Training Package for Horticulture

An Assessment Guide, designed to support the assessment process, is a mandatory component of each unit of competency.

The assessment criteria in the Assessment Guide endeavour to avoid being so prescriptive that they complicate the process, while maintaining sufficient control to ensure consistency and reliability.

In addition, special assessment requirements may be indicated where licensing is an issue and this information is included in the Assessment Guide of the units of competency. For example, the Farm Chemical competencies stipulate that trainers and assessors must be approved by the Farmcare Board due to chemical licensing requirements.

ROLE OF REGISTERED TRAINING ORGANISATIONS

Registered Training Organisations are registered by the State or Territory Training Authorities to provide a range of training products and services associated with the delivery of training packages.

All assessment for national recognition purposes must be undertaken by, or auspiced through, a Registered Training Organisation.

Auspicings is a process through which a Registered Training Organisation (RTO) authorises assessment to be carried out by industry or enterprises. Auspicings adds options to the manner in which industry may be engaged by RTO to assist in conducting assessment without lessening RTO responsibility.

The RTO must ensure that assessment is undertaken in accordance with:

- general principles of assessment
- specific requirements of the individual training package, and
- specified requirements of each Unit of Competence

and that:

- results are recorded, reported and securely maintained, and
- qualifications are issued and can be re-issued if necessary.

While competence must generally be demonstrated in the workplace, the Registered Training Organisation should offer a range of options for candidates wishing to demonstrate competence. This may include the use of such venues as:

- candidate's own workplace
- work placement sites
- New Apprentice's workplace
- simulated work conditions
- live work activities.

The RTO must ensure its assessors are qualified to plan, conduct and review assessment.

ASSESSMENT PATHWAYS

National Qualifications or Statements of Attainment awarded under the Australian Qualifications Framework are issued on the basis of successful completion of units of competency.

The Horticulture Industry has that trainees require workplace experience to develop the necessary competency. The context for assessment of competency is specified within each unit of competency.

The industry recognises multiple pathways to certification comprising:

- workplace experience
- life experience
- informal learning
- formal learning both on and off-the-job

The industry-recommended processes for the operation of an assessment (incorporating Recognition of Prior Learning (RPL)) system provide for:

- the integration of skills, knowledge, attitudes and their practical application and demonstration
- the recognition of competency no matter how acquired
- consistent and accurate information about an individual's competency

- feedback to an individual about their skills and knowledge
- a method for individuals to be given fair recognition for the skills and knowledge they possess
- a base from which further training or skills acquisition may be undertaken
- information which contributes to the improvement of individual skill levels, and therefore to the skill levels of the industry as a whole

Assessment pathways that would **not** be acceptable include situations where:

- **national competency standards are not used as the basis for assessment**
- **on-job activities/experience/assessment are not taken into account**

2 ASSESSMENT REQUIREMENTS

These requirements will be monitored through the Australian Recognition Framework (ARF) registration of training organisations when they demonstrate that they meet the criteria for assessment set out in the Training Package.

The Horticulture Industry Training Package comprises almost 300 units of competency, most of which have extensive ranges to accommodate mixed enterprises and regional variations. These industry requirements highlight the imperatives of consistency and confidence in the assessment process. Special measures are needed to ensure that assessment is carried out in the full horticulture context, particularly in the case of isolated workplaces when assessment has to take place in keeping with the horticulture cycle.

GRADED ASSESSMENT

The Industry has determined that the assessment of competency is not to be graded in the Horticulture Industry.

ASSESSOR QUALIFICATIONS

Assessment against the competencies in the Training Package will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessment and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.

- Assessors must be qualified against the Competency Standards for Assessors (as a minimum, the unit 'Conduct Assessment in Accordance with an Established Assessment Procedure' and the unit 'Plan and Review Assessment' or the intent of these units as contained in any amendment to the Workplace Training and Assessment Training Package).
- Only qualified assessors, individually or part of a team, engaged or auspiced by a Registered Training Organisation are able to assess a person against units of competency.
- Under certain circumstances special endorsement of an assessor may be required due to licensing requirements eg. Farm Chemicals, OHS, First Aid Certificates.

ROLE OF THE ASSESSOR

Qualified assessors must ensure assessment is:

- Reliable
- Flexible
- Fair
- Valid
- Authentic.

To be **reliable**, the assessment methods and procedures must ensure that competency standards are applied consistently.

To be **flexible**, assessment should be able to take place on-the-job, off-the-job, or in combinations of both or in accordance with the 'Assessment Guide' incorporated within each unit of competency.

To be **fair**, the assessment must not advantage or disadvantage any particular group of candidates.

To be **valid**, assessment must assess what it claims to assess, so sufficient evidence must be collected from authentic sources and locations.

To be **authentic**, there must be proof that the person being assessed and who is providing the evidence, is the person who will be credited with the competency.

Assessment covers the full scope of competencies, namely

Task skills	ie: performance of individual tasks
Task management skills	ie: managing a number of different tasks within the job
Task contingency skills	ie: responding to problems, breakdowns and changes routine
of Task/job/role environment skills	ie: dealing with the responsibilities and expectations of the workplace.

Individual Assessment

Assessment may be carried out by an individual as follows:

- Qualified Assessor who is a Technical Expert.
A professional assessor who is also expert in the field of competency is qualified to undertake assessment.
- Technical Expert who is a Qualified Assessor.
An expert in the field of competency who has in addition qualifications as an assessor can conduct the assessment.

The Power of Auspicing

The Registered Training Organisation and the assessor may use the concept of auspicing to expand their ability to undertake the assessment role.

Instances will exist in which the individual assessor may not hold the full range of technical skills needed to authenticate assessment. Similarly, instances will exist in which a candidate must be assessed at a remote site or at an inconvenient time.

In these cases, partnerships and assessment teams can be used to ensure the standard of assessment is upheld.

However, **No assessment can be reliable and valid if it has not involved:**

- **the active participation of a person with proven skills at least at the level and in the field of the competency being assessed, and**
- **a qualified assessor**

Below are listed some examples of partnerships and teams that could undertake assessment.

Assessor/Technical Expert Partnership

A qualified assessor and expert in the field of competence may combine, either on a single site or on separate sites, to conduct assessment of a candidate under defined and agreed arrangements.

Assessor/Supervisor Partnership

A qualified assessor and the supervisor, who holds relevant skills at least up to the level being assessed, can combine on one site or at separate sites to conduct an assessment under defined and agreed arrangements.

Assessor/Technical Expert/Supervisor Team

A qualified assessor, a technical expert and a supervisor can combine in a team to ensure assessment is conducted and validated under defined and agreed arrangements.

In the last example, the supervisor ensures the authenticity, the expert the validity, the assessor the fairness; while all combine to create flexibility and guarantee reliability.

3 ASSESSMENT MATERIALS

Information on assessment is variously given in:

- Assessment Guide for each unit of competency (mandatory requirement)
- Trainer's Guide
- Learning Guides
- Competency Record Book
- National Assessment Instruments
-

In the assessment process provision should be made for assesses to self-evaluate as a means of preparation for formal assessment. Cost considerations, the length of the horticulture cycle and dispersion of assesseees have resulted in self-evaluation being an important component of the assessment / RPL system for the Rural Industry. Such self evaluation against units of competency, supported by documentary evidence from past or present employers and from other sources, eg. Department of Primary Industry/Department of Agriculture agronomists, when presented to an Assessment Panel can provide a cost-effective way of reducing the level of on-the-ground assessment. This panel system has been extensively trialed in 1995-96 and is in the process of implementation planning in a number of states.

Collecting evidence

- The ‘Assessment Guide’ in each unit of competency and Assessment Instruments will provide a methodology for gathering evidence.
- A variety of assessment methods should be used in the process of establishing competency to ensure assessment is not narrowly based on tasks but embraces all aspects of work performance in an holistic, integrated approach (see - 4 ‘Guidelines for Conducting Assessment’).
- Evidence gathering methods are to be appropriate to the context, the assessee and the assessor.
- Assessors will be expected to ensure the scope of assessment covers a broad range (as defined in the Range of Variables) of equipment, facilities and working conditions appropriate to a viable, functioning enterprise which is typical of the region in which the assessment takes place.
- Because of the cyclical nature of the Horticulture Industry the assessment process should allow for the collection of evidence over an extended period.
- A combination of timeframes can be used with some evidence being collected over time and some being completed with a short term interaction between an assessor and the assessee.
- The unit of competency being assessed must be performed consistently and not in the form of a one-off test.
- Employers, learners and assessors will each need to have access to the industry competency standards as well as assessment materials and self evaluation guides as appropriate.

4 GUIDELINES FOR CONDUCTING ASSESSMENT

PROCESS FOR CONDUCTING ASSESSMENT IN INSTITUTION AND WORKPLACE CONTEXTS

The processes for conducting assessment are detailed in the ‘Assessment Guide’ for each unit of competency and are supplemented by the assessment materials described in Section 3 above.

Principles of Assessment

There are a number of assessment principles that have been adopted ‘in principle’ by the Ministers of Vocational Education and Training and underpin all assessment within Training Packages. These are:

- 1 Endorsed industry standards form the basis of qualifications in the vocational education and training sector;
- 2 Endorsed industry standards are the benchmarks for assessment;

- 3 Assessment conducted for the purposes of national recognition should lead to a part or full qualification under the Australian Qualifications Framework;
- 4 Assessment should be undertaken by, or auspiced through, a Registered Training Organisation;
- 5 Assessment for national recognition purposes shall be conducted within a quality assurance framework;
- 6 Responsibility for assessment resides with the body that issues the qualification under the Australian Qualifications Framework;
- 7 Assessment processes shall be valid, reliable, flexible and fair;
- 8 Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes;
- 9 Assessment reporting systems should indicate the units of competency that the individual has attained;
- 10 Assessment systems should incorporate ongoing monitoring and review processes, and
- 11 Assessment processes shall provide for the recognition of current competencies regardless of where these have been acquired.

In the Rural industries the national policy on workplace assessment outlines that summative assessment is essentially a process of evaluation of presented evidence.

The type and scope of evidence is outlined for each unit of competency. Examples of evidence can include:

- work reports;
- signed statements of practical experience undertaken;
- references and testimonials;
- training programs attended (statements of completion);
- industry certificates or citations;
- video and audio tapes used or produced;
- photographs or videos of workmanship;
- written reports completed, and/or
- details of projects undertaken.

Once a person has been accepted as having satisfied one or more units of competency, he/she will be presented with a Statement of Attainment.

The accumulation of units of competency can result in the issuing of an AQF qualification according to the packaging set out in the Qualifications section of the competency standards. Providers who conduct training programs will generally be assessing learner progress on a formative basis and have access to a full range of assessment options. These can include such methods as:

- exams and challenge tests;
- assignments;
- practicals, observations and demonstrations;
- checklists of skills and knowledge;

- case studies analysis and reports;
- role plays.

Some skills will require individual assessment in a workplace. Others can be assessed at 'assessment days' where a number of learners can assemble to do a job in common demand. Other skills can be assessed by mail or e-mail where a learner forwards assignments for assessment and feedback.

Off-the-job Assessment

- Assessee must apply knowledge and skills in a workplace setting, not singularly on satisfactory achievement of a written or practical test.
- To indicate that a person is competent by definition means that they have satisfied all the performance criteria of a designated unit of competency.

On-the-job Assessment

- On-the-job assessment is to be carried out in accordance with these Guidelines and the Assessment Guide in each unit of competency.

Integrating On and Off-the-job Assessment or Training

The link between on and off-job training and assessment is structured within the Horticulture Industry. On-job training and assessment are linked as learning occurs in the workplace and is recorded for the purposes of evidence towards subsequent assessment. An employer who is providing on-job training will not necessarily be a registered assessor, but will need to understand the links between the training being provided and the ongoing assessment that is part of the same activity and that will subsequently feed into the formal assessment system. The structured integration of on and off-the-job training is also crucial to ensure holistic competency outcomes that can be assessed against the units of competency.

As the on-job training and assistance in assessment is usually performed by an industry person, the integration of on and off-the-job training and assessment can be viewed as a partnership between Registered Training Organisations and industry. Close cooperation is required to determine the division of responsibility and contribution.

5 APPEAL AND REASSESSMENT PROCESS

The industry recommends that the process to be followed by Registered Training Organisations and assesses should be as detailed below.

If the assessee is dissatisfied with the assessment received, they can request a second assessment. Such a request should be made within seven days following receipt of the assessment result and sent to the Registered Training Organisation responsible for the assessment.

The appeal will be directed to the Registered Training Organisation. After checking the validity of the appeal, the Registered Training Organisation will:

- convene an appeal panel.
- advise the assessee and assessor of the date, time and location of the appeal hearing and invite the assessee to provide any additional evidence they may wish to present in support of the appeal.
- advise appellant of the result of the hearing as quickly as possible – the appeal will either be dismissed, upheld and competency confirmed or subject to re-assessment.

In the event that the appellant is still dissatisfied with the appeal outcome, or if no response to their initial appeal has been received, the appellant should register an appeal with the relevant State or Territory Training Authority.

In all cases the appeals process will be:

- formal and impartial
- clearly defined and explained to the assessee
- known to assessors and assesseees before assessment takes place.

6 SOURCES OF INFORMATION ON ASSESSMENT

1 Organisations

National Industry Training Advisory Board

Rural Training Council of Australia
PO Box E10
KINGSTON ACT 2604
Executive Officer – Tony Audley

Telephone: 02 6273 2514
Fax: 02 6273 4811
e-mail: admin@rtca.com.au
Web site: www.rtca.com.au

State/Territory Industry Training Advisory Boards

Rural Industries Training Advisory Board (Northern Territory)
GPO Box 4584
DARWIN NT 0801
Executive Officer – David Green

Telephone: 08 8981 0066
Fax: 08 8981 6011
e-mail: ntrural@ais.net.au
Web site: www.ntrural.ais.net.au

Queensland Rural Industry Training Council Inc.
PO Box 13127
George St Post Shop
BRISBANE QLD 4003
Executive Officer – TBA

Telephone: 07 3238 4800
Fax: 07 3238 4850
e-mail: reception@qritc.org.au

Primary Skills Victoria
Suite 10, 651-653 Victoria Street
ABBOTSFORD VIC 3067
Executive Officer – Greg Hallihan

Telephone: 03 9428 9811
Fax: 03 9428 9931
e-mail: vpitb@vicnet.net.au
Web site: www.psv.com.au

Primary Industry Training Advisory Board - NSW
PO Box 586
COOGEE NSW 2034
Executive Officer - Paul Comyn

Telephone: 02 9554 9191
Fax: 02 9664 7676
e-mail: nswpitab@ozemail.com.au
Web site: www.nswpitab.com.au

Tasmanian Rural Industry Training Board
PO Box 193
LAUNCESTON TAS 7250
Executive Officer - S R (Zich) Zichy-Woinarski

Telephone: 03 6331 2131
Fax: 03 6331 4344
e-mail: tritb@bigpond.com
Web site: www.tfga.com.au

Agriculture & Horticulture Training Council of South Australia Inc.
505 Fullarton Road
NETHERBY SA 5062
Executive Officer – Chris Luz-Raymond

Telephone: 08 8372 6877
Fax: 08 8372 6878
e-mail: chrisl@senet.com.au
Web site: www.ahtcsa.com.au

Western Australia Primary Industries Training Council
PO Box 157
FORRESTFIELD WA 6058
Executive Officer – TBA

Telephone: 08 9359 4000
Fax: 08 9359 4007
e-mail: admin@wapitc.org

Other

National Assessor and Workplace Trainers Body
Level 7, 163 Eastern Road
SOUTH MELBOURNE VIC 3205

Telephone: 03 9645 7455
Fax: 03 9645 7556

Australian National Training Authority (ANTA)
AMP Place, 10 Eagle St
BRISBANE QLD 4001

Telephone: 07 3426 2300
Fax: 07 3246 2490

Australian Training Products Ltd
Level 5, 321 Exhibition St, Melbourne VIC 3000
GPO Box 5347BB, Melbourne VIC 3001

Telephone: 03 9630 9836 or 9837
Fax: 03 9639 4684

2 Resources

National Policy for Workplace Assessment in the Agricultural, Production and Amenity Horticultural Industries; Rural Training Council of Australia; Canberra 1997

Competency Standards for Assessment; ANTA / National Assessors and Workplace Trainers Body; ANTA 1995

A guide to the Competency Standards for Assessment; ANTA / National Assessors and Workplace Trainers Body; ANTA 1997

Assessment Technical Manual; Hagar, Paul; Athanasou, James; Gonzei, Andrew; DEETYA; Australian Government Publishing Service; Canberra 1994

Assessment Practical Guide; Rumsey, David; DEETYA; Australian Government Publishing Service; Canberra 1994

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National Competency Standards; Rural Training Council of Australia; contact 06 273 2514 for complete list

National Assessment Materials; Rural Training Council of Australia; contact 06 273 2514 (under development)

3 Assessor training

Train to Gain; video and workbook package – Workplace Trainer, RTCA; 1997

Category 1 Workplace Trainer; Learning Guide for the Agriculture and Horticulture Industries, RTCA, 1997. Learning guide to supplement *Train to Gain*.

How're you going; video and workbook package - Workplace Assessor; RTCA

Registered Training Providers of Assessment and Workplace Training - contact list; National Assessors and Workplace Trainers Body; contact 02 9665 0549

GLOSSARY

Appeal

An integral process of the assessment system which allows a person who has been assessed to dispute an assessment result and to have an opportunity for further assessment.

Assessment

The process of gathering evidence about competency and making a judgement about whether or not competency has been achieved.

Assessment context

The environment in which the assessment will be carried out. This will include physical and operational factors, the assessment system within which assessment is carried out, opportunities for gathering evidence in a number of situations, the purpose of the assessment, who carries out the assessment and the period of time during which assessment takes place.

Assessment Guide

A part of the 'evidence guide' for each unit of competency which is designed to support the assessment process.

Assessment Guidelines

An endorsed component of the Training Packages which sets out mechanisms within an industry for valid, reliable and flexible assessment of competency against national standards. In the Rural Industry this national policy underpins the assessment guidelines.

Assessment records

The results of assessment can be the basis for issuing of certificates and qualifications as well as being valuable employment and skills records. Record keeping systems are established as part of the assessment system and must comply with organisational procedures and national and legislative requirements.

Assessment system

A structured process developed to ensure that assessment decisions made across a range of individuals, assessors and situations are consistent, fair and valid. There must be guidelines for its operation, competent assessors and appropriate records (refer National Policy and Administrative Guidelines in the Rural Industry). An assessment system needs regular review to ensure its currency and relevance.

Assessment materials

Mechanisms for gathering evidence. This can include direct questioning, direct observation of performance, skill tests, simulations, written tests, examination of finished products, reports from peers and supervisors. A variety of assessment methods should be used in the process of establishing competency.

Assessor

A person trained and recognised as being competent in terms of the Competency Standards for Assessment and who carries out assessment against competency standards. An assessor will be competent in the subject area being assessed or work with a subject expert.

Auspicing arrangements

Formal arrangements which enable Registered Training Organisations to provide recognition for the outcomes of assessments conducted by non-registered organisations. Such agreements specify the minimum quality assurance measures that must be met to ensure that the assessment outcome will be recognised by the Registered Training Organisation.

Cost effectiveness

While the assessment process needs to be a rigorous one, it must also be realistic in terms of cost. The gathering of evidence has distinct implications in terms of cost and it is the assessor's skill and an appropriate assessment system which must balance the collection of sufficient evidence with the cost in terms of, for example, time and potential disruption to work.

Evidence

Information gathered through the use of a variety of assessment tools which will provide proof from which the assessor can make a judgement about competency. In most cases evidence is gathered from more than one source, in more than one situation and can have many forms. Direct evidence is observation of performance. Indirect evidence can include evaluation of products or services, simulations or skills tests, questioning or reports from others.

Evidence Guide

Part of a unit of competency standard which sets out the range of information required to establish competency in the assessment process (see also Assessment Guide).

Fairness

A fair assessment will not disadvantage any person and will take into account special needs of the candidate. A genuine consultative approach to assessment and ensuring that the candidate understands the purpose of the assessment can help to establish fairness as can feedback and provision of opportunities for further training and practice. The assessment process must be fully understood, accessible and accepted.

Flexibility

Flexibility in assessment allows for assessment both on or off-the-job and at mutually convenient times and situations and provide for the recognition of competencies no matter how, where or when they have been acquired.

Integrated (holistic) assessment

An approach to assessment that covers multiple elements and / or units from relevant competency standards. The integrated approach attempts to combine knowledge, understanding, problem solving, technical skills, attitudes and ethics into assessment events.

Reliability

Refers to the consistency of the interpretation of evidence and the assessment outcome. To make reliable assessments assessors must be competent in terms of the assessor competency standards, have the relevant technical competencies or have access to a subject matter expert who can advise the assessor on the relevant vocational competencies at least to the level being assessed.

Self Evaluation (Assessment)

A process which allows a candidate to collect and provide evidence of their own performance against units of competency. This can be done with a competency record book or other record keeping mechanism which is verified by an assessor through observation and questioning and from the testimony of others (peers / supervisor).

Validity

A valid assessment assesses what it claims to assess - evidence collected is relevant to the unit of competency and demonstrates that the performance criteria have been met.

PART 4 QUALIFICATIONS

Introduction

The Horticulture Industry has packaged its competency standards into industry levels that align to the Australian Qualifications Framework (AQF). The qualifications and their titles reflect the six levels of the AQF from Certificate 1 to Advanced Diploma. The qualifications are for the achievement of packages of units of competency derived from the competency standards.

1 TITLING

The national qualifications and AQF Levels are as follows:

<u>National Qualification</u>	<u>AQF Level</u>
Certificate I in Horticulture (sector name where applicable)	1
Certificate II in Horticulture “ “	2
Certificate II in Rural Operations	2
Certificate III in Horticulture “ “	3
Certificate III in Rural Operations	3
Certificate IV in Horticulture “ “	4
Diploma in Horticulture “ “	5
Advanced Diploma in Horticulture “ “	6

The Horticulture qualifications reflect the Industry and the sector to which they apply, as in the following examples:

For a Cross Sector (Generic) qualification - Certificate II in Horticulture

For a Sector qualification - Certificate III in Horticulture (Production)

2 PACKAGING OF UNITS OF COMPETENCY

The table ‘Gaining a Qualification’ (page 24) sets out the packaging for a qualification. The packaging system uses a point system to derive the appropriate number and mix of units to meet the requirements for a qualification. Details of packaging for each industry sector are listed in the front of the national competency standards for Horticulture.

Because of the range of horticulture activities applicable to enterprises, and also due to the large number of part-time or contracted workers in the industry, the units of competency are designed to be packaged for a sector qualification by adding additional units from other sectors, or by combining units from various sectors into a general Certificate in Horticulture. The purpose of cross-sectoral aggregation of units is to ensure maximum flexibility in structuring qualifications. The requirements for qualifications are therefore formed around basic requirements but leave a

range of optional units open to selection from the full range of Horticulture and Agriculture standards. This selection can be made by individual employers in conjunction with employees/trainees so that maximum usefulness and applicability in a wide range of circumstances is achieved.

Where cross-sector or other industry competency standards are incorporated into industry packages, they do not necessarily become absorbed into packages at the same AQF levels as they may have been used within the parent industry or within indicative packaging provided by cross-industry competency standards bodies.

The method of packaging units of competency at levels of industry within the Horticulture Industry is based on a points system as described below. It is intended to reassess this system at the end of 2000 to determine whether it meets industry needs.

Links between Horticulture qualifications and other Rural Industry qualifications

Rural generic units of competency are used across Horticulture and Agriculture industries.

Qualifications - general and sector:

General qualifications (eg. Certificate II in Horticulture) are gained from the assembly of units from across sectors.

- The packaging reflects a need for even the sector specific content of a qualification to remain flexible. Some enterprises may require of an employee a more in depth, or ‘across the board’ knowledge of, for example Parks and Gardens. Others may require a core knowledge of Parks and Gardens and an almost equal knowledge of, say, Turf Management.

Sector qualifications cover people working in a particular sector of the industry, for example Turf.

- A prescribed number of units from the relevant sector must be achieved to gain the sector qualification.

For example a “Certificate III in Horticulture (Turf Management) would require the following:

- 6 **ESSENTIAL** units;
 - A minimum of 30 points from Turf Management Units of Competency at Level 3 or 4 and;
 - 6 points from other Horticulture and Agriculture Units of Competency (at any level).
- “Sector qualifications” includes all Horticulture industry sectors which have nationally endorsed competency standards and may include Agriculture units from the Qualifications in Agriculture Training Package.

GAINING A QUALIFICATION

A qualification is constructed around a points score based on achievement of Units of Competency.

The Points for each Unit of Competency corresponds to its level as follows:.

Level 1 Unit of Competency = 1 point

Level 2 Unit of Competency = 2 points

Level 3 Unit of Competency = 3 points

Level 4 Unit of Competency = 4 points

Level 5 Unit of Competency = 5 points

Level 6 Unit of Competency = 6 points

Essential units

Six mandatory units are required at the first four levels of qualifications. These are known as **ESSENTIAL units of competency** (they are equivalent to the six mandatory units in the Agriculture Training Package (RUA AGCORE1-6)). Essential units are not awarded points. The essential units that are required as a mandatory part of the Certificates 1 to IV are as follows:

RUH HRTCORE1 A	Meet industry requirements
RUH HRTCORE2 A	Follow workplace health and safety procedures
RUH HRTCORE3 A	Use hazardous substances safely
RUH HRTCORE4 A	Cooperate in the workplace
RUH HRTCORE5 A	Act to minimise emergencies
RUH HRTCORE6 A	Plan daily work routines

In addition three of these essential units, which cover occupational health and safety, are required at levels five and six qualifications. These are a mandatory part of the Diploma and Advanced Diploma and are as follows:

RUH HRTCORE2 A	Follow workplace health and safety procedures
RUH HRTCORE3 A	Use hazardous substances safely
RUH HRTCORE5 A	Act to minimise emergencies

These units are relevant within the Certificate I in Horticulture. For someone who enters the industry at a higher level, competency in these units would need to be established to complete the requirements for the higher level qualification. For this reason these units are not part of the points system for the Horticulture packaging and qualifications.

General qualifications**For a qualification in Horticulture which is cross sector, the following rules apply:****Certificate I in Horticulture**

Total score required = minimum of 5 points with

- 6 **ESSENTIAL** units; and
- 5 points from Horticulture Units of Competency at Level 1 or 2.

Certificate II in Horticulture

Total score required = minimum of 30 points with

- 6 **ESSENTIAL** units;
- 24 points from Horticulture Units of Competency at Level 2 or 3; and
- 6 points from other Horticulture or Agriculture Units of Competency (at any level)

Certificate III in Horticulture

Total score required = minimum of 36 points with

- 6 **ESSENTIAL** units;
- 30 points from Horticulture Units of Competency at Level 3 or 4; and
- 6 points from other Horticulture or Agriculture Units of Competency (at any level)

Certificate IV in Horticulture

Total score required = minimum of 40 points with

- 6 **ESSENTIAL** units;
- 32 points from Horticulture Units of Competency at Level 4 or 5; and
- 8 points from other Horticulture or Agriculture Units of Competency (at any level)

Diploma in Horticulture

Total score required = minimum of 50 points with

- 3 **ESSENTIAL** units;
- 25 points from Horticulture Units of Competency at Level 5 or 6;
- 25 points from other Horticulture or Agriculture Units of Competency (at any level)

Advanced Diploma in Horticulture

Total score required = minimum of 60 points with

- 3 **ESSENTIAL** units;
- 30 points from Horticulture Units of Competency at Level 6;
- 30 points from other Horticulture or Agriculture Units of Competency (at any level)

Sector qualifications

For a qualification in Horticulture which is sector specific, the following rules apply:

A National Qualification in Horticulture is available for those training or employed in the following Horticulture industry sectors - Arboriculture, Floriculture, Landscape, Nursery, Parks and Gardens, Production Horticulture and Turf Management

NB. Qualification in Production Horticulture may be awarded under the titling of either Agriculture or Horticulture. In both cases the rules and point value for qualifications in Production Horticulture apply.

(Where “Sector” appears insert “Production Horticulture” “Arboriculture” “Floriculture”, “Landscape” “Nursery” “Parks and Gardens” or “Turf Management” as applicable).

Certificate I in Horticulture (Sector)

Total score required = minimum of 5 points with

- 6 **ESSENTIAL** units
- 5 points from **sector specific** Units of Competency at AQF Levels 1 or 2

Certificate II in Horticulture (Sector)

Total score required = minimum of 30 points with

- 6 **ESSENTIAL** units
- 24 points from **sector specific** Units of Competency at AQF Levels 2 or 3; and
- 6 points from other Horticulture or Agriculture Units of Competency (at any level)

Certificate III in Horticulture (Sector)

Total score required = minimum of 36 points with

- 6 **ESSENTIAL** units
- 30 points from **sector specific** Units of Competency at AQF Levels 3 or 4; and
- 6 points from other Horticulture or Agriculture Units of Competency (at any level)

Certificate IV in Horticulture (Sector)

Total score required = minimum of 40 points with

- 6 **ESSENTIAL** units
- 32 points from **sector specific** Units of Competency at AQF Levels 4 or 5, and
- 8 points from other Horticulture or Agriculture Units of Competency (at any level)

Diploma in Horticulture (Sector)

Total score required = minimum of 50 points with

- 3 **ESSENTIAL** units
- 25 points from **sector specific** Units of competency at AQF Levels 5 or 6, and
- 25 points from other Horticulture or Agriculture Units of Competency at any level

Advanced Diploma in Horticulture (Sector)

Total score required = minimum of 60 points with

- 3 **ESSENTIAL** units
- 30 points from **sector specific** Units of Competency at AQF Level 6, and
- 30 points from other Horticulture or Agriculture Units of Competency

Incorporation of Additional Units of Competency

Units of competency from other industry sectors can contribute points to ‘*the horticulture or agriculture units of competency (any AQF level)*’ component of a qualification providing that the Unit of Competency proposed for inclusion in a horticultural qualification has:

1. a clearly defined link to an AQF Level and therefore a nominal points value; and
2. been formally approved for inclusion in a qualification by the relevant state Industry Training Advisory Board (ITAB) and endorsed by the Rural Training Council of Australia.

Some areas where these units of competency may be drawn include the following:

- Conservation Earthworks
- Forestry
- Pest Control
- Local Government
- Office Skills
- Mining
- Construction
- Irrigation
- Small Business Management
- Natural Resource Management
- Information Technology

Those seeking to incorporate external units of competency towards a National Horticulture Qualification must provide evidence to the State Rural ITAB that the relevant unit of competency is pertinent to horticulture enterprise operations. The State Rural ITAB may recommend endorsement by the Rural Training Council of Australia.

2A RURAL OPERATIONS QUALIFICATIONS

Two new qualifications have been included in the Horticulture Training Package (RUH98) and are aligned to the National Training Information System:

- Certificate II in Rural Operations
- Certificate III in Rural Operations.

These qualifications are to be implemented as New Apprenticeships and will address issues deriving from the seasonal nature of the work within the rural industry.

The flexible packaging of rural units of competency combined with elective units from other endorsed Training Packages in the new qualifications will assist rural New Apprentices to maintain employability within rural and regional areas. The seasonal nature of the industry, a rapidly changing economic and social rural environment and the growing shift towards a knowledge-based economy has provided the impetus to develop the new qualifications. Group Training Companies will provide a vital link in employing New Apprentices and in conjunction with State and Territory ITABs act as intermediary bodies in building local partnerships and networks with industry associations, schools, and VET providers.

Packaging of Units of Competency

The packaging of the units of competency for the two new qualifications utilises the points system applied in both the Horticulture and Agricultural Training Packages. The system is well accepted in the industry and will avoid potential confusion in the marketplace if an alternative packaging arrangement was adopted. The packaging refers to “rural” units of competency and this means that units can be chosen from the Horticulture, Agricultural Training Package and/or the soon to be endorsed Conservation and Land Management Training Package.

At this point in time the choice of rural units will not be extended to include the Veterinary Nursing Training Package.

Because of the range of rural activities applicable to enterprises, and also due to the large number of part-time or contracted workers in the industry, the mandatory core horticultural units of competency are designed to be packaged with other relevant rural units of competency or units from other endorsed Training Packages. The selection can be made by individual employers in conjunction with employees/New Apprentices to ensure maximum usefulness and applicability in a wide range of circumstances.

Where industry competency standards are incorporated from non-rural Training Packages into the Rural Operations qualifications, the unit/s alignment to an AQF qualification outcome in the source Package can be used to determine an appropriate weighting under the Rural Operations qualification packaging arrangements.

Links between Rural Operations other Rural Industry qualifications

Essential core (also referred to in the Agricultural Training Packages as mandatory) units of competency are used across all rural Training Packages. These units remain as essential core units for both the Certificate II and III in Rural Operations. The minimum number of points required for both qualifications is also the same as for the general qualifications at Certificate II and III in the Horticulture and Agriculture Training Packages i.e.:

Certificate II in Rural Operations Total score required = minimum of 30 points

Certificate III in Rural Operations Total score required = minimum of 36 points

Gaining a Qualification

Cross Industry Qualifications

For a qualification that is cross industry, the following rules apply:

Certificate II in Rural Operations

Total score required = minimum of 30 points with

- 6 **ESSENTIAL** units;
- minimum of 15 points from Rural (Horticulture and Agricultural Training Packages) units of Competency at Level 2 or 3; and
- the balance of the points from other Rural (Horticulture and Agricultural Training Packages) units of Competency or units from a maximum of three other endorsed Training Packages.
- **80% of the total number of units selected to make up the Certificate II in Rural Operations must be derived from units which have a clearly identified alignment to an AQF II qualification outcome.**

Certificate III in Rural Operations

Total score required = minimum of 36 points with

- 6 **ESSENTIAL** units;
- minimum of 18 points from Rural (Horticulture and Agricultural) units of competency at Level 3 or 4; and
- the balance of the points from other Rural (Horticulture and Agricultural) units of competency or units from a maximum of three other endorsed Training Packages.

- **80% of the total number of units selected to make up the Certificate III in Rural Operations must be derived from units which have a clearly identified alignment to an AQF III qualification outcome.**

Incorporation of Additional Units of Competency

Units of competency from other endorsed Training Packages, excluding Agriculture and Horticulture, can contribute up to fifty percent of the points required for the award of Certificate II or III in Rural Operations. “Units of competency from any other endorsed Training Package (at any AQF level)” component of a qualification can be packaged providing that the unit/s proposed for inclusion in a cross industry qualification ensure:

1. *a clearly identified alignment to an AQF qualification outcome in the source Training Package that can be used to determine an appropriate weighting under the Rural Operations qualification packaging arrangements;*
2. *the achievement of viable industry outcomes. Sample packages of units across a number of industry areas will be developed and included in a User’s Guide to assist the implementation of the new qualifications.*
3. *the elective units drawn from another Training Package must be less than that required to achieve a full qualification from the source Training Package.*
4. *the National ITAB, (in consultation with relevant State or Territory ITABs), responsible for the Training Package from which the units are selected, is consulted to determine the suitability and appropriateness of selected units.*
5. *Units requiring licensing or other special industrial relation requirements will be excluded from selection. The User Guide will identify, from the advice received from other national ITABs units to be excluded.*

Some areas where elective units of competency may be drawn **but are not restricted to** include the following:

- | | | |
|------------------------------|---------------------------|------------------------------|
| ▪ Tourism and
Hospitality | ▪ Automotive | ▪ Transport and Distribution |
| ▪ Food
Processing | ▪ Wholesale and
Retail | ▪ Aquaculture |

3 ISSUING OF QUALIFICATIONS

Persons who have been assessed as having satisfied one or more units of competency, will be presented with a Statement of Attainment for those units.

The accumulation of units of competency can result in the issuing of an AQF qualification according to the packaging set out in the competency standards.

Qualifications will be issued by a Registered Training Organisation.

4 ALIGNMENT TO THE AQF

To cater for the diverse range of horticultural and agricultural enterprise activities a special alignment system has been developed.

This is based on selections of units being aligned to a qualification as described above. Instead of a predetermined selection of units being allotted to a package which in turn is aligned to a qualification, the system adopted offers extensive flexibility to employers and learners.

Qualifications and Pathways

The packaging arrangements for the Horticulture Industry ensure that maximum flexibility in pathways to qualifications is achieved and maintained. In this industry it is important that assessment allows for qualifications to be attained no matter how competency has been achieved. This may not be via a formal training arrangement. Assessment of competency is potentially an expensive process in the Horticulture Industry and flexible pathways to achieving competency need to be encouraged so that no waste of resources is incurred in unnecessary training or assessment.

Where cross-industry or other industry standards have been incorporated into the Horticulture standards, they form part of the industry packaging and qualifications requirements.

6 CUSTOMISATION OF QUALIFICATIONS

It is important to ensure maximum flexibility in qualifications and employment. The Industry intends that national and regional differences as well as the varying requirements of large and small production enterprises are accommodated in qualifications. The trend in the Industry is towards an ever increasing need for multi-skilled. Diversification is seen as becoming more and more useful in dealing with both climatic and global market influences.

Customisation of qualifications with other industry or cross-industry standards

It is possible, within the Horticulture Industry's flexible packaging arrangements, to incorporate other industry or cross-industry units of competency into Horticulture qualifications. However the endorsement of the national Rural ITAB (RTCA) based on the recommendation of the State Rural ITAB, is required for any such inclusions.

7 NATIONAL CODES

Qualifications in Horticulture are coded to align with the National Training Information System. The following codes apply:

Certificate	Code
Certificate I in Horticulture	RUH 1 01 98
Certificate II in Horticulture	RUH 2 01 98
Certificate III in Horticulture	RUH 3 01 98
Certificate IV in Horticulture	RUH 4 01 98
Diploma in Horticulture	RUH 5 01 98
Advanced Diploma in Horticulture	RUH 6 01 98
Certificate I in Horticulture (Arboriculture)	RUH 1 02 98
Certificate II in Horticulture (Arboriculture)	RUH 2 02 98
Certificate III in Horticulture (Arboriculture)	RUH 3 02 98
Certificate IV in Horticulture (Arboriculture)	RUH 4 02 98
Diploma in Horticulture (Arboriculture)	RUH 5 02 98
Advanced Diploma in Horticulture (Arboriculture)	RUH 6 02 98
Certificate I in Horticulture (Floriculture)	RUH 1 03 98
Certificate II in Horticulture (Floriculture)	RUH 2 03 98
Certificate III in Horticulture (Floriculture)	RUH 3 03 98
Certificate IV in Horticulture (Floriculture)	RUH 4 03 98
Diploma in Horticulture (Floriculture)	RUH 5 03 98
Advanced Diploma in Horticulture (Floriculture)	RUH 6 03 98
Certificate I in Horticulture (Landscape)	RUH 1 04 98
Certificate II in Horticulture (Landscape)	RUH 2 04 98
Certificate III in Horticulture (Landscape)	RUH 3 04 98
Certificate IV in Horticulture (Landscape)	RUH 4 04 98
Diploma in Horticulture (Landscape)	RUH 5 04 98
Advanced Diploma in Horticulture (Landscape)	RUH 6 04 98
Certificate I in Horticulture (Nursery)	RUH 1 05 98
Certificate II in Horticulture (Nursery)	RUH 2 05 98
Certificate III in Horticulture (Nursery)	RUH 3 05 98
Certificate IV in Horticulture (Nursery)	RUH 4 05 98
Diploma in Horticulture (Nursery)	RUH 5 05 98
Advanced Diploma in Horticulture (Nursery)	RUH 6 05 98
Certificate I in Horticulture (Parks & Gardens)	RUH 1 06 98
Certificate II in Horticulture (Parks & Gardens)	RUH 2 06 98
Certificate III in Horticulture (Parks & Gardens)	RUH 3 06 98
Certificate IV in Horticulture (Parks & Gardens)	RUH 4 06 98
Diploma in Horticulture (Parks & Gardens)	RUH 5 06 98
Advanced Diploma in Horticulture (Parks & Gardens)	RUH 6 06 98

Certificate I in Horticulture (Turf Management)	RUH 1 07 98
Certificate II in Horticulture (Turf Management)	RUH 2 07 98
Certificate III in Horticulture (Turf Management)	RUH 3 07 98
Certificate IV in Horticulture (Turf Management)	RUH 4 07 98
Diploma in Horticulture (Turf Management)	RUH 5 07 98
Advanced Diploma in Horticulture (Turf Management)	RUH 6 07 98
Certificate I in Horticulture (Production)	RUH 1 08 98
Certificate II in Horticulture (Production)	RUH 2 08 98
Certificate III in Horticulture (Production)	RUH 3 08 98
Certificate IV in Horticulture (Production)	RUH 4 08 98
Diploma in Horticulture (Production)	RUH 5 08 98
Advanced Diploma in Horticulture (Production)	RUH 6 08 98
Certificate II in Rural Operations	RUH 2 09 01
Certificate III in Rural Operations	RUH 3 09 01
Certificate I in Agriculture (Production Horticulture)	RUA 1 16 98
Certificate II in Agriculture (Production Horticulture)	RUA 2 16 98
Certificate III in Agriculture (Production Horticulture)	RUA 3 16 98
Certificate IV in Agriculture (Production Horticulture)	RUA 4 16 98
Diploma in Agriculture (Production Horticulture)	RUA 5 16 98
Advanced Diploma in Agriculture (Production Horticulture)	RUA 6 16 98

8 NEW APPRENTICESHIPS

The adoption of New Apprenticeships and Traineeships in the Horticulture Industry will have the following implications:

- They will progressively replace all current related traineeships;
- They will be established at Levels 1 to 4 and potentially could be available at Levels 5 and 6;
- At each of these levels for each of the sectors included in the Training Package the qualification will be the Certificates/Diplomas in Horticulture;
- The only difference between the New Apprenticeship (Traineeships) arrangements and other means of reaching a qualification will be the pathway. All pathways will require the same units of competency to be acquired appropriate to the AQF level and the employment needs.

Training Providers supporting a traineeship need to determine the needs of the employer and trainee in combining appropriate units of competency to make up the full qualification. They will also need to negotiate with the employer the extent of the on- and off-job components of the training. It may be that the Essential units of competency would be better delivered off-the-job by the provider as well as parts of those other units which lend themselves best to formal instruction.

The training should be according to trainee needs, and the employer's on site resources. For all on-job training the provider will need to be readily available for advice and support to the employer and trainee. This would normally involve regular visits and other forms of contact.

The training program will need to be registered with the State Training Authority for funding and for the management of quality assurance.

The Horticulture Industry does not have areas of competency that would not be suitable to be part of a New Apprenticeship or Traineeship.

PART 5

RESOURCE MATERIAL

Training Package material

As part of this Training Package a range of materials to support training for the Qualifications in Horticulture at AQF Levels 1-6 has been developed. The materials relate to the units of competency for the Arboriculture, Floriculture, Landscape, Nursery, Parks and Gardens, Production Horticulture and Turf Management sectors.

The products which will meet the needs of industry are:

- A Careers Guide for each of the above sectors. These will be used for marketing, promotion, counselling, and informing employers, employees, prospective trainees, parents and those who are interested in career training pathways and AQF outcomes for that sector
- A Learning Guide for each of 50 Units of Competency to assist learners to acquire the necessary knowledge, skills and attitudes to become competent in the workplace. These guides will lead learners - with or without workplace trainer, mentor or teacher support - through a sequence of steps leading to assessment.
- A Training Guide for workplace trainers, mentors, teachers, employers and anyone else involved in training or assessing learners. These will contain advice on industry perspectives on training for the sector, alternative learning and assessment methodologies, integrating off-job and on-job learning, dealing with special groups, and guidelines on qualifications for trainers and assessors.
- A Competency Record Book to provide a definitive record of learning for an individual. It will record knowledge and skills acquired in both on-job and off-job situations, and incorporate work reports from employers and supervisors.
- National Assessment Instruments covering 100 key units of competency.

Video Materials

The following video materials available for RTCA have been developed to aid in the delivery of this Training Package:

"Train to Gain" - video/workbook designed to assist on-the-job trainers apply essential training skills.

"All in a Days Work" - video intended for viewing by trainees and learners to complement print-based Learning Guides for the six Essential units of competency.

"How're You Going" - video/workbook designed to assist Training Providers, on-the-job trainers and learners in participating in workplace assessment and in using the Competency Record Book.

"Clearing the Air" - video presentation for employees and employees/trainees in the avoidance and resolution of workplace conflict.