

**Board Endorsed Course**

**Curriculum Information Guide**

**AgriFood Operations**

 **AHC10216 Certificate I in AgriFood Operations**

**NESA Course:** [**AgriFood Operations (Stage 5)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/agrifood-operations)







# **Introduction**

Vocational education and training (VET) courses form an integral part of the secondary education curriculum in NSW. It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

The continuation of these high quality vocational education opportunities for students in government schools is dependent on the successful implementation of the [**VET Quality Framework**](https://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework)**,** which includes the [**Standards for Registered Training Organisations 2015.**](https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015)

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information that is essential to ensuring the delivery of high quality VET in schools. Through the implementation of quality assurance requirements in this guide, schools will ensure that they are implementing education and training that is valued and recognised by industry and complies with the VET Quality Framework.

# **Using the Course Information Guide**

This course information guide outlines the requirements that must be implemented by schools when delivering competency based training and assessment. The guide covers the following areas:

* Use of accredited trainers and assessors
* Assessment environments
* Integrated (holistic) assessment
* Volume of learning
* Student work placement
* Engaging with industry and employers
* Credentialing AQF qualifications
* Mandatory resources and equipment

As part of the annual quality assurance process schools are required to complete

* Checklist 1 Mandatory resources and equipment
* Checklist 3 Trainer and assessor requirements
* The School Principal Declaration

Schools may also be required to complete

* Checklist 2 Accessing resources and equipment off-site
* Checklist 4 Additional units of competency

The completed declaration and checklists are to be stored securely on the school site and in accordance with RTO procedures.

# **Requirements of schools delivering competency based training and assessment**

### **Use of accredited trainers and assessors**

All trainers and assessors used by the RTO must comply with the requirements of Clauses 1.13 - 1.16 of the Standards for Registered Training Organisations (RTOs) 2015. To meet this requirement schools must ensure training is only be delivered by teachers who are accredited to deliver Stage 6 Primary Industries, or are in training to deliver Stage 6 Primary Industries.

Trainers must have

* the vocational competencies at least to the level being delivered and assessed
* current industry skills directly relevant to the training and assessment being provided, and
* current knowledge and skills in vocational training and learning that informs their training and assessment

Assessment must be undertaken only by teachers who have gained

* TAE40110 Certificate IV in Training and Assessment

All trainers and assessors must:

* regularly undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment

Schools must ensure the professional development plans of VET teachers address these requirements.

### **Assessment environments**

All units of competency delivered as part of this course must be undertaken in an industry workplace or a simulated industry environment. Given that assessment in an industry workplace may not be feasible in all situations, schools will need to create simulated industry environments where assessment in an industry workplace is not possible. Simulations must provide opportunities for integrated assessment of competence that include:

* performing the task (task skills)
* managing a number of tasks (task management skills)
* dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
* fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
* transferring competencies to new contexts

In order to be valid and reliable, the ***simulation must closely represent what actually occurs in the workplace***, should be a current and realistic learning and assessment experience and reflect an actual work setting. 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 practice.

In deciding whether a simulation reflects conditions found in the workplace, the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide identifies three critical criteria that must be met by any simulated assessment environment

1. Quality – the work is of the standard required for entry into the industry
2. Productivity – the work is performed within a timeframe appropriate for entry to the industry
3. Safety – the work is performed in a manner that meets industry safety standards

The Companion Volume Implementation Guide also requires assessment activities to be realistic and reasonable in terms of scale and reflect the those conditions typically found in the workplace.

### **Integrated (holistic) assessment**

Holistic assessment brings together a number of related units of competency, relevant to the workplace and job role, that reflect actual workplace practices. Industry sees this realistic approach as essential for both delivery and assessment.

### **Volume of learning**

Qualifications in a training package must comply with Standard 8 of the *Standards for Training Packages*. This Standard requires qualifications to comply with the AQF specification for that qualification type. Volume of learning is a mandated component of the AQF qualification specifications.

The volume of learning includes more than ‘delivery’ and is therefore different to ‘nominal hours’. Volume of Learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type, expressed in equivalent full-time years. The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following:

* guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides)
* individual study
* research
* learning activities in the workplace
* assessment activities

### **Student work placement**

Student work placement is a mandatory requirement for the satisfactory completion of this course.

It is the responsibility of the school to communicate the types of work placement settings they will require to Work Placement Service Providers for the students they are training and assessing each calendar year. Schools need to ensure that, where required, evidence from “the workplace” may be gathered for the qualification being sought.

Schools should have procedures in place to ensure:

* Students have been fully informed of the:
	+ Mandatory work placement hours required for this course and that failure to complete the mandatory work placement hours for this course will lead to the student receiving an “N” award for this course
	+ Purposes of the work placement, and the
	+ Due dates for completion of the work placement
* Class teachers, work placement coordinators and workplace supervisors can reach agreement on the:
	+ Structure and timing of the work placements
	+ Competencies to be addressed during work placements
	+ Procedures to address the relevant workplace health and safety regulations
* Host employers have been provided with the *Workplace Learning Guide for Employers* prior to placement commencing
* The *Student Placement Record* is fully completed **prior** to placement (i.e. signed by the host employer, school principal or nominee, student and parent or caregiver) and filed according to Diocesan and/or school requirements.
* Teachers are able to supervise students on work placement in accordance with Diocesan and/or school requirements

### **Engaging with industry and employers**

Engaging with industry stakeholders (such as employers) is critical to ensuring training and assessment is aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET accredited course.

Schools are to support VET teachers in participating in RTO industry engagement activities.

### **Credentialing AQF qualifications**

In order to comply with requirements of Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015, schools must enter student qualification and competency details and outcomes on eBOS-VCS via Schools Online in accordance with timelines and procedures identified by NESA.

Students are to supply the school with a Unique Student Identifier. The school must then verify the USI and upload verified USIs to eBOS-VCS via Schools Online. Where a school has uploaded an incorrect USI for a student the school must contact the RTO to arrange for the USI to be corrected.

Schools must also implement the RTO Recognition of Prior Learning policy in accordance with NESA requirements.

### **Mandatory Resources and Equipment**

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources and/or equipment is off site a suitable access arrangement must be documented and recorded in Checklist 2.

All resources/equipment selected **MUST**:

* comply with RTO policy and procedures
* be appropriate to the unit of competency being assessed and the circumstances of the assessment

All resources/equipment lists are to be read in conjunction with the:

* [AHC Agriculture, Horticulture and Conservation and Land Management Training Package (Release 1.1)](http://training.gov.au/Training/Details/AHC)
* [AHC Agriculture, Horticulture and Conservation and Land Management Companion Volume Implementation Guide](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72)
* [NSW Education Standards Authority (NESA) Primary Industries Curriculum Framework Stage 6 Syllabus](http://boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html#syllabus)

The following pages outline the assessment environments as well as the mandatory equipment and resources required for the delivery of the units of competency held by teachers accredited to deliver qualifications from the Primary Industries Curriculum Framework.

|  |
| --- |
| **AHCCHM101 Follow basic chemical safety rules** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Personal protective equipment
* Safe storage area and cabinet for chemicals
 |
| Consumable and Other Resources | * Chemicals and agents
 |
| Documents | * documentation including incident reports and application records
* emergency procedures for chemical spillages
* enterprise procedures for WHS and environment protection
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCIRG101 Support irrigation work** |
| Assessment Environment  | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Irrigation system
* irrigation tools and equipment
* personal protective equipment
 |
| Consumable and Other Resources | * poly pipe and fittings
 |
| Documents | * enterprise procedures for WHS and environment protection
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCLSK101 Support extensive livestock work**  |
| Assessment Environment  | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment and tools required to carry out animal husbandry activities
* equipment and tools to maintain and repair farm structures
* livestock managed in an extensive system
* personal protective equipment
* yards and animal handling equipment
 |
| Consumable and Other Resources | * chemicalsand/or biological agents used in animal husbandry activities
* consumable resources to undertake maintenance and repair of farm structures
 |
| Documents | * enterprise animal welfare, environmental protection and WHS procedures
 |
| Other People | * other staff, workplace supervisor and customers
 |

|  |
| --- |
| **AHCLSK102 Support intensive livestock work** |
| Assessment Environment  | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * animal handling equipment
* equipment and tools required to carry out animal husbandry activities
* livestock managed in an intensive system
* personal protective equipment
 |
| Consumable and Other Resources | * chemicalsand/or biological agents used in animal husbandry activities
 |
| Documents | * enterprise animal welfare, environmental protection and WHS procedures
 |
| Other People | * other staff, workplace supervisor and customers
 |

|  |
| --- |
| **AHCMOM101 Assist with routine maintenance of machinery and equipment** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Equipment and tools used in the maintenance of machinery and equipment
* personal protective equipment
* variety of agricultural and/or horticultural tools and equipment
 |
| Consumable and Other Resources | * a range of consumables required for routine servicing and minor maintenance of machinery and equipment
* lubricants
 |
| Documents | * codes of practice
* documents and forms for recording work activities
* enterprise procedures for WHS and environment protection
* equipment manufacturer instructions and guidelines
 |
| Other People | * team members and workplace supervisor
 |

|  |
| --- |
| **AHCNSY101 Support nursery work** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Equipment and tools to carry out basic nursery activities
* Irrigation equipment
* plant propagation facilities
* personal protective equipment
 |
| Consumable and Other Resources | * fertiliser and other nutrients
* plants/seeds
 |
| Documents | * enterprise procedures for WHS and environment protection
 |
| Other people | * workplace supervisor
 |

|  |
| --- |
| **AHCORG101 Support organic production** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * nil
 |
| Consumable and Other Resources | * nil
 |
| Documents | * enterprise procedures for biosecurity, WHS, environmental protection and food safety
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCPGD101 Support gardening work** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment and tools for undertaking gardening work
* personal protective equipment
 |
| Consumable and Other Resources | * garden beds
* plants
* range of gardening materials
* storage area for waste materials
 |
| Documents | * enterprise procedures for WHS
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCPHT101 Support horticultural production** |
| Assessment Environment | Skills must be demonstrated in an industry workplace or a simulated industry environment. |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment and tools for undertaking basic horticultural activities
* personal protective equipment
 |
| Consumable and Other Resources | * horticultural produce
 |
| Documents | * enterprise procedures for WHS and environment protection.
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCWHS101 Work safely** |
| Assessment Environment | Skills must be demonstrated in an industry workplace or a simulated industry environment. |
| **Mandatory Equipment and Resources** |
| Equipment | * agricultural and/or horticultural tools and equipment
* personal protective equipment
 |
| Consumable and Other Resources | * nil
 |
| Documents | * enterprise procedures for WHS and environment protection.
* Workplace health and safety meeting minutes and agendas
 |
| Other People | * other team members workplace supervisor
 |

|  |
| --- |
| **AHCWRK101 Maintain the workplace** |
| Assessment Environment | Skills must be demonstrated in an industry workplace or a simulated industry environment. |
| **Mandatory Equipment and Resources** |
| Equipment | * cleaning tools and equipment
* personal protective equipment
* worksite, including sheds, benches, storage areas
 |
| Consumable and Other Resources | * cleaning materials
 |
| Documents | * documents and forms for recording work activities
* enterprise procedures for WHS and environment protection.
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
|  |
|  **Quality Assurance Declaration and Checklists** **AgriFood Operations** **AHC10216 Cerificate I in AgriFood Operations** |

### The following checklists form part of the RTO’s quality assurance process as required under Standard 2 of the *Standards for Registered Training Organisations (RTOs) 2015*.

### This document is to be completed and filed securely at the school and in accordance with RTO requirements.

**Declaration by the school principal:**

* The course is marketed to students in accordance with RTO course information, the course delivery follows the RTO Training, and Assessment Strategy approved for this school.
* The school has a system for entering the intended qualification and units of competency on eBOS-VCS via Schools Online in accordance with the RTO’s Training and Assessment Strategy and the timeline advised by the NSW Education Standards Authority (NESA)
* The school has a process for collecting and verifying student USIs and uploading them to eBOS-VCS via Schools Online
* Mandatory Student Work Placement requirements can be completed in accordance with NESA requirements as outlined in this guide.
* Students have access to the assessment environments, equipment and resources required for each unit of competency as indicated on Checklist 1. Where equipment and resources are accessed off-site. Access arrangements are identified on [Checklist 2.](#_bookmark1)
* As part of the course enrolment process, students have completed the RTO’s course induction process and have been informed of the course assessment requirements. The school provides suitable adjustments to training and assessment to meet the needs of students
* All teachers timetabled on this course are accredited or in training as indicated on [Checklist 3](#_bookmark2).

### **School Site Sign Off**

|  |  |
| --- | --- |
| **School Name** |  |
| **RTO Name** |  |
| **Name of person completing checklists** |  | **Signature** |  |
| **Principal Name** |  |
| **Principal Signature** |  | **Date** |  |

**Checklist 1**

**Access to assessment environments, equipment and resources**

On the following checklist, indicate the units of competency to be delivered to students as per the RTO Training and Assessment Strategy for the relevant qualification at this site. The sign off in the declaration indicates your satisfaction that all the specified resources and equipment can be accessed on site unless otherwise indicated on the separate form for this purpose. (Checklist 2).

|  |  |
| --- | --- |
| **Units of Competency** | **Access on site (All/Some/None)** |
|  [ ]  | AHCCHM101 | Follow basic chemical safety rules |   |
|  [ ]  | AHCIRG101 | Support irrigation work |   |
|  [ ]  | AHCLSK101 | Support extensive livestock work |   |
|  [ ]  | AHCLSK102  | Support intensive livestock work |   |
|  [ ]  | AHCMOM101 | Assist with routine maintenance of machinery and equipment |   |
|  [ ]  | AHCNSY101 | Support nursery work |   |
|[ ]  AHCORG101 | Support organic production |  |
|[ ]  AHCPGD101 | Support gardening work |  |
|[ ]  AHCPHT101 | Support horticultural work |  |
|[ ]  AHCWHS101 | Work safely |  |
|[ ]  AHCWRK101 | Maintain the workplace |  |

**Checklist 2**

**Accessing Resources and Equipment Off-Site**

**(Complete only if required)**

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. Clearly identify the access arrangement supporting the use the tools, equipment and resources that are being accessed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **Unit title** | **Tools, Equipment and Resources** | **Access Site** | **Access Arrangement** |
| e.g. SITHFAB204 | Prepare and serve espresso coffee | Point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities Tables, chairs and customers in compliance with training package requirements for an operational F&B outlet | 1. Café Nosh Petersham
2. The Café Wests Ashfield Leagues Club

3. Petersham TAFE College | AA2017/1 AA2017/3 AA2017/6 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Checklist 3**

**Trainer and Assessor Requirements**

Teachers wishing to deliver and assess qualification(s) from this course must:

* + be accredited with either teaching code for Primary Industries (“Willingness to teach” is not acceptable) or have been accepted into and undertaking the Primary Industries teacher training program
	+ be able to demonstrate current industry skills and knowledge at least to the level being delivered and assessed
	+ be able to demonstrate how they are continuing to develop their knowledge and skills in vocational training and learning that informs their training and assessment
	+ address in their professional learning plans, activities that support the maintenance of their VET accreditation including: qualification updates when required, the maintenance and development of current industry skills and knowledge and the development of their knowledge and skills in vocational training and learning that informs their training and assessment

Please complete the table below for any teacher who is timetabled onto the course this year:

**AgriFood Operations – Certificate I in AgriFood Operations**

|  |  |
| --- | --- |
| **Teacher name** | **Accredited/****In Training** |
|
|  |   |
|  |  |
|  |  |
|  |  |

**Checklist 4**

**Additional Units included in the Training and Assessment Strategy approved for delivery at this site by the RTO. (Complete only if required)**

Teachers wishing to deliver any units of competency (from the course elective pool or specialisation study) that are not listed in Checklist 1 must:

* + discuss the delivery of the unit(s) of competency with the RTO prior to delivery; and
	+ have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency

If delivery is supported by the RTO, teachers must

* provide evidence of vocational competency for the additional unit(s) of competency to the RTO Manager to obtain approval to deliver the requested unit(s) of competency
* complete the Resources and Equipment table below (refer to the training package and companion volume implementation guide for information regarding resources and equipment for each unit of competency)
* where resources and/or equipment are accessed off-site, access arrangements are to be recorded in Checklist 2

.

|  |  |  |
| --- | --- | --- |
| **Unit Code** | **Unit Name** | **Access on site*****(All/Some/None)*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |