

**Industry Curriculum Information Guide**

**Primary Industries**

**AHC20116 Certificate II in Agriculture**

**AHC20416 Certificate II in Horticulture**

**AHC21216 Certificate II in Rural Operations**

**NESA Course:** [**Primary Industries (Stage 6)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/primary-industries-syllabus)





# 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 Catholic 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 the course or whose accreditation is in progress.

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 completed their accreditation and have gained

* TAE40110 Certificate IV in Training and Assessment
* TAE40116 Cert IV in Training and Assessment (from April 2019)

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/school requirements.
* Teachers are able to supervise students on work placement in accordance with Diocesan/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.

|  |
| --- |
| **AHCBIO201 Inspect and clean machinery for plant, animal and soil material** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * cleaning equipment
* equipment and machinery being moved from one location to another
* equipment used in the disposal of contaminants
* personal protective equipment
* support vehicles used in transporting, equipment, machinery, plant material or livestock
 |
| Consumable and Other Resources | * Consumables used in cleaning machinery and disposal of contaminants
 |
| Documents | * workplace forms and documentation used in recording cleaning history and equipment and machinery inspections
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCCHM201 Apply chemicals under supervision** |
| Assessment Environment  | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment to measure, mix and apply chemicals
* personal protective equipment
 |
| Consumable and Other Resources | * chemicalsand/or biological agents used in the control of pests, weeds and diseases including animal health products
 |
| 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
 |

|  |
| --- |
| **AHCCHM303 Prepare and apply chemicals**  |
| Assessment Environment  | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment to measure, mix and apply chemicals
* personal protective equipment
 |
| Consumable and Other Resources | * chemicalsand/or biological agents used in the control of pests, weeds and diseases including animal health products
 |
| 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
 |

|  |
| --- |
| **AHCCHM304 Transport and store chemicals** |
| Assessment Environment  | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * chemical storage facilities that meet legislative requirements
* personal protective equipment
 |
| Consumable and Other Resources | * nil
 |
| Documents | * chemical manifest
* emergency procedures for chemical spillages
* enterprise procedures for WHS and environment protection
* safety data sheets (SDS) for all products
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCINF201 Carry out basic electric fencing** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * fencing tools
* personal protective equipment
 |
| Consumable and Other Resources | * electric fencing components
 |
| 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
 |

|  |
| --- |
| **AHCINF202 Install, maintain and repair farm fencing** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * hand held and powered fencing tools and equipment
* personal protective equipment
 |
| Consumable and Other Resources | * fencing components including
	+ posts and stays
	+ wire
	+ netting or other fencing material
	+ gates and gate hardware
 |
| Documents | * codes of practice
* documents and forms for recording activities
* enterprise procedures for WHS and environment protection
* equipment manufacturer instructions and guidelines
 |
| Other People | * team members and workplace supervisor
 |

|  |
| --- |
| **AHCLSK202 Care for health and welfare of livestock** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * personal protective equipment
* specialised animal health equipment
* yards and stock handling equipment
 |
| Consumable and Other Resources | * livestock
* treatments for livestock
 |
| Documents | * animal welfare, biosecurity and sustainability codes of practice
* documents and forms for recording activities
* documents and forms for recording livestock disease, losses and treatments
* enterprise animal welfare emergency procedures
* enterprise procedures for WHS and environment protection
 |
| Other people | * workplace supervisor
 |

|  |
| --- |
| **AHCLSK204 Carry out regular livestock observation** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment for undertaking basic animal emergency and first aid procedures
* personal protective equipment
* yards and stock handling equipment
 |
| Consumable and Other Resources | * livestock
* treatments for livestock
 |
| Documents | * animal welfare, biosecurity and sustainability codes of practice
* documents and forms for recording activities
* documents and forms for recording livestock disease, losses and treatments
* enterprise animal welfare emergency procedures
* enterprise procedures for WHS and environment protection
 |
| Other People | * team members and workplace supervisor
 |

|  |
| --- |
| **AHCLSK205 Handle livestock using basic techniques** |
| Assessment Environment | Skills must be demonstrated in an industry workplace or a simulated industry environment. |
| **Mandatory Equipment and Resources** |
| Equipment | * personal protective equipment
* yards and stock handling equipment
 |
| Consumable and Other Resources | * livestock
 |
| Documents | * documents and forms for recording work activities
* enterprise procedures for animal welfare, WHS and environment protection.
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCLSK206 Identify and mark livestock** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * marking tools and equipment
* personal protective equipment
* yards and animal handling equipment including:
 |
| Consumable and Other Resources | * livestock
* livestock identifiers
 |
| Documents | * documents and forms to record work activities
* enterprise animal welfare, WHS, biosecurity and environmental procedures
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCLSK209 Monitor water supplies** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * water storage and delivery equipment
 |
| Consumable and Other Resources | * poly pipe and accessories
* water treatments
 |
| Documents | * documents and forms to record work activities
* enterprise WHS and water monitoring procedures
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCLSK211 Provide feed for livestock** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * feeding equipment
 |
| Consumable and Other Resources | * feed and feed supplements
 |
| Documents | * animal welfare and biosecurity codes of practice
* documents and forms to record work activities
* feed and work plans
 |
| Other People | * Workplace supervisor
 |

|  |
| --- |
| **AHCMOM202 Operate tractors** |
| 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 facilities for fuel
* safe storage for oils, lubricants and other chemicals associated with the servicing of tractors and implements
* teaching and learning tractor (note tractor use must comply with the generic safety risk assessment which can be found on the Equipment Safety in Schools documentation. The risk assessment includes a list of required PPE for staff and students)
* tools and equipment required for routine servicing and minor maintenance
* variety of tractor attachments
 |
| Consumable and Other Resources | * a range of consumables required for routine servicing and minor maintenance of tractors and implements
* fuel
 |
| Documents | * codes of practice for the safe use of machinery (in particular ESIS procedures for the use of tractors and equipment)
* equipment manufacturer instructions
* equipment use records
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCMOM304 Operate machinery and equipment**  |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Variety of agricultural or horticultural machinery and equipment
 |
| Consumable and Other Resources | * a range of consumables required for routine servicing and minor maintenance of tractors and implements
* fuel
 |
| Documents | * codes of practice for the safe use of machinery (including the DoE’s Equipment Safety in Schools)
* equipment manufacturer instructions
* equipment use records
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCNSY201 Pot up plants** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * tools and equipment to pot up plants
* equipment to carry out cleaning and disinfecting procedures
* personal protective equipment
 |
| Consumable and Other Resources | * disinfectants and cleaning agents
* media
* plants
 |
| Documents | * documents and forms for maintaining records
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCNSY202 Care for nursery plants** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * irrigation equipment
* equipment for pruning plants
 |
| Consumable and Other Resources | * fertiliser and other products used in caring for nursery plants
* water
 |
| Documents | * documents and forms related to recording workplace activities
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCNSY203 Undertake propagation activities** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Cleaning and disinfecting equipment
* equipment for potting up
* equipment required for the relevant propagation techniques
* personal protective equipment
 |
| Consumable and Other Resources | * fertiliser and other nutrients
* materials relevant to plant propagation techniques
* media
 |
| Documents | * documents and forms related to recording workplace activities
* safety data sheets
 |
| Other People | * nil
 |

|  |
| --- |
| **AHCPCM201 Recognise plants** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Equipment for note taking and specimen collection
 |
| Consumable and Other Resources | * specimen collections, field guides and other information sources
* reference collection
 |
| Documents | * documents for recording information about plant specimens
 |
| Other People | * internal and external customers
 |

|  |
| --- |
| **AHCPMG201 Treat weeds** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment to treat weeds
* personal protective equipment
 |
| Consumable and Other Resources | * weed treatments
 |
| Documents | * documents and forms to record work activities
* documents and forms to record chemical use
* enterprise procedures for WHS and environment protection and sustainability
* equipment manufacturer’s guidelines
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCPMG202 Treat plant pests, diseases and disorders** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment to treat plant pests, diseases and disorders
* personal protective equipment
 |
| Consumable and Other Resources | * plant pest, disease and disorder treatments
 |
| Documents | * documents and forms to record work activities
* documents and forms to record chemical use
* enterprise procedures for WHS and environment protection and sustainability
* equipment manufacturer’s guidelines
* safety data sheets
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCSOL202 Assist with soil or growing media sampling and testing**  |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * tools and equipment for collecting soil or media samples
* equipment for testing pH and salinity
* personal protective equipment
 |
| Consumable and Other Resources | * agents used in salinity and pH testing.
* materials for labelling samples
 |
| Documents | * documents and forms for recording test results
 |
| Other People | * other team members or workplace supervisor
 |

|  |
| --- |
| **AHCWHS201 Participate in WH&S processes** |
| Assessment Environment | * Skills must be demonstrated in an operational food preparation area. This can be an industry workplace or a simulated industry environment
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Personal protective equipment
 |
| Consumable and Other Resources | * Other team members and workplace supervisor
 |
| Documents | * documents and forms for recording accidents and hazards
* enterprise procedures for dealing with accidents fires and emergencies
* enterprise procedures relating to WHS
* safety signage
 |
| Other People | * other staff and supervisors
 |

|  |
| --- |
| **AHCWRK201 Observe and report on weather** |
| Assessment Environment | * Skills must be demonstrated in an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * equipment to access weather information, reports and forecasts
* personal protective equipment
 |
| Consumable and Other Resources | * nil
 |
| Documents | * documents and forms to record relevant information
 |
| Other People | * workplace supervisor
 |

|  |
| --- |
| **AHCWRK204 Work effectively in the industry** |
| 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, codes of conduct, relevant and workplace documents
 |
| Other People | * other team members and workplace supervisors
 |

|  |
| --- |
| **AHCWRK205 Participate in workplace communications** |
| 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 an forms
 |
| Other People | * other team members and work place supervisors
 |
| **AHCWRK209 Participate in environmentally sustainable work practices**  |
| 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 relating to environmental protection and sustainability
* enterprise plan to improve environmental practices and resource efficiency
* documents and forms to record resource usage
 |
| Other People | * other team members and workplace supervisor
 |

|  |
| --- |
| **Quality Assurance Declaration and Checklists****Primary Industries** |

### **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

# Qualifications delivered on this site

Please indicate the qualifications delivered on this site

|  |  |  |
| --- | --- | --- |
|  [ ]  | AHC20116 | Certificate II in Agriculture  |
|  [ ]  | AHC20416  | Certificate II in Horticulture |
|  [x]  | AHC21216  | Certificate II in Rural Operations |
|[ ]  AHC30116 | Certificate III in Agriculture |

Resources/equipment

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)** |
|  [ ]  | AHCBIO201 | Inspect and clean machinery for plant, animal and soil material  |   |
|  [ ]  | AHCCHM201 | Apply chemicals under supervision  |   |
|  [ ]  | AHCCHM303  | Prepare and apply chemicals |   |
|  [ ]  | AHCCHM304  | Transport and store chemicals |   |
|  [ ]  | AHCINF201 | Carry out basic electric fencing  |   |
|  [ ]  | AHCINF202 | Install, maintain and repair farm fencing |   |
|[ ]  AHCLSK202 | Care for health and welfare of livestock |  |
|[ ]  AHCLSK204 | Carry out regular livestock observation |  |
|[ ]  AHCLSK205 | Handle livestock using basic techniques |  |
|[ ]  AHCLSK206 | Identify and mark livestock |  |
|[ ]  AHCLSK209 | Monitor water supplies |  |
|[ ]  AHCLSK211 | Provide feed for livestock |  |
|[ ]  AHCMOM202  | Operate tractors |   |
|[ ]  AHCMOM304 | Operate machinery and equipment |  |
|[ ]  AHCNSY201 | Pot up plants |  |
|[ ]  AHCNSY202 | Treat plant pests, diseases and disorders |  |
|[ ]  AHCNSY203 | Undertake plant propagation |  |
|  [ ]  | AHCPCM201 | Recognise plants |   |
|  [ ]  | AHCPMG201 | Treat weeds |   |
|  [ ]  | AHCSOL202  | Assist with soil or growing media sampling and testing |   |
|  [ ]  | AHCWHS201  | Participate in WH&S processes |   |
|  [ ]  | AHCWRK201  | Observe and report on weather |   |
|  [ ]  | AHCWRK204 | Work effectively in the industry |   |
|  [ ]  | AHCWRK205 | Participate in workplace communications |   |
|  [ ]  | AHCWRK209 | Participate in environmentally sustainable work practices |   |

**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 the relevant teaching code (“Willingness to teach” is not acceptable) or have been accepted into and undertaking the relevant VET 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:

**Primary Industries – Certificate II in Agriculture**

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

**Primary Industries – Certificate II in Horticulture**

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

**Primary Industries – Certificate II in Rural Operations**

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

**Primary Industries – Certificate III in Agriculture**

|  |  |
| --- | --- |
| **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 including additional units for the delivery of Certificate III in Agriculture. (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 a copy of the transcript for the unit(s) of competency to the RTO Manager to obtain additional accreditation and 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)*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |