

Training and Assessment Strategy (TAS)

Online and Workplace Delivery

AHC30716 Certificate III in Horticulture



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Qld Small Business Courses
Landscape Skills
RTO # 41456

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1. Qualification Overview

1.1 Identifying Information

This section states the information identifying the RTO and the training products, as well as the person authorising the use of the strategy document.

RTO Name	Queensland Small Business Courses ("QSBC")		
	Landscape Skills		
RTO Code	41456		
Training Package	AHC - Agriculture, Horticulture and Conservation and Land Management		
Version (Release) of Training Package	1.1-4.0	Status	Current X Superseded
Qualification Code	AHC30716		
Qualification Title	Certificate III in Horticulture		
Qualification Release	2		
Stream	Certificate III in Horticulture		
Contact Person	Matthew Rawlinson		
Contact Details	0407 541 906		

1.2 Qualification Packaging Rules

Based on information available from www.training.gov.au the following packaging rules apply for completion of this qualification:

Total Number of Units	16
Number of Core Units	5
Number of Elective Units	11
Other notes (imported units, levels of units, etc)	<p>5 core units plus: 11 elective units, of which:</p> <ul style="list-style-type: none">• Select 8 units from elective list on training.gov.au (see section 1.3)• 3 units aligned to AQF levels 2, 3 or 4 may be selected from electives below or from this or any other endorsed Training Package or Accredited Course <p>Selected units must be relevant to job outcomes in horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 3</p>

1.3 Units of Competency

The units listed below are available to be selected for delivery of this qualification, consistent with the qualification packaging rules. The code and title of each unit is provided as well as an indication of core, elective (*Elec*), pre-requisite (*Pre*)/co-requisite (*Co*) and licensing requirements (*Lic*). Electives must be selected in line with the packaging rules.

Where a student is enrolled under this Training and Assessment Strategy, it is for the purpose of a full qualification being delivered.

CODE	TITLE	CORE	ELEC	PRE	CO	LIC
AHCWHS301	Contribute to work health and safety processes	X				
AHCPM302	Provide information on plants and their culture	X				
AHCPMG301	Control weeds	X				
AHCPMG302	Control plant pests, diseases and disorders	X				
AHCSOL303	Implement soil improvements for garden and turf areas	X				

Electives = 11 from lists below Electives (at least 8)

AHCPGD301	Implement a plant establishment program		X			
AHCPGD303	Perform specialist amenity pruning		X			
AHCCHM303	Prepare and apply chemicals		X			
AHCCHM304	Transport, handle and store chemicals		X			
AHCPM301	Implement a plant nutrition program		X			
AHCSOL301	Prepare growing media		X			
AHCIRG306	Troubleshoot irrigation systems		X			
AHCBIO305	Apply biosecurity measures		X			
AHCNSY301	Maintain nursery plants		X			
AHCNSY306	Implement a propagation plan		X			
AHCBER301	Work effectively in an emergency disease or plant pest response	X				
AHCWRK309	Apply environmentally sustainable work practices		X			

Electives (maximum of 3)

AHCPM201	Recognise plants		X			
AHCPGD201	Plant trees and shrubs		X			
AHCPGD203	Prune shrubs and small trees		X			

Description of licensing requirements (if indicated above) No licensing, legislative or certification requirements apply to this qualification at the time of publication

1.4 Learners & Clients

This qualification is suitable for those seeking a vocational outcome working in amenity horticulture.

2. Course Delivery

2.1 Delivery

This qualification is delivered via a combination of workplace training and self-paced learning and research (external). Predominantly the delivery mode is “workplace-based delivery”.

Prior to commencement of the training the trainer will conduct an introduction to ensure that the participant is aware of the course content, delivery and assessment methods, their rights and responsibilities and individual training plan. QSBC will also conduct an assessment of the workplace to ensure that all resources required to complete the certificate are available to the participant. If any resources are not available, arrangements will be made for access to resources and this will be documented in the training plan.

Training will be undertaken in the workplace with visits at least every 3 months for a minimum of one (1) hour. Your trainer will connect with you onsite or through an online platform. Sessions may be longer depending on the needs of the individual and if additional time is required to completed assessment activities.

At each training session students are provided with:

- instruction and coaching
- details of the requirements for practical assessments

Progress and monitoring visits are scheduled to ensure sufficient time is allowed to address the students questions regarding each unit, to provide time to assist students with assessment activities, time to review the training plan, discuss any additional support, resources etc. required with the student and workplace supervisor and also to allow time for practical assessments.

More detailed information on delivery is in Section 11.

2.2 Duration & Amount of Training

Duration

Individual training plans are created for each participant. The maximum duration is 36 months.

Each student/client will have an initial/pre-enrolment meeting that will allow us to determine the expectations of the client and any opportunity they may have for any recognition of any prior learning.

ASQA require that we give you an estimate of the duration of training. More detailed information on this is in Section 11, under Training plan indicators.

The trainer will conduct visits at least every 3 months, usually 1 hour per unit visit to meet the learner's needs. Training sessions will be in person with trainer or through an online platform.

The Volume of Learning for this qualification can be found in Section 11.

Section 11 describes our training plan indicators.

2.3 Pathways

Employment Pathways

The following employment pathways are available to students who complete this qualification:

- This qualification provides an occupational outcome in amenity horticulture.
- Nursery supervisor

2.4 Entry Requirements

This qualification may be accessed by direct entry, students require basic LLN skills.

2.5 Recognition Processes

Learners are able to have their competency from prior learning and work experience 6rganizati in this qualification through the following arrangements:

- The competencies in this qualification may be attained through the process of Recognition of Prior Learning (RPL). RPL takes into consideration the candidates' previous training, work and life experience.
To apply for RPL the learners will need to:
 - complete an RPL Application form
 - provide required evidence following the Evidence Guide in the RPL Kit
 - Be prepared to demonstrate practical ability
 - Oral questioning is used to investigate understanding of concepts, standard procedures and minimum safety requirements for the course.

The applicant must provide adequate evidence to demonstrate prior experience in, or adequate knowledge of each performance criteria listed in the unit of competency.

2.6 Educational & Support Services

Generic learning and assessment methodologies can be 6rganizational/6rganizati to suit the learning style, working environment and the needs of industry and employers.

In order to provide students with the best possible training and assessment, it is important that we understand their learning style so that, where necessary, learning and assessment activities can be adjusted to suit their needs and relevant support offered if necessary.

When completing enrolment forms, the student is asked if they have any language literacy and numeracy ("LLN") needs or require any assistance. This way an appropriate trainer is assigned to the student to suit their needs. The trainer will get the student to complete an LLN indicator test to determine existing levels of LLN as a requirement of enrolling into this certificate. In instances where it is identified that there may be a particular issue, appropriate measures will be in place to mitigate the student. In that instance the student will also be referred to a learning center for additional support and assistance.

2.7 Physical Resources

All staff involved in the delivery and assessment of this qualification have:

- Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion volumes
- Access to appropriate support materials relevant to their areas of delivery and assessment
- Access to the latest copy of assessment tools used for this program
- Access to training and assessment resources to meet the requirements of learners with special needs including procedures for making reasonable adjustments to the assessment process
- Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below)
- Access to virtual training and communication platforms

The training is conducted at the student's workplace and the facilities are provided by them. A resource assessment is conducted during the employer induction at a unit of competency level. For any students without any employer, all resources will be provided by the RTO.

The resources required to be provide by either the student, workplace or the RTO will be:

Equipment, learning and assessment resources:

- Learning Video and text
- Workplace Activity recording
- Smartphone, Tablet or Computer/Laptop

3 Course Structure & Delivery Plan

The units of competency may be delivered in clusters. The sequence of delivery below is a “suggested” order. This order will be dependent on your workplace/type of work available/resources/electives chosen. The order will be negotiated with the student and the employer (if applicable) throughout your course, and is subject to change. The variables out of our control which may effect delivery order, include but are not limited to – attendance, weather, scope of work’s available at any time within the workplace.

UNIT	CLUSTER
AHCWHS301 Contribute to work health and safety processes	1
AHCPM201 Recognise plants	1
AHCPGD201 Plant trees and shrubs	1
AHCPGD301 Implement a plant establishment program	1
AHCPGD203 Prune shrubs and small trees	1
AHCPGD303 Perform specialist amenity pruning	1
AHCPMG301 Control weeds	2
AHCCHM303 Prepare and apply chemicals	2
AHCCHM304 Transport, handle and store chemicals	2
AHCPMG302 Control plant pests, diseases and disorders	2
AHCPM302 Provide information on plants and their culture	3
AHCSOL303 Implement soil improvements for garden and turf areas	3
AHCSOL301 Prepare growing media	3
AHCPM301 Implement a plant nutrition program	3
AHCIRG306 Troubleshoot irrigation systems	3
AHCNSY306 Implement a propagation plan	3

4. Assessment

4.1 Assessment Techniques

The RPL process is used for the initial visit to determine student's prior skills. Refer to Section 2.5 for RPL process. Where RPL is not granted the assessment techniques for ALL units are:

- **Formative Assessment**
- **Summative Assessment**
- **Supplementary**

Section 2.7 refers to the assessment resources available.

5. Human Resources

The requirements of clauses 1.1-1.16 of the *Standards for RTOs 2015* are organized below. The RTO ensures all trainers and assessors comply with these requirements and copies of qualifications are stored together with the PD evidence with the trainer/assessor profile within the RTO's systems.

6. Assessment Validation

Validation is to be undertaken by personnel or a team of people who have:

- Vocational competency
- Current industry skills relevant to the assessment being validated
- Current knowledge and skills in vocational teaching and learning
- TAE40110 (or its successor) or TAESS00001 (or its successor) which ever applies
- Industry experts may be involved to ensure combination of expertise

A validation schedule is kept by the RTO to ensure all training products are validated within the required timeframes.

7. Assessment Feedback

Feedback and input from students and other stakeholders will be sought, analysed and acted upon, where necessary, on a regular basis. Information gained will form part of any review of materials and in the validation and moderation processes. Trainers, employers and students are also welcome to give feedback at any time during their training and assessment with us. At the completion of the qualification/assessment all students are given the opportunity to complete a survey.

8. Transition Arrangements

The RTO Manager is subscribed to the following email updates to ensure the RTO is advised of any changes to the Training Package:

Australian Skills Quality Authority

Velg Training Newsletters

Training.gov.au

Brisbane North Chamber of Commerce

When there is a change to the Training Package that impacts on this TAS, the RTO Manager will notify all staff affected as soon as possible.

The RTO complies with clauses 1.26 & 1.27 of the *Standards for RTOs 2015*. When there are major changes to the Training Package, the RTO Manager and management team will review the changes made and create a plan to transition to the new training package requirements and cater for completion arrangements for students where possible. The progress of the transition will be monitored by the RTO Manager and the management team.

Transition arrangements must be completed within 12 months of changes being published on training.gov.au for superseded qualifications and two years for deleted training products (except Skill Sets and units of competency which are 12 months).

9. Industry Consultation

Consultation with industry is conducted at least annually to validate the assessment strategies used; or sooner with the release of a new version of the training package and at times when amendments are made to the strategies.

Industry representatives consulted during the development and review of the training and assessment strategy for this qualification are recorded in the RTO's TAS Consultants Record Sheet.

Summary of Industry Feedback:

- Order of delivery aligns with logical progression
- Need to concentrate more on pest and disease identification and growth habits of plants
- Units selected will cover a range of skills which would broaden the opportunity for employment outcomes

10. Review of Training and Assessment Strategy (TAS)

This TAS will be reviewed as required by changes to the Training Package, 11rganizational resources and in meeting individual client needs. A systematic approach will also be used to review the TAS and any recommended changes will be discussed by trainers, assessors, the RTO Manager and Management Team. These changes will be implemented when/if approved.

11. Estimated Duration

CORE / ELECTIVE			MAXIMUM DURATION				
			Self paced online, reading and research	Training delivered by RTO	Workplace training delivered by Employer	Assessment hours	HOURS
C	AHCWHS301	Contribute to work health and safety processes	36	3	30	3	72
C	AHCPM302	Provide information on plants and their culture	36	30	2	3	71
C	AHCPMG301	Control Weeds	24	2	60	3	89
C	AHCPMG302	Control plant pests, diseases and disorders	34	2	40	3	79
C	AHCSOL303	Implement soil improvements for garden and turf areas	34	24	2	3	63
E	AHCPM201	Recognise plants	8	2	40	3	53
E	AHCPGD201	Plant trees and shrubs	24	2	40	3	69
E	AHCPGD301	Implement a plant establishment program	12	2	80	3	97
E	AHCPGD203	Prune shrubs and small trees	24	2	40	3	69
E	AHCPGD303	Perform specialist amenity pruning	24	2	80	3	109
E	AHCCHM303	Prepare and apply chemicals	30	2	40	3	75
E	AHCCHM304	Transport and store chemicals	30	2	40	3	75
E	AHCPM301	Implement a plant nutrition program	22	16	2	3	43
E	AHCSOL301	Prepare growing media	36	2	80	3	121
E	AHCIRG306	Troubleshoot irrigation systems	30	2	60	3	95
E	AHCNSY306	Implement a propagation plan	40	2	40	3	85
							1265
OTHER ELECTIVES:							
E	AHCBIO305	Apply biosecurity measures	12	2	40	3	77
E	AHCNSY301	Maintain plant displays	30	2	40	3	75
E	AHCBER301	Work effectively in an emergency disease or	30	2	30	3	65
E	AHCWRK309	Apply environmentally sustainable work	24	2	80	3	109

Rationale

Volume of Learning

The Australian Qualifications Framework (AQF) provides a guide to the volume of learning (see '[AQF volume of learning indicators' table](https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf)), which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The 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. It is expressed in equivalent full-time years.

We develop and implement strategies for training and assessment that are consistent with the AQF and comply with the AQF in applying the volume of learning to your programs.

Volume of Learning for the sample is BELOW the recommended VOL for the qualification, which sits between 1200-2400 hours.

Factors taken into account, which may reduce the Volume of Learning for this course, include, but are not limited to -

- The broad range of electives allow for up to 3 units to be imported at AQF Certificate II level. AQF VOL for this level is up to half Certificate III level.
- The units cross over in a number of areas and promote clustered delivery.

Estimated Duration

From RTO Standards 2015:

- a) the training and assessment, and related educational and support services the RTO will provide to the learner including the:
 - i) estimated duration;
 - ii) expected locations at which it will be provided;
 - iii) expected modes of delivery;
 - iv) name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf; and
 - v) any work placement arrangements.

Definition: estimate

verb

past tense: **estimated**; past participle: **estimated**

“roughly calculate or judge the value, number, quantity, or extent of”

The duration of your training may vary due to a number of factors, some of which are beyond our control. At enrolment you will be given an estimated duration, you will then also have a training plan developed which will give a further estimate. During the course of your enrolment, your trainer will continue to communicate the estimated duration with you. If you have any concerns, please get in touch.

For each of these cohorts the training provided by RTO will be delivery mode – “workplace delivery”.

When trying to best estimate duration of training, we have had to consider different variables for different cohorts.

The Estimated Duration table, does not include formative assessment hours. These are in addition to the VOL. The time required to complete assessments can differ greatly from student to student, and training plan indicator to training plan indicator. Our best estimate is that you should allow two hours per unit of competency. Of course we are always here to support our students and if you require more time to complete, this will be organised.

Amount of Training
From RTO Standards 2015:

For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:

- a) the existing skills, knowledge and the experience of the learner;**
- b) the mode of delivery; and**
- c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.**

Training Plan Indicator 1 – has an estimated 1265 hours volume of learning, depending on electives selected, with an estimated duration of 24 months. Variables that are unknown when making this estimation include, but are not limited to – progression of self-paced learning, availability of workbased tasks, weather, electives selected etc.

A student classified as Training Plan Indicator 1, typically has less than 2 years work experience, has basic skills in reading, writing, numeracy, communication and working with others, is generally supervised in the tasks they are asked to complete. It is important to note that Volume of Learning, as described by the AQF, is at the qualification level.