Training and Assessment Strategy

Training Product: **TAS – AHC30620 Certificate III in Production Horticulture**

Contents

Training Product Overview

Code, Full Title and Release	TAS – AHC30620 AHC30620 - Certificate III in Production Horticulture (Release 1) This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0.
Stream	Horticulture
Awarding RTO and Code	Landscape Skills (LS) Qld Small Business Courses (QSBC) RTO Code 41456
Available Funding Arrangements	☒ User Choice (Traineeship) ☐ Construction Skills Queensland (CSQ) ☒ Fee for Service ☒ Certificate 3 Guarantee ☐ Skilling Queenslanders for Work
Restrictions	Existing Workers with an active registration number commencement date from 1 January 2017 are eligible for funding under the User Choice program for Priority 1, 2 and 3 qualifications Full Price is only applicable to priority population groups Queensland Government Contribution is applicable to all other students Queensland Government Contribution may be the same as Full Price, depending on qualification priority and thin market status
Delivery Locations	Online Platform and Workplace Delivery and Training Yard at Strathpine.
Target Group/Groups	A student that 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. This Target group could include: **Individuals currently employed in the Production Horticulture Industry** **Individuals interested in starting a career in horticulture** **Individuals returning to the workforce** **Individuals who completed Certificate II in Horticulture or related field**
Qualification Description	This qualification describes the skills and knowledge for job roles in the production horticulture and floriculture industry including field worker, seeding person, operator, irrigation maintainer, machinery maintainer and leading hand. Individuals with this qualification perform tasks in a broad range of skills that are applied in a wide variety of contexts, which will in discretion and judgement in selecting and operating equipment, coordinating resources and applying contingency measures during work. Work must comply with work health and safety and environmental regulations and legislation that apply to the workplace.
Mode of Delivery	Predominantly the delivery mode is "Workplace-based delivery"
Licensing, legislative and certification considerations"	No licensing, legislative or certification requirements apply to this qualification at the time of publication.
Program Duration	Estimated Duration: An estimated **[1210 Hours]** Volume of Learning, depending on electives selected, with an estimated duration of 24 months. Each student will have an initial/pre-enrolment meeting that will allow us to determine the expectations of the student and any opportunity they may have for any recognition of any prior learning or credit transfer. Variables that are unknown when making this estimation include, but are not limited to – progression of self-paced learning, availability of work-based tasks, and/or weather, electives selected etc. Based on sampling of completed students for the superseded course over the years 2018, 2020 and 2021 the duration of the course was between 1.5 years and 2.0 years. Variables that are unknown when making this estimation include, but are not limited to – progression of self-paced learning, availability of work-based tasks, and/or weather, electives selected etc Individual Training Plans are created on an individual level in consultation with students and their employers (where applicable). Thus, will consider the wide range of different backgrounds and experiences of students. However, the maximum duration is 24 months based on a full-time student.

	The Expected Duration is the amount of time that it's reasonably expected someone could become competent and complete this qualification. All Training Plans are developed using the Expected Duration timeframe rather than the contract's nominal term. School-based Apprentice or Trainee' or 'SAT' means an Apprentice or Trainee who is a school student- typically years 11 and 12 - in an approved arrangement that allows them to study for their senior certificate or equivalent, whilst at the same time undertaking government approved and nationally recognized training qualifications as paid employees. The limit for this apprenticeship in a school-based mode is a maximum of 40% of the competencies For this qualification for example, the maximum number of competencies during school-based mode is 6 competencies
Amount of Training and Volume of Learning	**Certificate III- 1 – 2 years** **1200 – 2400 hours** 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 this qualification is **[1210 Hrs]** Each student will have an initial/pre-enrolment meeting that will allow us to determine the expectations of the student and any opportunity they may have for any recognition of any prior learning. At each training session students are provided with: - instruction and coaching - details of the requirements for practical assessments ASQA require that we give you an estimate of the duration of training. The trainer will conduct sessions at least every 3 months, usually 1 hour per session to meet the student's needs. Training sessions will be in person with the trainer or through an online platform.
Volume of Learning within recommended AQF range	☒Yes ☐No IF No: Justification: N/A

Training Product Components (Full Qualification)

	To achieve this qualification, competency must be demonstrated in:
Packaging Rules	To achieve this qualification, competency must be demonstrated in: 15 units of competency: 3 core units plus 12 elective units. Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. Any combination of electives that meets the packaging rules can be selected for the award of the Certificate III in Production Horticulture. Where appropriate, electives may be packaged to provide a qualification with a specialisation area as follows: At least 3 electives must be selected from Group A for the award of the Certificate III in Production Horticulture (Horticulture) At least 3 electives must be selected from Group B for the award of the Certificate III in Production Horticulture (Floriculture) Plus 6 units from the remaining units listed in groups A, B or C 3 from the remaining units listed in groups A, B or C, or any currently endorsed Training Package or accredited course packaged at Certificate II, III or IV.

	Unit Code	Unit Name	Core/Elective	PRE-Requisites	Co-Requisite	Lic
1	AHCBIO303	Apply biosecurity measures	Core	Nil	Nil	Nil
2	AHCWHS301	Contribute to work health and safety processes	Core	Nil	Nil	Nil
3	AHCWRK306	Comply with industry quality assurance requirements	Core	Nil	Nil	Nil
4	AHCBIO301	Identify and report signs of unusual disease or pest	Elective/ Group A	Nil	Nil	Nil
5	AHCWRK309	Apply environmentally sustainable work practices	Elective/ Group A	Nil	Nil	Nil
6	AHCBER302	Work effectively in a biosecurity emergency response	Elective/ Group C	Nil	Nil	Nil
7	AHCCHM304	Transport and store chemicals	Elective/ Group C	Nil	Nil	Nil
8	AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases	Elective/ Group C	Nil	Nil	Nil
9	AHCPMG301	Control weeds	Elective	Nil	Nil	Nil
10	AHCPHT317	Coordinate horticultural crop harvesting	Elective/ Group A	Nil	Nil	Nil
11	AHCMOM202	Operate tractors	Elective/ Group C	Nil	Nil	Nil
12	AHCMOM301	Coordinate machinery and equipment maintenance and repair	Elective/ Group C	Nil	Nil	Nil
13	AHCMOM305	Operate specialised machinery and equipment	Elective/ Group C	Nil	Nil	Nil
14	AHCPMG302	Control plant pests, diseases and disorders	Elective/ Group C	Nil	Nil	Nil
15	AHCWRK310	Provide on-job training support	Elective	Nil	Nil	Nil

Entry and Resources Requirements

RTO Entry Requirement	There are no formal entry requirements for this qualification. Students undertaking this course will need to complete their training and assessment in a workplace environment or attend LANDSCAPE SKILLS Yard for practical activities where applicable to fulfil the practical requirements of this course. Otherwise, LANDSCAPE SKILLS may assist in special arrangements where possible. For a traineeship pathway, the student must be employed full-time or part-time and have access to a workplace to be able to gain the sufficient experience to successfully complete the unit of competency requirements.
Course Entry Requirement	☒ Minimum entry age: [15 Years Old] ☒ Direct Entry with basic LLN Skills ☒ As a rule, only Australian citizens/ permanent residents and New Zealand citizens who have entered Australia on a valid passport have unrestricted rights to employment in Australia. Visa holders may engage in apprenticeships or traineeships provided their work rights allows this, based on information and advice provided by the Australian Government. ☒ Funding Eligibility if applicable
Language, Literacy and Numeracy (LLN)	Students require basic Language, Literacy and Numeracy skills, and these are confirmed as part of the enrolment process. 1.7 of RTO Standards state all RTO's must determine the support needs of the student.: To determine the support needs of individual students' students on enrolment are required to complete a Language Literacy and Numeracy test to determine their level of LLN. 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 centre for additional support and assistance.
Technology Literacy	Students will require basic technical skills to interpret and act on available information If a student requires support/ training in any of the recommended technical skills, we would arrange further support/training. including ☒creating, saving, and editing documents ☒ accessing and searching the internet ☒ downloading and saving documents from websites ☒ uploading documents through websites ☒ participating in online discussions ☒ connecting digital devices and downloading and storing images ☒ using online video conferencing services.
Equipment Requirements	☒ Laptop computer/ Tablet/Phone or any suitable equipment to access the online learning platform. ☒ Internet Access. If any resources are not available, we arrange for the resources to be provided where possible
Resources Requirements	The training is predominantly conducted at the student's workplace and the facilities are provided by them. A resource assessment is conducted at induction of the workplace/employer. If any resources are not available, we arrange for the resources to be provided. This can be using our training yard or the hire of equipment. Resources include: Learning resources, Physical resources, Assessment resources and Human resources [Refer to separate sections]

Unique Student Identifier (USI)	From 1 January 2015, participants undertaking nationally recognised training require a USI before they can receive their training records and results. Once a USI is created participants will continue to use their USI for any future nationally recognised training they undertake. Your USI links to an online account that contains all your training records and results that you have completed after 1 January 2015. If you would like to create your own USI prior to commencing training, please visit www.usi.gov.au. Alternatively, with your permission (which can be provided when completing your enrolment) or Landscape Skills will create your USI number on your behalf or will access/verify your current USI.

Pathways & Outcomes

Pathways into qualification	☒ Completion of any certificate I & II qualification. ☒ Currently employed on full-time or part-time basis in the horticulture industry and/or viticulture Industry ☒ School Based Apprenticeships
Pathways and Vocational Outcomes	The following employment pathways are available to students who complete this qualification: Successful completion of this course will qualify you for employment as a horticulturist, and/or to work in a nursery, or parks and gardens. Vocational outcomes: • Parks and Gardens Worker • Horticulture Assistant • Horticulturalist • Production Horticulture Tradesperson • Farm Hand • Assistant Horticultural Crop Farmhand

Course Structure and Estimated Duration

Structure and Order of Delivery	The sequence of delivery below is a "suggested" order. This order will be dependent on the workplace/type of work available/resources/electives chosen. The order will be negotiated with the student and the employer (if applicable) throughout the course and is subject to change. The variables out of our control which may affect delivery order, include but are not limited to – weather, scope of works available at any time.						
Unit Code	Unit Name	Core / Elective	Suggested delivery order	Estimated Training Hours (Employer/ RTO)	Estimated Self-Paced Activities Hours	Estimated Assessments Duration Hours	Total Hours
AHCBIO303	Apply biosecurity measures	Core	1	30	30	3	63
AHCWHS301	Contribute to work health and safety processes	Core	1	32	25	3	60
AHCWRK306	Comply with industry quality assurance requirements	Core	1	40	25	3	68
AHCBIO301	Identify and report signs of unusual disease or pest	Elective/ Group A	1	32	25	3	60
AHCWRK309	Apply environmentally sustainable work practices	Elective/ Group A	1	80	30	3	113
AHCBER302	Work effectively in a biosecurity emergency response	Elective/	2	32	30	3	65
AHCCHM304	Transport and store chemicals	Group C	2	40	25	3	68
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases	Elective/	2	40	25	3	68
AHCPMG301	Control weeds	Group C	2	60	40	3	103
AHCPHT317	Coordinate horticultural crop harvesting	Elective/	2	80	25	3	108
AHCMOM202	Operate tractors	Group C	3	40	25	3	68
AHCMOM301	Coordinate machinery and equipment maintenance and repair	Elective	3	80	30	3	113
AHCMOM305	Operate specialised machinery and equipment	Elective/ Group A	3	80	30	3	113
AHCPMG302	Control plant pests, diseases and disorders	Elective/	3	42	40	3	85
AHCWRK310	Provide on-job training support	Group C	3	32	20	3	55
TOTAL							1210

Recognition Processes

Credit Transfer	To apply for Credit Transfer The applicant needs to provide a USI transcript and/or original statement of attainment or qualification with record of results. We will verify these documents and may contact previous training provider to authenticate the documents before determining if you are eligible for credit transfer. If you have prior qualifications in another name, you will need to provide evidence of a name change please. Credit transfer will only be granted for whole units of competence. If approved for credit transfer, the credit transfers will be awarded and applied to your course. You can view this in your portal and in your live training plan.
Recognition of Prior Learning (RPL)	LANDSCAPE SKILLS recognises that you may have skills or knowledge from previous learning or work experience, you may be eligible to apply for Recognition of Prior Learning and/or Credit Transfer towards partial completion of this qualification The competencies in this qualification may be attained through the process of Recognition of Prior Learning (RPL). RPL takes into consideration the students' previous training, work and life experience. This evidence is often referring to as 'challenge testing'. To apply for RPL the students will need to: • Request RPL within the enrolment application form • Provide required evidence for selected units of competency. • Consultation and interview with a trainer and assessor to identify eligibility and provide guidance • Verbal questioning is used to investigate understanding of concepts, standard procedures, and • minimum safety requirements for the course. • Be prepared to demonstrate practical ability The student must provide adequate evidence to demonstrate prior experience in, the knowledge and performance evidence and each of the performance criteria listed in the unit of competency.

Evidence Gathering and Recording Techniques

Evidence Gathering	The evidence gathering process will reflect specific requirements for units within the training package, as well as the need to provide evidence of Employability Skills which are integrated into all units. Evidence collected may include combination of knowledge, skills observation and employer reports. Students are also expected to update their Workplace Activities sometimes referred to as WARs on a regular basis. All assessments will follow the Rules of Evidence and will be: - Current – the student has demonstrated the required skills and knowledge in a current context. - Sufficient – relates to the quality and quantity of assessment (e.g., Student may need perform required skills or more than one occasion to be deemed competent) - Authentic – the evidence gathered confirms it is the students own work. Valid – the assessment was appropriate to capture the student's skills and knowledge. Evidence types: Evidence might be gathered in form of photos, videos, workplace activity record, assessor questioning, assessor observation and written evidence.
Progress Monitoring	Progress and monitoring sessions are scheduled to ensure sufficient time is allowed to address the students' questions regarding each unit, to provide time to assist students with learning activities, time to review the training plan, discuss any additional support, resources etc. required by the student and workplace supervisor.

Assessments Systems

Assessment Techniques	The assessment techniques are: • Formative Assessment • Summative Assessment • Supplementary
Assessment 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 Volume of Learning. ➢ Access to appropriate support materials relevant to their areas of delivery and assessment ➢ Access to training and assessment resources to meet the requirements of students 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). The training is conducted at the student's workplace and the facilities are provided by them. A resource assessment is conducted at enrolment at a unit of competency level. {Refer to Assessments Conditions and resources The resources required to be provided by either the student, workplace or LANDSCAPE SKILLS will be: Learning and assessment Platform Workplace Activity recording
Reasonable Adjustment	Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the support needs of a student with disability. The purpose of reasonable adjustments is to make it possible for students to participate fully. It is not to give students with additional or different needs an advantage over others, to change course standards or outcomes, or to guarantee success. A reasonable adjustment in learning and assessment activity needs to be justifiable and uphold the integrity of the unit/qualification. Reasonable adjustments should be negotiated on an individualised basis, recognizing that each person with disability will have specific learning needs and requirements for adjustment. Adjustments are not required if they could: cause LANDSCAPE SKILLS unjustifiable hardship and/or harm other students. Examples of reasonable • modification to presentation mediums and techniques or teaching practices • course materials, information and learning tasks in alternative formats • alternative assessment formats, timeframes, or tasks • availability of assistive technologies or specialised equipment • allowing a carer or support person to be present in the learning environment
Assessment Timing	The timing of the assessment will differ for each student, generally once all workplace training related to a unit of competency is completed, the online assessments can be completed. The practical assessment will be completed after both the workplace training and online assessments are completed. To ensure a flexible approach and to meet real workplace expectations and demands LANDSCAPE SKILLS will provide the student access to all training resources and assessment tools however, it is recommended that the student completes any self-study during the training period and commence the practical assessment only after the training for the specific skills in the unit of competency is completed. The trainer and assessor will contact each student to discuss their progress and inform them when assessments will be conducted.
Assessment Validation	LANDSCAPE SKILLS undertakes systematic validation that includes each training product on the scope of registration as per the requirements of clauses 1.9-1.11 of RTO Standards
Assessments Feedback	Feedback and input from students and other stakeholders are sought, analysed and acted upon, where necessary, on a regular basis. Information gained forms part of any review of materials and in the validation and moderation processes. Trainers, employers, and students are also welcomed to give feedback at any time during their training and assessment with us. At the completion of a unit of competency and/or qualification/assessment all students are given the opportunity to complete a survey

Educational and Support Services

Support, Welfare and Guidance	LANDSCAPE SKILLS will ensure all students receive appropriate welfare and guidance throughout their program. This includes, learning pathways, possible RPL opportunities, provision for special needs and provision for special cultural and religious needs (where applicable). Such support will be provided by locating support through community services such as special needs services, welfare services, counselling, advisory bodies and government departments. Students are provided with learning resources and access to trainers to provide them with any needed academic support. Refer to Reasonable adjustment section

Transition Arrangements

The CEO subscribes to training.gov.au together with ASQA and Training.gov.au, Industry Skills Associations along with other associations. This provides information on any changes upcoming and made on any training products.

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

LANDSCAPE SKILLS complies with clauses 1.26 & 1.27 of RTO Standards. When there are major changes to the Training Package, the CEO 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 LANDSCAPE SKILLS 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).

Continuous Improvement

Trainer and Assessor Feedback	Feedback and input from Trainers are sought, analysed and acted upon, where necessary, on a regular basis. Information gained forms part of any review of materials and in the validation and moderation processes. Feedback can be gathered formally and/or informally
Students Feedback	Feedback and input from students are sought, analysed and acted upon, where necessary, on a regular basis. Information gained forms part of any review of materials and in the validation and moderation processes. Feedback can be gathered formally and/or informally.
Employers Feedback	Employer's feedback is gathered during three stages Pre-enrolment During-enrolment After completion Feedback may be gathered formally and/or informally
Course Review	Stakeholder consultations occur on an ongoing basis throughout the year. Evidence of industry consultations and resulting actions is documented. Ongoing consultations with stakeholders assist in evaluating the course and identifying opportunities for improvement.

Consultation

Industry Consultation	Consultation with industry is conducted on a regular basis. The consultation contributes to LANDSCAPE SKILLSs Training and Assessment Strategies and provides an insight as to what the industry requires for their training needs. LANDSCAPE SKILLS maintains an Industry Consultation Register.
Consultation for Development of TAS	Industry representatives consulted during the development and review of the training and assessment strategy for this qualification are recorded in LANDSCAPE SKILLS's Industry Consultation Register

Assessment Conditions

Learning and assessment is conducted in a work-related environment that leads to verifiable workplace outcomes. LANDSCAPE SKILLS is responsible for ensuring honest, valid, and reliable assessment is conducted throughout all programs. This includes ensuring all trainees/apprentices are assessed against the critical aspects of assessment which apply to every unit of competency within the program.

Mandatory conditions for assessment of this Qualification are stipulated below. With additional specific requirements for each unit listed in the table below

The assessment must: include access to:

- personal protective equipment
- relevant documentation
- be conducted in a safe environment; and,
- be assessed in the context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures and processes directly related to the industry sector for which it is being assessed; and, confirm consistent performance can be applied in a range of relevant workplace circumstances.

Unit Code	Unit Name	Assessment Conditions and Resources
AHCBIO303	Apply biosecurity measures	**physical conditions:** skills must be demonstrated on a site that has exposure to potential biosecurity threats or an environment that accurately represents workplace conditions **resources, equipment and materials:** digital technology and websites to access current biosecurity information tools and equipment required to implement control measures recording system relevant to biosecurity Risk assessments, biosecurity plans, workplace documents, workplace instructions, access to legislation, access to internet, computers and websites, internal reporting documents, input/output data, research equipment, tools and equipment for control measures, recording system relevant to biosecurity **specifications:** workplace biosecurity plans, procedures, records, workplace instructions, job specifications or work routines regulations, legislation, codes of practice relevant to biosecurity **relationships:** supervisor.
AHCWHS301	Contribute to work health and safety processes	Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting Internal policies and procedures, risk assessments, access to legislation and websites, access to work area with others working in it, a range of PPE and safety equipment
AHCWRK306	Comply with industry quality assurance requirements	**physical conditions:** a primary production or a manufacturing setting or an environment that accurately represents workplace conditions **resources, equipment and materials:** products or services relevant to the specific primary production sector Company policies and procedures, quality assurance policies, risk assessments **specifications:** workplace policies and procedures related to quality assurance workplace specifications and/or quality standards relevant to the industry sector

		access to legislation/codes of practice relevant to quality including HACCP
AHCBIO301	Identify and report signs of unusual disease or pest	**physical conditions:** skills must be demonstrated in an environment that accurately represents workplace conditions **resources, equipment and materials:** plants or animals showing signs of disease or pest infestation/ Checklists, research tools, policies and procedures, biosecurity plans **specifications:** workplace procedures for managing a biosecurity threat reference materials for comparing observations **relationships:** supervisor and/or professional.
AHCWRK309	Apply environmentally sustainable work practices	Internal compliance documents, access to data covering resource usage, access to Environmental COP's, company policies and procedures
AHCBER302	Work effectively in a biosecurity emergency response	**physical conditions**: skills must be demonstrated in an emergency response situation or an environment that represents an emergency response condition **resources, equipment and materials:** Internal policies and procedures, communication equipment, reporting documents, research tools, PPE, risk assessments, COP's, emergency resources. **specifications:** specific workplace policies, procedures and processes for biosecurity and emergency response workplace instructions for emergency response activity specific legislation, codes of practice and information regarding the specific biosecurity emergency **relationships** stakeholders work team, supervisor **timeframes:** emergency response completed according to time specified in response plan
AHCCHM304	Transport and store chemicals	**physical conditions:** skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions access to storage facility for chemicals access to vehicle for transporting chemicals **resources, equipment and materials:** PPE, spill kits, SDS, chemicals, chemical labels, materials and equipment to handle, secure and protect chemical loads, chemical storage area, internal record keeping documents, access to emergency procedures and legislation. **specifications:** specific workplace documents, including work instructions and procedures for chemical handling, storage and transport chemical labels and safety data legislation and regulations about handling, storage and transport of chemicals.
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases	**physical conditions:** skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions **resources, equipment and materials:**

		chemicals PPE application equipment chemical measuring and mixing equipment, SDS, calibration equipment, measuring and mixing equipment, internal record keeping documents, weather forecast information **specifications:** specific workplace documents, including work instructions and procedures for chemical application chemical labels and SDS regulations about use of chemicals manufacturers' operation and maintenance instructions for equipment access to weather forecasts or means to measure local weather.
AHCPMG301	Control weeds	**physical conditions:** skills must be demonstrated in the field or an environment that accurately represents workplace conditions **resources, equipment and materials**: Access to a range of weeds and beneficial organisms, or the ability to research, Internal safety docs, SDS and risk assessments. Spraying equipment and calibration equipment. Internal IPM, or access to IPM documents. • live weeds • tools and equipment used for weed control program • personal protective equipment • specifications: • workplace documents including policies, procedures, processes and forms for record keeping • manufacturers' operating instructions for specific equipment and machinery • safety data sheets • workplace instructions and client briefs • specific regulations and codes of practice **relationships:** clients.
AHCPHT317	Coordinate horticultural crop harvesting	**physical conditions:** a workplace setting or an environment that accurately represents workplace conditions **resources, equipment and materials:** horticultural crop harvesting tools, equipment and machinery personal protective equipment applicable to horticultural crop harvesting Horticultural crops, machinery and equipment for seeding/planting, soil test kits, company procedures and documents, work group **specifications:** client, workplace and industry quality assurance specifications horticultural crop harvesting equipment and machinery operating instructions workplace requirements applicable to health and safety in the workplace for horticultural crop harvesting industry and workplace environmental and biosecurity procedures applicable to horticultural crop harvesting **relationships:** team members, client **timeframes:** according to job requirements.

AHCMOM202	Operate tractors	**physical conditions**: a workplace setting or an environment that accurately represents workplace conditions individual must not be under the influence of alcohol or drugs individual must not be taking any medication (prescribed or otherwise) that may impair judgement individual must not be in a fatigued state when operating the machinery **resources, equipment and materials:** tractors safety equipment and personal protective equipment applicable to the task being undertaken Pre-start docs, manufacturer's instructions, COP's, PPE, tractor, risk assessments, basic maintenance tools, cleaning equipment and biosecurity policies, safety equipment **specifications:** tractor operation and maintenance manual industry and workplace biosecurity procedures applicable to tractor operation legislation relevant to tractor operation and licensing requirements **timeframes:** according to the job requirements.
AHCMOM301	Coordinate machinery and equipment maintenance and repair	**physical conditions:** a workplace setting or an environment that accurately represents workplace conditions **resources, equipment and materials:** machinery and equipment maintenance tools and equipment material resources safety equipment and personal protective equipment applicable to the task being undertaken Maintenance and repair records, reports, logs, operator manuals, machinery, maintenance logs **specifications:** machinery operation and maintenance manual workplace procedures applicable to health and safety in the workplace and machinery maintenance **timeframes:** according to the job requirements.
AHCMOM305	Operate specialised machinery and equipment	**physical conditions:** a workplace setting or an environment that accurately represents workplace conditions individual must not be under the influence of alcohol or drugs individual must not be taking any medication (prescribed or otherwise) that may impair judgement individual must not be in a fatigued state when operating specialised machinery and equipment **resources, equipment and materials:** a range of specialised machinery and equipment enclosed toe shoes safety equipment and personal protective equipment applicable to the specialised machinery and equipment being used and the task being undertaken Pre-starts, Shut down, PPE, Incident reports, SWMS At least one of the following (with equipment and attachments): • feed mixers • specialised turf equipment • specialised nursery equipment • livestock feeding systems • specialised harvesting or planting equipment

AHCPMG302	Control plant pests, diseases and disorders	**physical conditions:** skills must be demonstrated in the field or an environment that accurately represents workplace conditions **resources, equipment and materials:** pests, diseases and disorders tools and equipment for control program personal protective equipment **specifications:** workplace documents including policies, procedures, processes and forms for record keeping manufacturers' operating instructions for specific equipment and machinery safety data sheets workplace instructions and client briefs specific legislation/codes of practice **relationships:** clients supervisor.
AHCWRK310	Provide on-job training support	Workplace procedures, induction procedures, workplace, team members, risk assessments.

Note: the top portion of the table continues from the previous page:

- filtering and pumping equipment
- poultry performance monitoring equipment
- fertilising application

grain handling equipment.
specifications:
specialised machinery and equipment operation and maintenance manuals
industry and workplace biosecurity procedures applicable to specialised machinery and equipment operation
records must include details of the specialised machinery and equipment that the individual was assessed on
timeframes:
according to the job requirements.

Assessment Methods

Assessment Method by ASQA	Description	Assessment Methods LANDSCAPE SKILLS Mapping
Direct Observations	Assessed in real time in the workplace	Practical Observations
Product Based Methods	Structured Assessment activities such as reports and work samples	Multiple Choice and Short written Questions Scenarios and case studies Activity sheets and reports
Portfolio	A collection of work samples of annotated and validated pieces of evidence, compiled by the student. Such as written documents, photographs and logbooks	Work Activity Record (WAR) Photographs
Questioning	Written or verbal questioning	Verbal Questioning
Third-Party Evidence		Third Party Report

Unit Code	Unit Name	Multiple Choice and Short written Questions	Verbal Questioning	Scenarios and case studies	Activity sheets and reports	Practical Observations	Third Party Report
AHCBIO303	Apply biosecurity measures	☒	☒	☒	☒	☒	☒
AHCWHS301	Contribute to work health and safety processes	☒	☒	☒	☒	☒	☒
AHCWRK306	Comply with industry quality assurance requirements	☒	☒	☒	☒	☒	☒
AHCBIO301	Identify and report signs of unusual disease or pest	☒	☒	☒	☒	☒	☒
AHCWRK309	Apply environmentally sustainable work practices	☒	☒	☒	☒	☒	☒
AHCBER302	Work effectively in a biosecurity emergency response	☒	☒	☒	☒	☒	☒
AHCCHM304	Transport and store chemicals	☒	☒	☒	☒	☒	☒
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases	☒	☒	☒	☒	☒	☒
AHCPMG301	Control weeds	☒	☒	☒	☒	☒	☒
AHCPHT317	Coordinate horticultural crop harvesting	☒	☒	☒	☒	☒	☒
AHCMOM202	Operate tractors	☒	☒	☒	☒	☒	☒
AHCMOM301	Coordinate machinery and equipment maintenance and repair	☒	☒	☒	☒	☒	☒
AHCMOM305	Operate specialised machinery and equipment	☒	☒	☒	☒	☒	☒
AHCPMG302	Control plant pests, diseases and disorders	☒	☒	☒	☒	☒	☒
AHCWRK310	Provide on-job training support	☒	☒	☒	☒	☒	☒

Trainer and Assessor Requirements

LANDSCAPE SKILLS ensures all trainers and assessors comply with the requirements of clauses 1.1 – 1.16 of RTO Standards. Individual staff profiles are maintained at the unit of competency level for each trainer and assessor Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/Australian Quality Training Framework mandatory requirements for assessors' current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes

Staff Profiles are annually reviewed to ensure compliance with RTO Standards

Human Resources

Unit Code	Unit Name	Trainer & Assessor	Trainer & Assessor
AHCBIO303	Apply biosecurity measures	Shaun Waterton	Felicity Capelli
AHCWHS301	Contribute to work health and safety processes	Shaun Waterton	Felicity Capelli
AHCWRK306	Comply with industry quality assurance requirements	Shaun Waterton	Felicity Capelli
AHCBIO301	Identify and report signs of unusual disease or pest	Shaun Waterton	Felicity Capelli
AHCWRK309	Apply environmentally sustainable work practices	Shaun Waterton	Felicity Capelli
AHCBER302	Work effectively in a biosecurity emergency response	Shaun Waterton	Felicity Capelli
AHCCHM304	Transport and store chemicals	Shaun Waterton	Felicity Capelli
AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases	Shaun Waterton	Felicity Capelli
AHCPMG301	Control weeds	Shaun Waterton	Felicity Capelli
AHCPHT317	Coordinate horticultural crop harvesting	Shaun Waterton	Peter Cottrell
AHCMOM202	Operate tractors	Shaun Waterton	Peter Cottrell
AHCMOM301	Coordinate machinery and equipment maintenance and repair	Shaun Waterton	Peter Cottrell
AHCMOM305	Operate specialised machinery and equipment	Shaun Waterton	Peter Cottrell
AHCPMG302	Control plant pests, diseases and disorders	Shaun Waterton	Felicity Capelli
AHCWRK310	Provide on-job training support	Shaun Waterton	Felicity Capelli

Supporting Rationale

Certificate III qualifications are often the basis for trade outcomes and undertaken as part of a traineeship or apprenticeship. In these cases, up to four years may be required to achieve the learning outcomes.

RTO Standards: These Standards are the Standards for Registered Training Organisations 2015. These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.
Standard 1. The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

Recognition of Prior Learning (RPL)
means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

The Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education. Provides a guide to the volume of learning (see 'AQF volume of learning indicators' table), which describes how long a student 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.
https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf
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.

Estimated Duration
From RTO Standards:
a) the training and assessment, and related educational and support services the RTO will provide to the student 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 student 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"
When trying to best estimate duration of training, we have had to consider different variables and these are referred to in the Estimated Duration Table.
The Estimated Duration table, does not include formative assessment hours. These are in addition to the Volume of Learning. The time required to complete assessments can differ greatly from student to student as recorded in Assessment Timing.

Credit transfer is defined in the AQF as follows: Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. This is underpinned by the AQF definition of credit as follows: Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing

Document and Version Control

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