

# Training and Assessment Strategy

## Training Product: **TAS – AHC50422 Diploma of Horticulture Management**

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Training Product Overview	
Code, Full Title and Release	TAS – AHC50422 <a href="#">Diploma of Horticulture Management (Release 1)</a> This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 9.0.
Stream	NA
Awarding RTO and Code	Landscape Skills (LS) Qld Small Business Courses (QSBC) RTO Code 41456
Available Funding Arrangements	<input checked="" type="checkbox"/> Traineeship <input type="checkbox"/> Construction Skills Queensland (CSQ) <input checked="" type="checkbox"/> Fee for Service
Restrictions	Queensland Government Contribution (if applicable) 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 or Logan.
Target Group/Groups	This qualification is suited to those who are currently employed in managerial positions in the horticulture industry, or those who are interested in advancing their career opportunities. In this role, individuals are expected to use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide guidance and mentoring to other workers. A prospect student would ideally have more than 3 years' work experience
Qualification Description	This course will give you a broad knowledge of the amenity horticulture industry at a diploma level. During this course you will take personal responsibility and exercise autonomy in undertaking complex work.
Mode of Delivery	The mode of delivery is a combination of external and workplace based delivery. However predominantly the delivery mode is "External delivery"
Licensing, legislative and certification considerations"	No licensing, legislative or certification requirements apply to this qualification at the time of publication.
Program Duration	<p>Estimated Duration: An estimated <b>[2109 Hours]</b> Volume of Learning, depending on electives selected, with an estimated duration of 36 months.</p> <p>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.</p> <p>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 36 months based on a full-time student.</p> <p>All apprenticeships/traineeships have a nominal term – this is the timeframe that is on the training contract. The nominal term for the traineeship "Horticulture Manager" is 36 months.</p> <p>The Estimated 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 Estimated Duration timeframe rather than the contract's nominal term (where applicable).</p>
Amount of Training and Volume of Learning	<p><b>Diploma 1 – 2 years</b></p> <p><b>1200 – 2400 hours</b></p>

## Training Product Overview

	<p>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.</p> <p>Volume of Learning for this qualification is <b>[2109 Hrs]</b>. <b>Refer to the Estimated Duration Table.</b></p> <p>ASQA require that we give you an estimate of the duration of training. The trainer will conduct sessions/reviews 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.</p>
<p>Volume of Learning within recommended AQF range</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                  IF No: Justification:</p>

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## Training Product Components (Full Qualification)

Packaging Rules	To achieve this qualification, competency must be demonstrated in:					
	<p>10 units of competency:            3 core units plus            7 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. The electives are to be chosen as follows:</p> <p>2 units must be from Group A            3 units not already selected must be from Group A or B            the remaining 2 units must be selected from electives listed in groups A, B or C, or any currently endorsed Training Package or accredited course.</p>					
	Unit Code	Unit Name	Core/Elective	PRE-Req uisites	Co-Req site	Lic
1	AHCWHS503	Manage work health and safety processes	Core	Nil	Nil	Nil
2	AHCBUS511	Manage enterprise staff requirements	Elective	Nil	Nil	Nil
3	AHCWRK513	Write and present reports	Core	Nil	Nil	Nil
4	AHCWRK520	Develop workplace policy and procedures for environment and sustainability	Core	Nil	Nil	Nil
5	AHCBUS514	Negotiate and monitor contracts	Elective	Nil	Nil	Nil
6	AHCMOM501	Manage machinery and equipment	Elective	Nil	Nil	Nil
7	AHCPGD507	Manage plant cultural practices	Elective	Nil	Nil	Nil
8	AHCLSC504	Survey and establish site levels	Elective	Nil	Nil	Nil
9	AHCBUS407	Cost a project	Elective	Nil	Nil	Nil
10	AHCPCM507	Diagnose plant health problems	Elective	Nil	Nil	Nil

## Entry and Resources Requirements

<p>RTO Entry Requirement</p>	<p>While 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.</p> <p>Training Yard Attendance – Student will be required to be inducted (including presenting their White Card) into the Site prior to accessing for training and/or assessment. Otherwise, LANDSCAPE SKILLS may assist in special arrangements where possible.</p> <p>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.</p>
<p>Course Entry Requirement</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Minimum entry age: [15 Years Old]</li> <li><input checked="" type="checkbox"/> Direct Entry with basic LLN Skills</li> <li><input checked="" type="checkbox"/> 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.</li> </ul> <p>Visa holders may engage in apprenticeships or traineeships provided their work rights allows this, based on information and advice provided by the Australian Government.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Funding Eligibility if applicable</li> </ul> <p><b>COURSE REQUIREMENT:</b>            Prior to commencing this qualification an individual must:            have completed the following units of competency (or equivalent):            AHCCHM304 Transport and store chemicals            AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases            AHCPCM308 Identify and select plants            AHCPMG301 Control weeds            AHCPMG302 Control plant pests, diseases and disorders            AHCSOL304 Implement soil improvements for garden and turf areas            AHCWHS302 Contribute to workplace health and safety processes            OR            have relevant equivalent skills and knowledge acquired through participation in the horticulture industry.</p>
<p>Language, Literacy and Numeracy (LLN)</p>	<p>Students require a minimum of upper intermediate skills in reading, writing, numeracy, and communication. Or a sound English language and literacy skills (at least Year 10 English, or equivalent) and these are confirmed as part of the enrolment process.</p> <p>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.</p>

Technology Literacy	<p>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</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> creating, saving, and editing documents</li> <li><input checked="" type="checkbox"/> accessing and searching the internet</li> <li><input checked="" type="checkbox"/> downloading and saving documents from websites</li> <li><input checked="" type="checkbox"/> uploading documents through websites</li> <li><input checked="" type="checkbox"/> participating in online discussions</li> <li><input checked="" type="checkbox"/> connecting digital devices and downloading and storing images</li> <li><input checked="" type="checkbox"/> using online video conferencing services.</li> </ul>
Equipment Requirements	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Laptop computer/ Tablet/Phone or any suitable equipment to access the online learning platform.</li> <li><input checked="" type="checkbox"/> Internet Access.</li> </ul> <p>If any resources are not available, we arrange for the resources to be provided where possible</p>
Resources Requirements	<p>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. Some units may have to be completed at our training yard – refer to the Assessment Conditions and Resources section.</p> <p>Resources include: Learning resources, Physical resources, Assessment resources and Human resources [ Refer to separate sections – Human Resources; Assessment Conditions and Resources]</p>
Unique Student Identifier (USI)	<p>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 <a href="http://www.usi.gov.au">www.usi.gov.au</a>. 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.</p>

## Pathways & Outcomes

Pathways into qualification	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Completion of any certificate III qualification.</li> <li><input checked="" type="checkbox"/> Currently employed on full-time or part-time basis in the horticulture industry and/or viticulture Industry</li> </ul>
Pathways and Vocational Outcomes	<p>The following employment pathways are available to students who complete this qualification:</p> <p>Successful completion of this course will equip you to confidently seek employment in managerial positions within the horticulture industry.</p> <p>Vocational outcomes:</p> <ul style="list-style-type: none"> <li>• Horticulture Team Leader</li> <li>• Horticulture Manager</li> </ul>

## 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
AHCWHS503	Manage work health and safety processes	Core	1	70	223	8	301
AHCBUS511	Manage enterprise staff requirements	Elective	2	100	225	8	333
AHCWRK513	Write and present reports	Core	3	40	224	8	272
AHCWRK520	Develop workplace policy and procedures for environment and sustainability	Core	4	80	240	8	328
AHCBUS514	Negotiate and monitor contracts	Elective	5	80	240	8	328
AHCMOM501	Manage machinery and equipment	Elective	6	80	10	8	98
AHCPGD507	Manage plant cultural practices	Elective	7	100	40	8	148
AHCLSC504	Survey and establish site levels	Elective	8	70	30	5	105
AHCBUS407	Cost a project	Elective	9	40	25	3	68
AHCPCM507	Diagnose plant health problems	Elective	10	80	40	8	128
<b>TOTAL</b>							<b>2109</b>

***The volume of learning of 2109 hrs is based on the units of competency listed; however, it might vary whenever other electives are chosen.***



## Recognition Processes

<p>Credit Transfer</p>	<p>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. If we are unable to verify your prior results, we will be unable to apply a credit transfer to those units and if funded, the funding source will not pay for those units to be re-trained and/or assessed.</p>
<p>Recognition of Prior Learning (RPL)</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Request RPL within the enrolment application form</li> <li>• Provide required evidence for selected units of competency by using the RPL tools we provide</li> <li>• Consultation and interview with a trainer and assessor to identify eligibility and provide guidance</li> <li>• Verbal questioning is used to investigate understanding of concepts, standard procedures, and minimum safety requirements for the course.</li> <li>• Be prepared to demonstrate practical ability</li> <li>• Provide previous employer verification</li> </ul> <p>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 might be related to</p> <ul style="list-style-type: none"> <li>• work samples and documents (such as invoices, quotations, plans, sketches etc)</li> <li>• Previous employer letters</li> <li>• photos and videos of your work</li> <li>• related qualifications, statements of attainment, USi Transcript</li> </ul> <p>If a student is granted RPL, it will reduce the estimated course duration. There will not be any hours for training or learning for the units of competency that are being awarded RPL. Approximately an hour per unit should be allowed to complete the RPL tools and then the RTO Assessment hours for each unit as per the Estimated Duration table. This will vary depending on the number of units being applied for as RPL.</p>

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## Evidence Gathering and Recording Techniques

Evidence Gathering	<p>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.</p> <p>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.</p> <p>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.</p> <p>Evidence types: Evidence might be gathered in form of photos, videos, workplace activity record, assessor questioning, assessor observation and written evidence.</p>
Progress Monitoring	<p>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.</p> <p>In particular for an apprentice or trainee, a review will be conducted (in person or over phone) at least every three (3) months.</p> <p>The online system allows both students and the RTO to see the progress, with reminders on overdue units and overdue contact.</p>

## Assessments Systems

Assessment Techniques	<p>The assessment techniques are:</p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Supplementary</li> </ul>
Assessment Resources	<p>All staff involved in the delivery and assessment of this qualification have:</p> <ul style="list-style-type: none"> <li>➢ Direct access to the current version of the units of competency, assessment requirements, relevant Training Package and companion Volume of Learning.</li> <li>➢ Access to appropriate support materials relevant to their areas of delivery and assessment</li> <li>➢ 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</li> <li>➢ Access to equipment and facilities to meet the requirements of each unit of competency and successfully implement the program (further information provided below).</li> </ul> <p>[See separate sections for Assessment Conditions and Resources]</p>
Reasonable Adjustment	<p>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.</p> <p>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.</p> <p>Examples of reasonable</p> <ul style="list-style-type: none"> <li>• modification to presentation mediums and techniques or teaching practices</li> <li>• course materials, information and learning tasks in alternative formats</li> </ul>

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	<ul style="list-style-type: none"> <li>• alternative assessment formats, timeframes, or tasks</li> <li>• availability of assistive technologies or specialised equipment</li> <li>• allowing a carer or support person to be present in the learning environment</li> </ul>
Assessment Timing	<p>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.</p> <p>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.</p> <p>The trainer and assessor will contact each student to discuss their progress and inform them when assessments will be conducted.</p>
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	<p>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.</p> <p>Students are provided with learning resources and access to trainers to provide them with any needed academic support.</p> <p>Refer to Reasonable adjustment section</p>
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## 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).

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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 and Resources

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
AHCBUS511	Manage enterprise staff requirements	<p><b>physical conditions:</b> skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>specifications:</b> access to legislation, regulations and guidelines for employment</p> <p><b>relationships:</b> access to employees and/or contractors.</p>
AHCWHS503	Manage work health and safety processes	<p><b>physical conditions:</b> skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> access to health and safety data for an enterprise</p> <p><b>specifications:</b> health and safety legislation and codes of practice.</p>
AHCBUS514	Negotiate and monitor contracts	<p><b>physical conditions:</b> skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> access to information about contracts and relevant contract/employment legislation.</p>
AHCMOM501	Manage machinery and equipment	<p><b>physical conditions:</b> a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> machinery and equipment maintenance plans and schedules machinery and equipment budgets</p> <p><b>specifications:</b> machinery and equipment operation and maintenance manual and manufacturer specifications</p>

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		<p>workplace procedures and health and safety in the workplace procedures, legislation and regulation applicable to machinery and equipment maintenance and management</p> <p>legislation and regulation requirements applicable to machinery and equipment management</p> <p>environmental legislation applicable to maintenance of machinery and equipment, disposal of waste and hazardous substances</p> <p><b>relationships:</b> team members</p> <p><b>timeframes:</b> according to the job requirements.</p>
AHCWRK513	Write and present reports	<p><b>physical conditions:</b> a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> industry publications and internet sources of information relevant to the development of a report</p> <p><b>relationships:</b> appropriately experienced and qualified person, client and work colleagues</p> <p><b>timeframes:</b> according to the job requirements.</p>
AHCWRK520	Develop workplace policy and procedures for environment and sustainability	<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <p><b>physical conditions:</b> a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> organisational quality assurance systems organisational policies, procedures and protocols applicable to the development of workplace policy and procedures for environment and sustainability computer hardware and software</p> <p><b>specifications:</b> workplace environment and sustainability legislation, regulations and workplace procedures relevant to the development of workplace policy and procedures for environment and sustainability legislative, regulatory and industry requirements relevant to the development of workplace policy and procedures for environment and sustainability</p> <p><b>relationships:</b> work team, key personnel and stakeholders.</p>
AHCPGD507	Manage plant cultural practices	<p><b>physical conditions:</b> a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources:</b> soil and growing media sampling and testing equipment</p> <p><b>specifications:</b> workplace health and safety and environmental and biosecurity legislation, regulations and workplace procedures relevant to managing plant cultural practices</p> <p><b>relationships:</b> staff, contractors and specialist sub-contractors</p> <p><b>timeframes:</b> according to job requirements and over a minimum of 4 weeks.</p>

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<p>AHCLSC504</p>	<p>Survey and establish site levels</p>	<p><b>physical conditions:</b> a workplace setting or an environment that accurately represent workplace conditions – <i>the RTO training facility will need to be attended to complete assessment for this unit.</i></p> <p><b>resources, equipment and materials:</b> tools and equipment, and survey instruments applicable to surveying and establishing site levels for landscape projects</p> <p><b>specifications:</b> site plans, maps and client brief applicable to surveying and establishing site levels for landscape projects</p> <p><b>relationships:</b> clients</p> <p><b>timeframes:</b> according to job requirements.</p>
<p>AHCBUS407</p>	<p>Cost a project</p>	<p><b>physical conditions:</b> skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> computer based technology to research goods and services communications technology to request quotes for services.</p>
<p>AHCPCM507</p>	<p>Diagnose plant health problems</p>	<p><b>physical conditions:</b> a workplace setting or an environment that accurately represents workplace conditions</p> <p><b>resources, equipment and materials:</b> published data and historical records relevant to diagnosing plant health problems workplace IPM strategy and production plan requirements</p> <p><b>specifications:</b> workplace health and safety and environmental and biosecurity legislation, regulations and workplace procedures relevant to diagnosing plant health problems workplace and industry record-keeping and reporting procedures and requirements</p> <p><b>relationships:</b> specialist services, clients or management</p> <p><b>timeframes:</b> according to job requirements.</p>

## 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 Short Answer Questions
Third-Party Evidence		Third Party Report (not required if not an apprenticeship/traineeship)

Unit Code	Unit Name	Multiple Choice and Short written Questions	Verbal Questioning / Short answer questions	Scenarios and case studies	Activity sheets and reports	Practical Observations	Third Party Report
AHCBUS511	Manage enterprise staff requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCWHS503	Manage work health and safety processes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCBUS514	Negotiate and monitor contracts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCMOM501	Manage machinery and equipment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCWRK513	Write and present reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCWRK520	Develop workplace policy and procedures for environment and sustainability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCPGD507	Manage plant cultural practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCLSC504	Survey and establish site levels	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCBUS407	Cost a project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AHCPCM507	Diagnose plant health problems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



## 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
AHCBUS511	Manage enterprise staff requirements	Matthew Rawlinson
AHCWHS503	Manage work health and safety processes	Matthew Rawlinson
AHCBUS514	Negotiate and monitor contracts	Matthew Rawlinson
AHCMOM501	Manage machinery and equipment	Steven Jameson
AHCWRK513	Write and present reports	Matthew Rawlinson
AHCWRK520	Develop workplace policy and procedures for environment and sustainability	Matthew Rawlinson
AHCPGD507	Manage plant cultural practices	Steven Jameson
AHCLSC504	Survey and establish site levels	Steven Jameson
AHCBUS407	Cost a project	Steven Jameson
AHCPCM507	Diagnose plant health problems	Steven Jameson

## Supporting Rationale

**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

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