



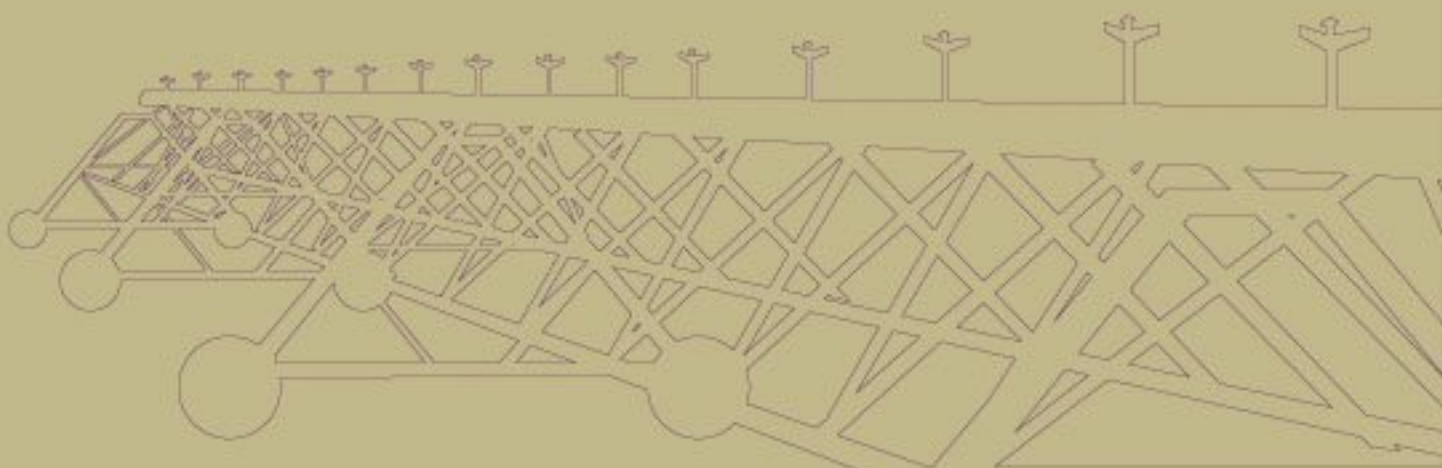
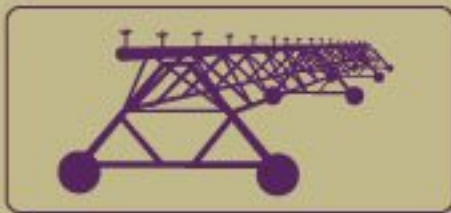
Australian Government
Department of Education, Employment
and Workplace Relations



Agrifood
Industry Skills
Council

RTE03 Rural Production Training Package

Volume 1 of 8



Version Number: 2
Review Date: 30 April 2006

ISC INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

RTE03 Rural Production Training Package

The contents of this volume refer only to the Endorsed Components of RTE03 Rural Production Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole.

Volume 1 of 8 Rural Production Volume 1 - Introduction, Qualification Packaging, Assessment Guidelines

Volume 2: Rural Production Units of Competency

Volume 3: Rural Production Units of Competency

Volume 4: Rural Production Units of Competency and Units of Competency Imported from RTD02 Conservation and Land Management Training Package and RTF03 Amenity Horticulture Training Package

Volume 5: Units of Competency Imported from other Training Packages

Volume 6: RTC Common Units of Competency

Volume 7a: Rural Production units of competency for additional sectors

Volume 7b: Units of Competency imported from other Training Packages for additional Sectors

Endorsed by the National Training Quality Council 10 April 2003. This Training Package is to be reviewed by April 2006.

RTE03 - Rural Production Training Package

© Commonwealth of Australia 2007



The views expressed in the copyright work do not necessarily represent the views of the Commonwealth of Australia.

This work is copyright and licensed under the AShareNet Free for Education instant licence (AShareNet-FfE Licence). The onus rests with you to ensure compliance with the AShareNet-FfE licence and the following is merely a summary of the scope of the Licence. When you obtain a copy of material that bears the AShareNet-FfE licence mark by legitimate means you obtain an automatic licence to use and copy the work in whole or in part, solely for educational purposes.

Individual learners may:

- 1 use the material personally for their education such as including it, with proper attribution, in work that is performed in the course of that education; and
- 2 make unlimited copies, in whole or in part, of the material.

Education Providers or Other Organisations may:

- 1 use the material within the organisation or for the services provided by the organisation;
- 2 make or give copies to learners;
- 3 charge for the education provided; and
- 4 charge learners for the material on a cost-recovery basis.

Conditions for the licence can be found at <http://www.aesharenet.com.au/FfE2/>. Queries regarding the standard AShareNet-FfE Licence conditions should be directed to the AShareNet website at <http://www.aesharenet.com.au/help/support/>.

In addition to the standard AShareNet-FfE Licence conditions, the following **special conditions** apply:

- 1 Territory: The copyright work must only be used in Australia and New Zealand.
- 2 Development Rights: Licensees are not permitted to develop either an Edited Version or Enhancements of the Licensed Material.

Use of this work for purposes other than those indicated above, requires the prior written permission from the Commonwealth. Requests should be addressed to Training Copyright, Department of Education, Employment and Workplace Relations, (DEEWR) GPO Box 9880 Canberra City, ACT, 2601 or email copyright@training.com.au.

Disclaimer

This work is the result of wide consultations with Australian industry participants. It is a collaborative view and does not necessarily represent the view of DEEWR or any specific

body. For the sake of brevity it may omit factors which could be pertinent in particular cases. While care has been taken in the preparation of this Training Package, DEEWR and the original developer do not warrant that any licensing or registration requirements specified here are either complete or up-to-date for your State or Territory. DEEWR and the original developer do not accept any liability for any damage or loss (including indirect and consequential loss) incurred by any person as a result of relying on the information contained in this Training Package.

The Commonwealth, through the Department of Education, Employment and Workplace Relations, does not accept any liability to any person for the information or advice (or the use of such information or advice) which is provided in this material or incorporated into it by reference. The information is provided on the basis that all persons accessing this material undertake responsibility for assessing the relevance and accuracy of its content. No liability is accepted for any information or services which may appear in any other format. No responsibility is taken for any information or services which may appear on any linked websites.

Published by: Agri-Food Industry Skills Council P.O. BOX 5450 Kingston, 2604, ACT ABN: Phone: 0261637200 Fax: 0261637299 Email: Website: http://www.agrifoodskills.net.au	First published:	22 September 2003
	Stock Code Number:	
	ISBN:	0 642 80460 5
	Printed by:	Document Printing Australia Pty Ltd
	AEShareNet Code:	FfE
	Print Version No:	2
	Release Date:	21/09/2007
	Review Date:	30 April 2006

TABLE OF CONTENTS

Preliminary Information	7
Important Note to Users.....	7
Summary of AQF qualifications in this Training Package.....	15
Units of competency in this Training Package and their prerequisites.....	17
Imported units of competency in this Training Package.....	32
Overview.....	55
What is a Training Package?	55
Training Package Endorsed Components	56
Training Package, Qualification and Unit of Competency Codes	57
Training Package, Qualification and Unit of Competency Titles.....	58
Overview of Training Packages in the Rural Production industry.....	58
Introduction.....	58
Introduction to RTE03 Rural Production Training Package.....	63
Qualifications Framework.....	71
The Australian Qualifications Framework.....	71
Skill Sets.....	82
Employability Skills.....	83
Qualifications.....	87
RTE10103 Certificate I in Rural Operations.....	90
RTE20103 Certificate II in Agriculture.....	94
RTE20203 Certificate II in Irrigation.....	123
RTE20303 Certificate II in Wool Handling.....	127
RTE20403 Certificate II in Shearing.....	130
RTE20503 Certificate II in Crutching.....	133
RTE20603 Certificate II in Production Horticulture.....	136
RTE20703 Certificate II in Rural Operations.....	144
RTE20807 Certificate II in Commercial Composting.....	147
RTE30103 Certificate III in Agriculture.....	151
RTE30203 Certificate III in Agriculture (Beef Production).....	169
RTE30303 Certificate III in Agriculture (Cotton Production).....	175
RTE30403 Certificate III in Agriculture (Dairy Production).....	179
RTE30503 Certificate III in Agriculture (Goat Production).....	184
RTE30603 Certificate III in Agriculture (Grain Production).....	189
RTE30703 Certificate III in Agriculture (Horse Breeding).....	193
RTE30803 Certificate III in Agriculture (Milk Harvesting).....	198
RTE30903 Certificate III in Agriculture (Pig Production).....	202
RTE31003 Certificate III in Agriculture (Poultry Production).....	207
RTE31103 Certificate III in Agriculture (Sheep and Wool Production).....	212
RTE31203 Certificate III in Agriculture (Sugar Production).....	217
RTE31303 Certificate III in Irrigation.....	221
RTE31403 Certificate III in Wool Clip Preparation.....	226
RTE31503 Certificate III in Shearing.....	229
RTE31603 Certificate III in Production Horticulture.....	232
RTE31703 Certificate III in Rural Business.....	240
RTE31803 Certificate III in Rural Merchandising.....	244
RTE31903 Certificate III in Rural Operations.....	249
RTE32003 Certificate III in Advanced Wool Handling.....	254
RTE32107 Certificate III in Commercial Composting.....	257
RTE40103 Certificate IV in Agriculture.....	261
RTE40203 Certificate IV in Irrigation.....	278
RTE40303 Certificate IV in Wool Classing.....	282
RTE40403 Certificate IV in Shearing.....	285
RTE40503 Certificate IV in Production Horticulture.....	288
RTE40603 Certificate IV in Rural Business.....	295
RTE40707 Certificate IV in Commercial Composting.....	299
RTE50103 Diploma of Agriculture.....	303
RTE50203 Diploma of Irrigation.....	314

Table of Contents

RTE50303 Diploma of Production Horticulture.....	317
RTE50403 Diploma of Rural Business Management.....	324
RTE50507 Diploma of Commercial Composting.....	329
RTE60103 Advanced Diploma of Agriculture.....	333
RTE60203 Advanced Diploma of Rural Business Management.....	337
RTE60307 Advanced Diploma of Production Horticulture.....	341
Assessment Guidelines.....	345
Introduction.....	345
Assessment System Overview.....	345
Australian Quality Training Framework Assessment Requirements.....	345
Pathways.....	347
Designing Assessment Tools.....	349
Use of Assessment Tools.....	349
Using Prepared Assessment Tools.....	349
Developing Assessment Tools.....	350
Conducting Assessment.....	350
Access and Equity.....	351
Further Sources of Information.....	352
General Resources.....	353
Assessment Resources.....	353
Assessment Tool Design and Conducting Assessment.....	354
Assessor Training.....	354
Assessment System Design and Management.....	354
Competency Standards.....	355
What is competency?	355
Contextualisation of Units of Competency by RTOs	355
Components of Units of Competency	355
Competency Standards - Industry Contextualisation.....	359
Units	
RTE1001A Support agricultural crop work.....	361
RTE1005A Support horticultural production.....	365
RTE1101A Support extensive livestock work.....	369
RTE1102A Support intensive livestock work.....	373
RTE1103A Support woolshed activities.....	377
RTE1104A Support horse work.....	381
RTE1105A Undertake basic shearing and crutching.....	385
RTE1106A Shear sheep to novice level.....	390
RTE1107A Support organic production.....	396
RTE1601A Support irrigation work.....	401
RTE2002A Assist with prescribed burning.....	406
RTE2006A Carry out canopy maintenance.....	409
RTE2010A Establish horticultural crops.....	414
RTE2011A Assist agricultural crop establishment.....	420
RTE2018A Regulate crops.....	425
RTE2021A Support horticultural crop harvesting.....	432
RTE2028A Undertake field budding and grafting.....	438
RTE2029A Assist agricultural crop maintenance.....	442
RTE2030A Assist agricultural crop harvesting.....	446
RTE2102A Brood poultry.....	450
RTE2103A Carry out milking shed routines.....	455
RTE2104A Carry out regular horse observation.....	462
RTE2105A Collect, store and handle eggs from breeder flocks.....	467
RTE2106A Care for and train working dogs.....	474
RTE2107A Crutch sheep.....	479
RTE2108A Identify and sex birds.....	486
RTE2109A Incubate eggs.....	491
RTE2110A Maintain livestock water supplies.....	497
RTE2111A Identify and mark livestock.....	503
RTE2112A Milk livestock.....	509
RTE2113B Monitor livestock to parturition.....	514

Table of Contents

RTE2114A Monitor water supplies.....	521
RTE2115A Muster and move livestock.....	525
RTE2117A Pen sheep.....	530
RTE2118A Handle livestock using basic techniques.....	535
RTE2119A Perform board duties.....	541
RTE2120A Assist with pressing wool.....	546
RTE2121A Provide daily care for horses.....	551
RTE2123A Collect semen.....	557
RTE2124B Carry out birthing duties.....	562
RTE2127A Castrate livestock.....	569
RTE2128B Provide feed for livestock.....	574
RTE2129A Move and handle pigs.....	580
RTE2130A Ride and care for horses and equipment.....	583
RTE2131B Care for health and welfare of livestock.....	588
RTE2132A Assist with artificial insemination procedures.....	597
RTE2133A Artificially inseminate pigs.....	601
RTE2134A Assist with feeding in an intensive production system.....	605
RTE2136A Load and unload livestock.....	610
RTE2137A Assist with natural mating procedures and parturition of horses.....	614
RTE2138A Shear goats.....	619
RTE2140A Maintain health and welfare of poultry.....	625
RTE2141A Set up shed for placement of day-old chickens.....	632
RTE2142A Collect and pack eggs for human consumption.....	637
RTE2143A Mate pigs and monitor dry sow performance.....	642
RTE2144A Carry out regular livestock observation.....	646
RTE2145A Care for weaner and grower pigs.....	650
RTE2146A Mix and mill standard stockfeed.....	656
RTE2147A Beak trim chickens.....	662
RTE2148A Handle young horses.....	666
RTE2149A Shear sheep to improver level.....	670
RTE2150A Maintain intensive production growing environments.....	677
RTE2151A Care for health and welfare of pigs.....	681
RTE2201A Carry out basic electric fencing operations.....	688
RTE2205A Fabricate and repair metal or plastic structures.....	693
RTE2212A Prepare grain storages.....	698
RTE2213A Weld and fabricate stainless steel.....	704
RTE2214A Clean out intensive production sheds.....	708
RTE2216A Assist in preparing for shearing and crutching.....	714
RTE2302A Grind combs and cutters for machine shearing.....	718
RTE2303A Operate cane haulage vehicle.....	722
RTE2308A Operate ride-on vehicles.....	728
RTE2310A Prepare handpiece and downtube for machine shearing.....	734
RTE2314A Mechanically test milking machines.....	738
RTE2503B Observe and report on weather.....	743
RTE2601A Assist with the operation of gravity fed irrigation.....	747
RTE2602A Assist with the operation of pressurised irrigation.....	752
RTE2603A Lay irrigation and/or drainage pipes.....	756
RTE2604A Maintain drainage systems.....	760
RTE2605A Maintain gravity-fed irrigation systems.....	764
RTE2606A Maintain pressurised irrigation systems.....	769
RTE2607A Install micro-irrigation systems.....	774
RTE2707B Follow site quarantine procedures.....	779
RTE2804A Provide information on products and services.....	784
RTE2901A Observe enterprise quality assurance procedures.....	790
RTE2902B Collect and record production data.....	794

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Agri-Food Industry Skills Council at <http://www.agrifoodskills.net.au> to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Packages national code (which remains the same during its period of endorsement).

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
2	21/09/2007	<p>Addition of Volumes VIIa and VIIb, including four new qualifications in commercial composting, new suggested pathways and specialisations in alpaca, beekeeping, deer production, emergency disease and plant pest response, fertiliser and soil ameliorant industry operations, mushroom production, olive production and organic production. Further changes include new units of competency, three replacement units of competency, new versions of endorsed units of competency and additional imported units of competency. New versions of endorsed units have replaced original version units in Volumes I, II and III.</p> <p>Assessment Guidelines and Qualifications Framework text updated to conform to new requirements.</p> <p>Addition of descriptive material relating to new sectors added to RTE03 (alpaca, beekeeping, deer production, emergency disease and plant pest response, fertiliser and soil ameliorant, mushroom production, olive production and organic production)</p> <p>Deletion of matrix of units from (former) Part F.</p> <p>Addition of four qualifications in commercial composting (refer Qualifications Framework, Volume I):</p> <ul style="list-style-type: none"> • RTE20807 Certificate II in Commercial Composting • RTE32107 Certificate III in Commercial Composting

Version	Release Date	Comments
		<ul style="list-style-type: none"> • RTE40707 Certificate IV in Commercial Composting • RTE50507 Diploma of Commercial Composting. <p>New RTE units added to commercial composting qualifications:</p> <ul style="list-style-type: none"> • RTE2315A Operate a compost bagging process • RTE2506A Assess and receive raw materials for composting • RTE2507A Recognise raw materials, production processes and products on a composting site • RTE2608A Set up, operate and maintain a water delivery system • RTE2709A Recognise and respond to fire emergencies on a composting site • RTE3322A Operate compost processing plant, machinery and equipment • RTE3323A Dispatch materials and composted product • RTE3512A Prepare raw materials and compost the feedstocks • RTE3513A Prepare value-added compost-based products • RTE4027A Develop a soil health and plant nutrition program • RTE4519A Develop a composting recipe • RTE4520A Plan and schedule compost production • RTE5919A Identify and secure raw materials supply for compost production. <p>Additional imported units from other Training Packages included in the commercial composting qualifications:</p> <ul style="list-style-type: none"> • PMLSAMP200A Collect routine site samples • TDTB397B Carry out vehicle servicing and maintenance • TDTI297C Apply customer service skills • PRMWM15A Move waste using load shifting equipment • MNQOPS339A Conduct sales loader operations • MNQOPS262A Operate medium vehicles • PMLORG301A Plan and conduct laboratory/field work • PMLTEST300B Perform basic tests • TDTE701A Use communications system • PMLTEST406A Perform physical tests • BSBMKG601A Develop marketing strategies • BSBMKG602A Develop a marketing plan • TDTJ798B Conduct internal quality audits • PRMWM43B Develop an environmental management strategy • BSBHR401A Administer human resource systems <p>Addition of new suggested pathways for specialisations:</p> <ul style="list-style-type: none"> • RTE20103 Certificate II in Agriculture, pathways added in alpaca and beekeeping • RTE30103 Certificate III in Agriculture, pathways added in alpaca and beekeeping • RTE40103 Certificate IV in Agriculture, pathways added in alpaca, beekeeping, deer production and organic

Version	Release Date	Comments
		<p>production</p> <ul style="list-style-type: none"> • RTE50103 Diploma of Agriculture, pathways added in beekeeping, deer production and organic production • RTE20603 Certificate II in Production Horticulture, pathways added in mushroom production and olive production • RTE31603 Certificate III in Production Horticulture, pathways added in mushroom production and olive production • RTE40503 Certificate IV in Production Horticulture, pathways added in mushroom production and olive production • RTE50303 Diploma of Production Horticulture, pathways added in olive production • RTE31903 Certificate III in Rural Operations, pathway added in fertiliser and soil ameliorant operations. <p>Addition of one new qualification with a suggested pathway page:</p> <ul style="list-style-type: none"> • RTE60307 Advanced Diploma of Production Horticulture specialising in olive production. <p>Addition of new units of competency to the suggested pathways and new qualification noted above and to:</p> <ul style="list-style-type: none"> • RTE10103 Certificate I in Rural Operations, unit added: <p>RTE1107A Support organic production.</p> <ul style="list-style-type: none"> • RTE20103 Certificate II in Agriculture, units added: <p>RTE2031A Handle and move mushroom boxes RTE2032A Water mushroom crops RTE2152A Shear alpacas RTE2153A Carry out alpaca handling and husbandry operations RTE2154A Support alpaca shearing operations RTE2155A Undertake basic skirting of alpaca fleece RTE2156A Support beekeeping work RTE2157A Open and reassemble a beehive RTE2217A Construct and repair beehives RTE2305A Use a bee smoker RTE2505A Perform mushroom substrate process tasks RTE2708A Work effectively in the mushroom industry.</p> <ul style="list-style-type: none"> • RTE30103 Certificate III in Agriculture, units added: <p>RTE3150A Class alpaca fleece</p>

Version	Release Date	Comments
		<p>RTE3151A Mate and monitor reproduction of alpacas</p> <p>RTE3152A Plan and prepare for alpaca shearing</p> <p>RTE3153A Manage honey bee swarms</p> <p>RTE3154A Requeen a honey bee colony</p> <p>RTE3155A Manipulate honey bee brood</p> <p>RTE3156A Rear queen bees</p> <p>RTE3319A Ground spread fertiliser and soil ameliorant</p> <p>RTE3320A Remove a honey crop from a hive</p> <p>RTE3321A Extract honey</p> <p>RTE3407A Identify and report unusual disease or plant pest signs</p> <p>RTE3408A Carry out emergency disease or plant pest control procedures at an infected premises</p> <p>RTE3409A Carry out movement and security procedures</p> <p>RTE3410A Work effectively in an emergency disease or plant pest response</p> <p>RTE3415A Manage pests and disease within a honey bee colony</p> <p>RTE3511A Supervise mushroom substrate preparation</p> <p>RTE3818A Develop and apply fertiliser and soil ameliorant product knowledge.</p> <ul style="list-style-type: none"> • RTE40103 Certificate IV in Agriculture, units added: <p>RTE4013A Manage mushroom crop development</p> <p>RTE4029A Assess olive oil for style and quality</p> <p>RTE4113A Handle, store and grade deer velvet</p> <p>RTE4121A Select and establish an apiary site</p> <p>RTE4122A Produce and harvest royal jelly</p> <p>RTE4126A Oversee alpaca farm activities</p> <p>RTE4128A Provide bee pollination services</p> <p>RTE4130A Trap and store pollen</p> <p>RTE4131A Collect and store propolis</p> <p>RTE4132A Perform queen bee artificial insemination</p> <p>RTE4133A Manage organic livestock production</p> <p>RTE4408A Supervise activities on infected premises</p> <p>RTE4409A Carry out field surveillance for a specific emergency disease or plant pest</p> <p>RTE4515A Manage mushroom substrate preparation</p>

Version	Release Date	Comments
		<p>RTE4516A Control Phase II mushroom substrate process</p> <p>RTE4517A Manage organic soil improvement</p> <p>RTE4518A Manage biodynamic production</p> <p>RTE4814A Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use</p> <p>RTE4920A Develop harvesting and processing specifications to produce an olive oil.</p> <ul style="list-style-type: none"> • RTE50103 Diploma of Agriculture, units added: <p>RTE5105A Comply with deer industry national velvet accreditation requirements</p> <p>RTE5108A Harvest deer velvet</p> <p>RTE5406A Manage the implementation of an emergency disease or plant pest control program</p> <p>RTE5407A Manage active operational emergency disease or plant pest sites</p> <p>RTE5526A Develop an organic management plan</p> <p>RTE5527A Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs</p> <p>RTE5923A Prepare the enterprise for organic certification</p> <p>RTE5924A Research and apply rural industry knowledge.</p> <ul style="list-style-type: none"> • RTE60103 Advanced Diploma of Agriculture, units added: <p>RTE6401A Plan and oversee an emergency disease or plant pest control program</p> <p>RTE6402A Develop a plant pest survey strategy</p> <p>RTE6403A Develop a plant pest destruction strategy.</p> <p>Updated units of competency included in qualifications and suggested pathways for specialisations:</p> <ul style="list-style-type: none"> • RTE2113B Monitor livestock to parturition • RTE2124B Carry out birthing duties • RTE2128B Provide feed for livestock • RTE2131B Care for health and welfare of livestock • RTE2503B Observe and report on weather • RTE2707B Follow site quarantine procedures • RTE2902B Collect and record production data • RTE3115B Implement livestock husbandry practices • RTE3121B Prepare animals for parturition • RTE3124B Rear newborn and young livestock • RTE3133B Prepare livestock for competition • RTE3138B Determine wool characteristics • RTE3504B Collect samples for a rural production or horticulture monitoring program. <p>Units deleted from qualifications and suggested pathways for</p>

Version	Release Date	Comments
		<p>specialisations and replaced with new units:</p> <ul style="list-style-type: none"> • RTF4004A Develop a plant nutrition program deleted and replaced with RTE4027A Develop a soil health and plant nutrition program • RTE2003A Carry out postharvest operations deleted and replaced with RTE2033A Carry out post-harvest operations • RTE4012A Supervise horticultural crop harvesting deleted and replaced with RTE4028A Implement and monitor a horticultural crop harvesting program. <p>Additional units of competency imported from other Training Packages to the suggested pathways and new qualification noted above:</p> <ul style="list-style-type: none"> • BSBCM304A Contribute to personal skill development and learning • BSBCM305A Organise workplace information • BSBFLM404A Lead work teams • BSBFLM507A Manage quality customer service • BSBFLM511A Develop a workplace learning environment • BSBHR401A Administer human resource system • BSBMKG601A Develop marketing strategies • BSBMKG602A Develop a marketing plan • FDFCORFSY2A Implement the food safety program and procedures • FDFCORQAS2A Implement quality systems and procedures • FDFCORQFS3A Monitor the implementation of quality and food safety programs • FDFHYCH2A Operate a creamed honey manufacture process • FDFOPHCP3A Participate in a HACCP team • FDFOPTISP2A Implement sampling procedures • FDFZCSCS2A Clean and sanitize equipment • FDFZCSCIP2A Clean equipment in place • FDFZPKPP2A Operate a packaging process • FPIFGM139A Operate a 4X4 vehicle in off-road conditions • FPICOT3231A Operate steam boiler • MNMOLH305A Conduct front end loader operations • MNQOPS339A Conduct sales loader operations • MNQOPS262A Operate medium vehicles • PMLSAMP200A Collect routine site samples • PMLSAMP400B Obtain representative samples in accordance with sampling plan • PMLTEST300B Perform basic tests • PMLTEST406A Perform physical tests • PRMPFES03B Safely move materials and loads in the workplace • PRMWM04B Develop waste management strategies <p>PRMWM07B Implement waste management plan</p>

Version	Release Date	Comments
		<p>PRMWM15A Move waste using load shifting equipment</p> <p>PRMWM43B Develop an environmental management strategy</p> <p>PRMWM45B Develop site safety plan</p> <p>PRSSO323A Lead small teams</p> <p>PSPGOV307B Organise workplace information</p> <p>PSPGOV417A Identify and treat risks</p> <p>PSPPA601A Manage public affairs</p> <p>PSPPM405A Administer simple projects</p> <p>PUACOM001B Communicate in the workplace</p> <p>PUADEFM205A Manage emergency operations</p> <p>PUAOPE001A Supervise response</p> <p>PUAOPE005A Manage a multi-team emergency response</p> <p>PUAOPE006A Control multi-agency emergency situations</p> <p>PUAOPE007A Command emergency personnel within a multi-agency emergency response</p> <p>PUAOPE008A Coordinate resources within a multi-agency emergency response</p> <p>PUAPOL017A Plan and develop strategies to support organisational policy</p> <p>PUAWER001A Identify, prevent and report potential workplace emergency situations</p> <p>RTF2001A Apply a range of treatments to trees</p> <p>RTF2017A Prune shrubs and small trees</p> <p>RTF3017A Implement a tree pruning program</p> <p>RTF4514A Develop soil survey maps</p> <p>RUV3501A Provide advice on companion animal selection and general care</p> <p>TDTB397B Carry out vehicle servicing and maintenance</p> <p>TDTD497B Load and unload goods/cargo</p> <p>TDTD1497B Load and unload vehicles carrying special loads</p> <p>TDTE701A Use communication systems</p> <p>TDTF1397B Coordinate breakdown and emergencies</p> <p>TDTI297C Apply customer service skills</p> <p>TDTJ798B Conduct internal quality audits.</p>
1	April 2003	First release

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

Summary of AQF qualifications in this Training Package

Code	Title
RTE10103	Certificate I in Rural Operations
RTE20103	Certificate II in Agriculture
RTE20203	Certificate II in Irrigation
RTE20303	Certificate II in Wool Handling
RTE20403	Certificate II in Shearing
RTE20503	Certificate II in Crutching
RTE20603	Certificate II in Production Horticulture
RTE20703	Certificate II in Rural Operations
RTE20807	Certificate II in Commercial Composting
RTE30103	Certificate III in Agriculture
RTE30203	Certificate III in Agriculture (Beef Production)
RTE30303	Certificate III in Agriculture (Cotton Production)
RTE30403	Certificate III in Agriculture (Dairy Production)
RTE30503	Certificate III in Agriculture (Goat Production)
RTE30603	Certificate III in Agriculture (Grain Production)
RTE30703	Certificate III in Agriculture (Horse Breeding)
RTE30803	Certificate III in Agriculture (Milk Harvesting)
RTE30903	Certificate III in Agriculture (Pig Production)
RTE31003	Certificate III in Agriculture (Poultry Production)
RTE31103	Certificate III in Agriculture (Sheep and Wool Production)
RTE31203	Certificate III in Agriculture (Sugar Production)
RTE31303	Certificate III in Irrigation
RTE31403	Certificate III in Wool Clip Preparation
RTE31503	Certificate III in Shearing
RTE31603	Certificate III in Production Horticulture
RTE31703	Certificate III in Rural Business
RTE31803	Certificate III in Rural Merchandising

Code	Title
RTE31903	Certificate III in Rural Operations
RTE32003	Certificate III in Advanced Wool Handling
RTE32107	Certificate III in Commercial Composting
RTE40103	Certificate IV in Agriculture
RTE40203	Certificate IV in Irrigation
RTE40303	Certificate IV in Wool Classing
RTE40403	Certificate IV in Shearing
RTE40503	Certificate IV in Production Horticulture
RTE40603	Certificate IV in Rural Business
RTE40707	Certificate IV in Commercial Composting
RTE50103	Diploma of Agriculture
RTE50203	Diploma of Irrigation
RTE50303	Diploma of Production Horticulture
RTE50403	Diploma of Rural Business Management
RTE50507	Diploma of Commercial Composting
RTE60103	Advanced Diploma of Agriculture
RTE60203	Advanced Diploma of Rural Business Management
RTE60307	Advanced Diploma of Production Horticulture

Units of competency in this Training Package and their prerequisites

Code	Title	Prerequisite
RTE1001A	Support agricultural crop work	None
RTE1005A	Support horticultural production	None
RTE1101A	Support extensive livestock work	None
RTE1102A	Support intensive livestock work	None
RTE1103A	Support woolshed activities	None
RTE1104A	Support horse work	None
RTE1105A	Undertake basic shearing and crutching	None
RTE1106A	Shear sheep to novice level	None
RTE1107A	Support organic production	None
RTE1601A	Support irrigation work	None
RTE2002A	Assist with prescribed burning	None
RTE2006A	Carry out canopy maintenance	None
RTE2010A	Establish horticultural crops	None
RTE2011A	Assist agricultural crop establishment	None
RTE2018A	Regulate crops	None
RTE2021A	Support horticultural crop harvesting	None
RTE2028A	Undertake field budding and grafting	None
RTE2029A	Assist agricultural crop maintenance	None
RTE2030A	Assist agricultural crop harvesting	None
RTE2031A	Handle and move mushroom boxes	None
RTE2032A	Water mushroom crops	None
RTE2033A	Carry out post-harvest operations	None
RTE2102A	Brood poultry	None
RTE2103A	Carry out milking shed routines	None
RTE2104A	Carry out regular horse observation	None
RTE2105A	Collect, store and handle eggs from breeder flocks	None
RTE2106A	Care for and train working dogs	None

Code	Title	Prerequisite
RTE2107A	Crutch sheep	None
RTE2108A	Identify and sex birds	None
RTE2109A	Incubate eggs	None
RTE2110A	Maintain livestock water supplies	None
RTE2111A	Identify and mark livestock	None
RTE2112A	Milk livestock	None
RTE2113B	Monitor livestock to parturition	None
RTE2114A	Monitor water supplies	None
RTE2115A	Muster and move livestock	None
RTE2117A	Pen sheep	None
RTE2118A	Handle livestock using basic techniques	None
RTE2119A	Perform board duties	None
RTE2120A	Assist with pressing wool	None
RTE2121A	Provide daily care for horses	None
RTE2123A	Collect semen	None
RTE2124B	Carry out birthing duties	None
RTE2127A	Castrate livestock	None
RTE2128B	Provide feed for livestock	None
RTE2129A	Move and handle pigs	None
RTE2130A	Ride and care for horses and equipment	None
RTE2131B	Care for health and welfare of livestock	None
RTE2132A	Assist with artificial insemination procedures	None
RTE2133A	Artificially inseminate pigs	None
RTE2134A	Assist with feeding in an intensive production system	None
RTE2136A	Load and unload livestock	None
RTE2137A	Assist with natural mating procedures and parturition of horses	None
RTE2138A	Shear goats	None

Code	Title	Prerequisite
RTE2140A	Maintain health and welfare of poultry	None
RTE2141A	Set up shed for placement of day-old chickens	None
RTE2142A	Collect and pack eggs for human consumption	None
RTE2143A	Mate pigs and monitor dry sow performance	None
RTE2144A	Carry out regular livestock observation	None
RTE2145A	Care for weaner and grower pigs	None
RTE2146A	Mix and mill standard stockfeed	None
RTE2147A	Beak trim chickens	None
RTE2148A	Handle young horses	None
RTE2149A	Shear sheep to improver level	None
RTE2150A	Maintain intensive production growing environments	None
RTE2151A	Care for health and welfare of pigs	None
RTE2152A	Shear alpacas	None
RTE2153A	Carry out alpaca handling and husbandry operations	None
RTE2154A	Support alpaca shearing operations	None
RTE2155A	Undertake basic skirting of alpaca fleece	None
RTE2156A	Support beekeeping work	None
RTE2157A	Open and reassemble a beehive	None
RTE2201A	Carry out basic electric fencing operations	None
RTE2205A	Fabricate and repair metal or plastic structures	None
RTE2212A	Prepare grain storages	None
RTE2213A	Weld and fabricate stainless steel	None
RTE2214A	Clean out intensive production sheds	None
RTE2216A	Assist in preparing for shearing and crutching	None
RTE2217A	Construct and repair beehives	None
RTE2302A	Grind combs and cutters for machine shearing	None
RTE2303A	Operate cane haulage vehicle	None

Code	Title	Prerequisite
RTE2305A	Use a bee smoker	None
RTE2308A	Operate ride-on vehicles	None
RTE2310A	Prepare handpiece and downtube for machine shearing	None
RTE2314A	Mechanically test milking machines	None
RTE2315A	Operate a compost bagging process	None
RTE2503B	Observe and report on weather	None
RTE2505A	Perform mushroom substrate process tasks	None
RTE2506A	Assess and receive raw materials for composting	None
RTE2507A	Recognise raw materials, production processes and products on a composting site	None
RTE2601A	Assist with the operation of gravity fed irrigation	None
RTE2602A	Assist with the operation of pressurised irrigation	None
RTE2603A	Lay irrigation and/or drainage pipes	None
RTE2604A	Maintain drainage systems	None
RTE2605A	Maintain gravity-fed irrigation systems	None
RTE2606A	Maintain pressurised irrigation systems	None
RTE2607A	Install micro-irrigation systems	None
RTE2608A	Set up, operate and maintain a water delivery system	None
RTE2707B	Follow site quarantine procedures	None
RTE2708A	Work effectively in the mushroom industry	None
RTE2709A	Recognise and respond to fire emergencies on a composting site	None
RTE2804A	Provide information on products and services	None
RTE2901A	Observe enterprise quality assurance procedures	None
RTE2902B	Collect and record production data	None
RTE3002A	Co-ordinate a crop regulation program	None
RTE3003A	Co-ordinate horticultural crop harvesting	None
RTE3006A	Establish pastures and crops for livestock production	None

Code	Title	Prerequisite
RTE3008A	Handle bulk materials in storage area	None
RTE3009A	Undertake agricultural crop harvesting activities	None
RTE3013A	Implement a post-harvest program	None
RTE3022A	Undertake agricultural crop maintenance activities	None
RTE3024A	Undertake preparation of land for agricultural crop production	None
RTE3029A	Establish agricultural crops	None
RTE3030A	Harvest horticultural crops mechanically	None
RTE3037A	Save, prepare and store agricultural seed	None
RTE3101A	Artificially inseminate livestock	None
RTE3102A	Educate, ride and care for horses and equipment	None
RTE3103A	Apply quality assurance procedures in wool preparation	None
RTE3104A	Carry out basic dentition care procedures on horses	None
RTE3105A	Carry out feedlot operations	None
RTE3106A	Carry out mare mating procedures	None
RTE3107A	Carry out post-shearing procedures	None
RTE3108A	Class fleece wool	None
RTE3109A	Class goat fibre	None
RTE3110A	Co-ordinate and monitor intensive production performance	None
RTE3111A	Appraise wool using industry descriptions	None
RTE3112A	Handle and care for stallions	None
RTE3113A	Identify and draft livestock	None
RTE3114A	Implement feeding plans for livestock	None
RTE3115B	Implement livestock husbandry practices	None
RTE3116A	Mate and monitor livestock	None
RTE3117A	Co-ordinate milking operations	None
RTE3118A	Implement feeding plans for intensive production	None
RTE3119A	Euthanase livestock	None

Code	Title	Prerequisite
RTE3120A	Prepare facilities for shearing and crutching	None
RTE3121B	Prepare animals for parturition	None
RTE3122A	Prepare livestock for shearing	None
RTE3123A	Pregnancy test pigs	None
RTE3124B	Rear newborn and young livestock	None
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system	None
RTE3127A	Treat rectal prolapse in pigs	None
RTE3128A	Collect, store and administer colostrum	None
RTE3129A	Shear sheep to professional level	None
RTE3130A	Supervise clip preparation	None
RTE3131A	Transport livestock	None
RTE3133B	Prepare livestock for competition	None
RTE3134A	Slaughter livestock	None
RTE3135A	Artificially inseminate birds	None
RTE3136A	Comply with industry animal welfare requirements	None
RTE3137A	Carry out basic hoof care procedures	None
RTE3138B	Determine wool characteristics	None
RTE3139A	Maintain consistent shearing performance	None
RTE3140A	Carry out post-mortem examination of livestock	None
RTE3141A	Prepare fleece wool for classing	None
RTE3142A	Prepare skirtings and oddments	None
RTE3143A	Monitor intensive livestock production growing environments	None
RTE3144A	Prevent and treat equine injury and disease	None
RTE3145A	Press wool	None
RTE3146A	Process and store semen	None
RTE3147A	Prepare for and implement natural mating of livestock	None

Code	Title	Prerequisite
RTE3148A	Assess conformation of horses	None
RTE3149A	Supervise free-range poultry operations	None
RTE3150A	Class alpaca fleece	None
RTE3151A	Mate and monitor reproduction of alpacas	None
RTE3152A	Plan and prepare for alpaca shearing	None
RTE3153A	Manage honey bee swarms	None
RTE3154A	Requeen a honey bee colony	None
RTE3155A	Manipulate honey bee brood	None
RTE3156A	Rear queen bees	None
RTE3210A	Plan and construct an electric fence	None
RTE3301A	Operate a cane harvester	None
RTE3302A	Service and repair milking equipment	None
RTE3304A	Maintain and service shearing handpieces	None
RTE3305A	Install and terminate extra low voltage wiring systems	None
RTE3307A	Co-ordinate machinery and equipment maintenance and repair	None
RTE3308A	Operate a dairy recycling system	None
RTE3309A	Operate machinery in adverse conditions	None
RTE3312A	Service and repair bores and windmills	None
RTE3313A	Monitor and provide advice on cleaning milking machines	None
RTE3314A	Transport farm produce or bulk materials	None
RTE3316A	Disconnect/reconnect fixed wired equipment	None
RTE3317A	Carry out minor service of milking equipment	None
RTE3318A	Prepare combs and cutters for machine shearing	None
RTE3319A	Ground spread fertiliser and soil ameliorant	None
RTE3320A	Remove a honey crop from a hive	None
RTE3321A	Extract honey	None

Code	Title	Prerequisite
RTE3322A	Operate compost processing plant, machinery and equipment	None
RTE3323A	Dispatch materials and composted product	None
RTE3402A	Implement animal health control programs	None
RTE3406A	Implement vertebrate pest control program	None
RTE3407A	Identify and report unusual disease or plant pest signs	None
RTE3408A	Carry out emergency disease or plant pest control procedures at an infected premises	None
RTE3409A	Carry out movement and security procedures	None
RTE3410A	Work effectively in an emergency disease or plant pest response	None
RTE3415A	Manage pests and disease within a honey bee colony	None
RTE3504B	Collect samples for rural production or horticulture monitoring program	None
RTE3506A	Monitor weather conditions	None
RTE3511A	Supervise mushroom substrate preparation	None
RTE3512A	Prepare raw materials and compost the feedstocks	None
RTE3513A	Prepare value-added compost-based products	None
RTE3601A	Install irrigation systems	None
RTE3603A	Install drainage systems	None
RTE3604A	Troubleshoot drainage systems	None
RTE3605A	Troubleshoot irrigation systems	None
RTE3606A	Measure drainage system performance	None
RTE3607A	Measure irrigation delivery system performance	None
RTE3608A	Monitor and operate water treatment processes	None
RTE3609A	Operate fertigation equipment	None
RTE3610A	Operate gravity fed irrigation systems	None
RTE3611A	Operate pressurised irrigation systems	None
RTE3612A	Implement a maintenance program for an irrigation system	None

Code	Title	Prerequisite
RTE3708A	Clean and fumigate intensive production sheds	None
RTE3712A	Administer medication to animals	None
RTE3713A	Carry out workplace OHS procedures	None
RTE3714A	Maintain and monitor environmental work practices	None
RTE3801A	Provide on-job training support	None
RTE3806A	Provide advice and sell farm chemicals	None
RTE3807A	Provide advice and sell machinery	None
RTE3808A	Provide advice on agronomic products	None
RTE3809A	Provide advice on hardware products	None
RTE3810A	Provide advice on livestock products	None
RTE3818A	Develop and apply fertiliser and soil ameliorant product knowledge	None
RTE3819A	Process customer complaints	None
RTE3901A	Comply with industry quality assurance requirements	None
RTE3902A	Document a wool clip	None
RTE3904A	Keep records for a primary production business	None
RTE3905A	Sell products and services	None
RTE3907A	Use hand held e-business tools	None
RTE3908A	Maintain and monitor feed stocks	None
RTE4002A	Develop a crop regulation program	None
RTE4008A	Maintain grain quality in storage	None
RTE4009A	Plan a pasture establishment program	None
RTE4010A	Supervise agricultural crop maintenance	None
RTE4011A	Manage pastures for livestock production	None
RTE4013A	Manage mushroom crop development	None
RTE4018A	Supervise agricultural crop establishment	None
RTE4026A	Supervise agricultural crop harvesting	None
RTE4027A	Develop a soil health and plant nutrition program	None

Code	Title	Prerequisite
RTE4028A	Implement and monitor a horticultural crop harvesting program	None
RTE4029A	Assess olive oil for style and quality	None
RTE4101A	Carry out stud stable management duties	None
RTE4102A	Supervise feedlot operations	None
RTE4103A	Determine wool classing strategies	None
RTE4104A	Develop livestock feeding plans	None
RTE4105A	Escort animals during export	None
RTE4106A	Supervise raising young horses	None
RTE4107A	Supervise artificial breeding and/or embryo transfer programs	None
RTE4108A	Manage horses for stockwork	None
RTE4109A	Oversee animal marking operations	None
RTE4110A	Supervise natural mating of livestock	None
RTE4111A	Manage shearing and crutching operations	None
RTE4112A	Manage milking shed routines	None
RTE4113A	Handle, store and grade deer velvet	None
RTE4114A	Plan and monitor intensive production systems	None
RTE4115A	Plan to exhibit livestock or fleece	None
RTE4116A	Implement a feeding strategy for pig production	None
RTE4117A	Implement intensive production systems	None
RTE4118A	Develop feeding plans for an intensive production system	None
RTE4119A	Supervise animal health programs	None
RTE4120A	Implement and monitor animal welfare programs	None
RTE4121A	Select and establish an apiary site	None
RTE4122A	Produce and harvest royal jelly	None
RTE4123A	Use individual fleece measurements to prepare wool for sale	None
RTE4124A	Pregnancy test animals	None

Code	Title	Prerequisite
RTE4125A	Supervise nutrition and feeding in an intensive production system	None
RTE4126A	Oversee alpaca farm activities	None
RTE4127A	Class wool for special markets	None
RTE4128A	Provide bee pollination services	None
RTE4129A	Apply advanced shearing techniques	None
RTE4130A	Trap and store pollen	None
RTE4131A	Collect and store propolis	None
RTE4132A	Perform queen bee artificial insemination	None
RTE4133A	Manage organic livestock production	None
RTE4202A	Design livestock handling/accommodation facilities	None
RTE4203A	Implement and monitor a property improvement plan	None
RTE4301A	Conduct major repair and overhaul of machinery and equipment	None
RTE4302A	Design and fabricate milking equipment installations	None
RTE4304A	Install milking equipment	None
RTE4305A	Performance test milking machines	None
RTE4307A	Carry out cleaning time tests of milking machines	None
RTE4309A	Design and install on-farm milk cooling and storage	None
RTE4310A	Conduct equipment experting for machine shearing	None
RTE4401A	Control weeds, pests and/or diseases in crops	None
RTE4408A	Supervise activities on infected premises	None
RTE4409A	Carry out field surveillance for a specific emergency disease or plant pest	None
RTE4511A	Develop a soil use map for a property	None
RTE4515A	Manage mushroom substrate preparation	None
RTE4516A	Control Phase II mushroom substrate process	None
RTE4517A	Manage organic soil improvement	None
RTE4518A	Manage biodynamic production	None

Code	Title	Prerequisite
RTE4519A	Develop a composting recipe	None
RTE4520A	Plan and schedule compost production	None
RTE4601A	Acquire resources for irrigation installation and construction	None
RTE4602A	Determine hydraulic parameters for an irrigation system	None
RTE4603A	Implement an irrigation-related environmental protection program	None
RTE4604A	Determine seasonal irrigation scheduling tasks	None
RTE4605A	Schedule irrigations	None
RTE4606A	Supervise on-site irrigation installation and construction work	None
RTE4607A	Plan on-site irrigation system installation and construction work	None
RTE4608A	Plan and co-ordinate gravity-fed irrigation systems	None
RTE4609A	Implement, monitor and adjust irrigation schedules	None
RTE4801A	Provide information on marketing the clip	None
RTE4812A	Co-ordinate customer service and networking activities	None
RTE4813A	Provide information and advice on wool preparation	None
RTE4814A	Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use	None
RTE4901A	Administer finance, insurance and legal requirements	None
RTE4902A	Support and review business structures and relationships	None
RTE4903A	Arrange transport for grain or livestock	None
RTE4904A	Arrange employment for shearing operations	None
RTE4913A	Analyse and interpret production data	None
RTE4914A	Participate in an e-business supply chain	None
RTE4915A	Implement and monitor quality assurance procedures	None
RTE4916A	Prepare shearing team wages	None
RTE4917A	Account for shearing shed supplies	None

Code	Title	Prerequisite
RTE4920A	Develop harvesting and processing specifications to produce an olive oil	None
RTE5002A	Manage integrated crop and pasture production	None
RTE5006A	Plan and manage long-term weed, pest and/or disease control in crops	None
RTE5007A	Plan and manage stored grain program	None
RTE5014A	Manage agricultural crop production	None
RTE5015A	Manage the harvest of agricultural and horticultural crops	None
RTE5016A	Develop production plans for crops	None
RTE5101A	Develop and implement a breeding strategy	None
RTE5103A	Manage livestock production	None
RTE5104A	Develop livestock health and welfare strategies	None
RTE5105A	Comply with deer industry national velvet accreditation requirements	None
RTE5106A	Develop production plans for livestock	None
RTE5107A	Identify and select animals for breeding	None
RTE5108A	Harvest deer velvet	RTE5105A
RTE5205A	Plan and manage infrastructure requirements	None
RTE5301A	Design livestock effluent systems	None
RTE5304A	Implement a machinery management system	None
RTE5406A	Manage the implementation of an emergency disease or plant pest control program	None
RTE5407A	Manage active operational emergency disease or plant pest sites	None
RTE5515A	Manage natural areas on a rural property	None
RTE5516A	Develop a whole farm plan	None
RTE5523A	Develop climatic risk management strategies	None
RTE5524A	Develop and implement sustainable land use strategies	None
RTE5525A	Manage trial and/or research material	None
RTE5526A	Develop an organic management plan	None

Code	Title	Prerequisite
RTE5527A	Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs	None
RTE5601A	Audit irrigation systems	None
RTE5602A	Design irrigation system maintenance and monitoring programs	None
RTE5603A	Design irrigation, drainage and water treatment systems	None
RTE5604A	Develop an irrigation and drainage management plan	None
RTE5605A	Establish and maintain an irrigation-related environmental protection program	None
RTE5606A	Manage water systems	None
RTE5607A	Design drainage systems	None
RTE5608A	Design water treatment systems	None
RTE5807A	Manage staff	None
RTE5901A	Develop a marketing plan	None
RTE5902A	Develop and review a business plan	None
RTE5903A	Plan, implement and review a quality assurance program	None
RTE5906A	Monitor and review business performance	None
RTE5909A	Develop a sales strategy for rural products	None
RTE5912A	Plan and monitor production processes	None
RTE5916A	Prepare and monitor budgets and financial reports	None
RTE5917A	Arrange livestock purchases	None
RTE5918A	Arrange marketing of livestock	None
RTE5919A	Identify and secure raw materials supply for compost production	None
RTE5920A	Negotiate and monitor contracts/commercial agreements	None
RTE5921A	Market products and services	None
RTE5922A	Plan production for the whole land/farm based business	None
RTE5923A	Prepare the enterprise for organic certification	RTE5526A
RTE5924A	Research and apply rural industry knowledge	None

Code	Title	Prerequisite
RTE6301A	Analyse machinery options	None
RTE6401A	Plan and oversee an emergency disease or plant pest control program	None
RTE6402A	Develop a plant pest survey strategy	None
RTE6403A	Develop a plant pest destruction strategy	None
RTE6501A	Manage the production system	None
RTE6503A	Design and conduct a field-based research trial	None
RTE6802A	Lead and manage community or industry organisations	None
RTE6803A	Manage human resources	None
RTE6901A	Analyse business performance	None
RTE6903A	Develop and review a strategic plan	None
RTE6904A	Manage business capital	None
RTE6905A	Manage price risk through trading strategy	None
RTE6906A	Develop export markets for produce	None
RTE6907A	Manage capital works	None
RTE6908A	Design and manage the enterprise quality management system	None
RTE6909A	Manage estate planning	None

Imported units of competency in this Training Package

Code	Title	Origin
BCC2001A	Carry out basic site survey	TBA
BCC2003A	Assist with excavation and support installation	TBA
BCC2009A	Carry out concrete work	TBA
BCC3002A	Conduct backhoe/loader operations	TBA
BCC3006A	Conduct grader operations	TBA
BCS3021A	Carry out levelling	TBA
BCS3022A	Carry out simple forms of concreting associated with plumbing work	TBA
BCS3050A	Connect irrigation system from drinkable water (potable) supply	TBA
BSBADM305A	Create and use databases	BSB01
BSBADM308A	Process payroll	BSB01
BSBADM402A	Produce complex business documents	BSB01
BSBADM405A	Organise meetings	BSB01
BSBADM407A	Administer projects	BSB01
BSBADM504A	Plan or review administration systems	BSB01
BSBADM506A	Manage business document design and development	BSB01
BSBCMN107A	Operate a personal computer	BSB01
BSBCMN206A	Process and maintain workplace information	BSB01
BSBCMN213A	Produce simple word-processed documents	BSB01
BSBCMN214A	Create and use simple spreadsheets	BSB01
BSBCMN304A	Contribute to personal skill development and learning	BSB01
BSBCMN305A	Organise workplace information	BSB01
BSBCMN306A	Produce business documents	BSB01
BSBCMN307A	Maintain business resources	BSB01
BSBCMN308A	Maintain financial records	BSB01
BSBCMN310A	Deliver and monitor a service to customers	BSB01

Code	Title	Origin
BSBCMN405A	Analyse and present research information	BSB01
BSBCMN413A	Implement and monitor environmental policies	BSB01
BSBEBUS302A	Use and maintain electronic mail system	BSB01
BSBEBUS303A	Participate in a virtual community	BSB01
BSBEBUS304A	Buy online	BSB01
BSBEBUS305A	Sell online	BSB01
BSBEBUS405A	Conduct online financial transactions	BSB01
BSBEBUS501A	Evaluate e-business opportunities	BSB01
BSBEBUS504A	Implement an e-business strategy	BSB01
BSBEBUS505A	Implement new technologies for business	BSB01
BSBEBUS506A	Plan and develop a business website	BSB01
BSBEBUS603A	Evaluate new technologies for business	BSB01
BSBEBUS615A	Use online systems to support managerial decision-making	BSB01
BSBFLM404A	Lead work teams	BSB01
BSBFLM406A	Implement workplace information system	TBA
BSBFLM507A	Manage quality customer service	TBA
BSBFLM509A	Promote continuous improvement	TBA
BSBFLM511A	Develop a workplace learning environment	TBA
BSBHR401A	Administer human resource systems	BSB01
BSBHR402A	Recruit and select personnel	BSB01
BSBMGT503A	Prepare budgets and financial plans	BSB01
BSBMGT507A	Manage environmental performance	BSB01
BSBMGT603A	Review and develop business plans	BSB01
BSBMGT607A	Manage knowledge and information	BSB01
BSBMGT609A	Manage risk	BSB01
BSBMGT610A	Manage environmental management systems	BSB01
BSBMKG601A	Develop marketing strategies	BSB01

Code	Title	Origin
BSBMKG602A	Develop a marketing plan	BSB01
BSBMKG605A	Evaluate international marketing opportunities	BSB01
BSBSBM402A	Undertake financial planning	BSB01
BSBSBM403A	Promote the business	BSB01
BSBSBM405A	Monitor and manage business operations	BSB01
BSBSBM406A	Manage finances	BSB01
BSBSBM407A	Manage a small team	BSB01
BSZ401A	Plan assessment	BSZ98
BSZ402A	Conduct assessment	BSZ98
BSZ403A	Review assessment	BSZ98
BSZ404A	Train small groups	BSZ98
BSZ406A	Plan a series of training sessions	BSZ98
BSZ407A	Deliver training sessions	BSZ98
FDFCORFSY2A	Implement the food safety program and procedures	FDF03
FDFCORQAS2A	Implement quality systems and procedures	FDF03
FDFCORQFS3A	Monitor the implementation of quality and food safety programs	FDF03
FDFHYCH2A	Operate a creamed honey manufacture process	FDF03
FDFOPTHCP3A	Participate in a HACCP team	FDF03
FDFOPTISP2A	Implement sampling procedures	FDF03
FDFZCSCIP2A	Clean equipment in place	FDF03
FDFZCSCS2A	Clean and sanitize equipment	FDF03
FDFZPKPP2A	Operate a packaging process	FDF03
FPICOT3231A	Operate steam boiler	FPI05
FPIFGM139A	Operate 4x4 vehicle in off-road conditions	FPI99
ICAITS015B	Install software applications	ICA99
ICAITS203A	Choose a web hosting service	ICA99

Code	Title	Origin
ICAITU133A	Send and retrieve information over the Internet using browsers and email	ICA99
ICAITU204A	Locate and evaluate online information	ICA99
ICAITU211A	Operate accounting applications	ICA99
LGACOM401A	Administer contracts	LGA04
MEM05007C	Perform manual heating and thermal cutting	TBA
MEM09002B	Interpret technical drawing	TBA
MEM09003B	Prepare basic engineering drawing	TBA
MEM12004B	Perform precision electrical/electronic measurement	TBA
MEM15002A	Apply quality systems	TBA
MEM18003C	Use tools for precision work	TBA
MEM91AA	Draw and interpret sketch	MEM98
MNCG1025A	Access, update and retrieve simple computerised information	MNC04
MNCG1026A	Operate a computer to produce documents	MNC04
MNMOLH305A	Conduct front end loader operations	MNM05
MNQOPS262A	Operate medium vehicle	MNQ03
MNQOPS339A	Conduct sales loader operations	MNQ03
PMLORG301A	Plan and conduct laboratory/field work	PML04
PMLSAMP200A	Collect routine site samples	PML04
PMLSAMP400B	Obtain representative samples in accordance with sampling plan	PML04
PMLTEST300B	Perform basic tests	PML04
PMLTEST400A	Perform instrumental tests/procedures	TBA
PMLTEST406A	Perform physical tests	PML04
PRDSSA29A	Advise client on sale and purchase alternatives	PRD01
PRDSSA30A	Select stock for sale	PRD01
PRDSSA31A	Prepare stock for sale	PRD01

Code	Title	Origin
PRDSSA32A	Conduct livestock sale by auction	PRD01
PRDSSA33A	Arrange buyer and inspections	PRD01
PRMPFES03B	Safely move materials and loads in the workplace	TBA
PRMWM04B	Develop waste management strategies	PRM04
PRMWM07B	Implement waste management plan	PRM04
PRMWM15A	Move waste using load shifting equipment	TBA
PRMWM43B	Develop an environmental management strategy	PRM04
PRMWM45B	Develop site safety plan	PRM04
PRSSO323A	Lead small teams	PRS03
PSPGOV307B	Organise workplace information	PSP04
PSPGOV417A	Identify and treat risks	PSP04
PSPPA601A	Manage public affairs	PSP04
PSPPM405A	Administer simple projects	PSP04
PSPPM502A	Manage projects	TBA
PSPPOLI601A	Manage policy implementation	TBA
PUACOM001B	Communicate in the workplace	TBA
PUADEFM205A	Manage emergency operations	TBA
PUAFIR209A	Work safely around aircraft	TBA
PUAFIR407A	Conduct prescribed burning	TBA
PUAOPE001A	Supervise response	TBA
PUAOPE005A	Manage a multi team response	TBA
PUAOPE006A	Control multi-agency emergency situations	TBA
PUAOPE007A	Command agency personnel within a multi-agency emergency response	TBA
PUAOPE008A	Coordinate resources within a multi-agency emergency response	TBA
PUAPOL017A	Plan and develop strategies to support organisational policy	TBA

Code	Title	Origin
PUAWER001A	Identify, prevent and report potential workplace emergency situations	TBA
RGR007A	Handle Horses or Greyhounds Safely	TBA
RGR016B	Maintain Greyhounds, Standardbreds or Thoroughbreds in a Healthy State and Safe Environment	TBA
RGR017A	Determine Nutritional Requirements for Greyhounds, Standardbreds or Thoroughbreds	TBA
RTC1006A	Support nursery work	TBA
RTC1201A	Maintain the workplace	TBA
RTC1202A	Support landscape work	TBA
RTC1301A	Operate basic machinery and equipment	TBA
RTC1302A	Assist with routine maintenance of machinery and equipment	TBA
RTC1701A	Follow basic chemical safety rules	TBA
RTC1801A	Prepare for work	TBA
RTC2005A	Fell small trees	TBA
RTC2012A	Plant trees and shrubs	TBA
RTC2016A	Recognise plants	TBA
RTC2026A	Undertake propagation activities	TBA
RTC2203A	Conduct visual inspection of park facilities	TBA
RTC2209A	Install, maintain and repair fencing	TBA
RTC2210A	Maintain properties and structures	TBA
RTC2301A	Undertake operational maintenance of machinery	TBA
RTC2304A	Operate and maintain chainsaws	TBA
RTC2306A	Operate vehicles	TBA
RTC2307A	Operate machinery and equipment	TBA
RTC2309A	Operate tractors	TBA
RTC2401A	Treat weeds	TBA
RTC2404A	Treat plant pests, diseases and disorders	TBA

Code	Title	Origin
RTC2701A	Follow OHS procedures	TBA
RTC2702A	Observe environmental work practices	TBA
RTC2704A	Provide basic first aid	TBA
RTC2705A	Work effectively in the industry	TBA
RTC2706A	Apply chemicals under supervision	TBA
RTC2801A	Participate in workplace communications	TBA
RTC3016A	Provide information on plants and their culture	TBA
RTC3201A	Conduct operational inspection of park facilities	TBA
RTC3206A	Erect timber structures and features	TBA
RTC3209A	Plan and construct conventional fencing	TBA
RTC3211A	Implement a maintenance program for an aquatic environment	TBA
RTC3213A	Implement property improvement, construction and repair	TBA
RTC3218A	Undertake a site assessment	TBA
RTC3310A	Operate specialised machinery and equipment	TBA
RTC3311A	Perform specialised machinery maintenance	TBA
RTC3401A	Control weeds	TBA
RTC3404A	Control plant pests, diseases and disorders	TBA
RTC3701A	Respond to emergencies	TBA
RTC3704A	Prepare and apply chemicals	TBA
RTC3705A	Transport, handle and store chemicals	TBA
RTC3805A	Coordinate work site activities	TBA
RTC4024A	Recommend plants and cultural practices	TBA
RTC4206A	Supervise landscape project works	TBA
RTC4306A	Supervise maintenance of machinery and equipment	TBA
RTC4512A	Prepare acid sulphate soil management plans	TBA
RTC4513A	Supervise acid sulphate soil remediation and management projects	TBA

Code	Title	Origin
RTC4701A	Implement and monitor the enterprise OHS program	TBA
RTC4702A	Minimise risks in the use of chemicals	TBA
RTC4703A	Plan and implement a chemical use program	TBA
RTC4905A	Cost a project	TBA
RTC4908A	Supervise work routines and staff performance	TBA
RTC4911A	Operate within a budget framework	TBA
RTC5011A	Collect and classify plants	TBA
RTC5201A	Conduct comprehensive inspection of park facilities	TBA
RTC5303A	Manage machinery and equipment	TBA
RTC5504A	Develop a management plan for a designated area	TBA
RTC5519A	Conduct biological surveys	TBA
RTC5520A	Manage parks and reserves	TBA
RTC5701A	Establish and maintain the enterprise OHS program	TBA
RTC5702A	Develop and manage a chemical use strategy	TBA
RTC5801A	Provide specialist advice to clients	TBA
RTC5908A	Prepare estimates, quotes and tenders	TBA
RTC5913A	Collect and manage data	TBA
RTC5914A	Prepare reports	TBA
RTD1501A	Support natural area conservation	RTD02
RTD2313A	Clean machinery of plant, animal and soil material	RTD02
RTD2703A	Operate in isolated and remote situations	RTD02
RTD3507A	Undertake sampling and testing of water	RTD02
RTD4406A	Implement pest management action plans	RTD02
RTD4811A	Provide information on environmental issues and policies	RTD02
RTD5402A	Develop a strategy for the management of target pests	RTD02
RTD6902A	Monitor projects in a program	RTD02
RTF1002A	Support arboricultural work	RTF03

Code	Title	Origin
RTF1003A	Support turf work	RTF03
RTF1004A	Support gardening work	RTF03
RTF1007A	Support floricultural production	RTF03
RTF2001A	Apply a range of treatments to trees	RTF03
RTF2017A	Prune shrubs and small trees	RTF03
RTF2504A	Determine basic properties of soil/growing media	RTF03
RTF3011A	Implement a plant establishment program	RTF03
RTF3012A	Implement a plant nutrition program	RTF03
RTF3014A	Implement a propagation plan	RTF03
RTF3017A	Implement a tree pruning program	RTF03
RTF3033A	Implement a maintenance program for hydroponic systems	RTF03
RTF3215A	Install hydroponic systems	RTF03
RTF3216A	Install water features	RTF03
RTF3503A	Sample soils and analyse results	RTF03
RTF4014A	Plan a growing-on program	RTF03
RTF4015A	Plan a propagation program	RTF03
RTF4023A	Promote plant health	RTF03
RTF4514A	Develop soil survey maps	RTF03
RTF5001A	Develop a horticultural production plan	RTF03
RTF5005A	Manage plant health	RTF03
RTF5010A	Prepare a landscape project design	RTF03
RTF5012A	Manage a controlled growing environment	RTF03
RTF5302A	Develop a plan for a hydroponic system	RTF03
RTF5521A	Monitor and manage soils	RTF03
RUV3501A	Provide advice on companion animal selection and general care	RUV04
SFILEAD04A	Plan and achieve change and results	TBA
SFILEAD07A	Provide corporate leadership	TBA

Code	Title	Origin
SRXGOV001A	Participate as a member of an effective board of an organisation	TBA
SRXGOV002A	Undertake the role of an individual director of an organisation	TBA
SRXGOV003A	Undertake the role of chairperson at a board meeting	TBA
SRXGOV004A	Work effectively with the board of an organisation	TBA
TDTA2097B	Replenish stock	TDT02
TDTB397B	Carry out vehicle servicing and maintenance	TDT02
TDTD1097B	Operate a forklift	TDT02
TDTD1497B	Load and unload vehicles carrying special loads	TDT02
TDTD2298B	Conduct weighbridge operations	TDT02
TDTD497B	Load and unload goods/cargo	TDT02
TDTE701A	Use communication systems	TDT02
TDTF1397B	Coordinate breakdowns and emergencies	TDT02
TDTI297C	Apply customer service skills	TDT02
TDTJ798B	Conduct internal quality audits	TDT02
TDTL1998B	Implement and monitor transport logistics	TDT02
TDTR298B	Source goods/services and evaluate contractors	TDT02
UTPNEG090A	Weld using manual metal arc welding process (MMAW)	UTP98
UTPNEG091A	Weld using gas metal arc welding process (GMAW)	UTP98
UTPNEG092A	Weld using gas tungsten arc welding process (GTAW)	UTP98
WRRCA1B	Operate retail equipment	WRR02
WRRCA2B	Apply retail office procedures	WRR02
WRRCA4B	Coordinate retail office	WRR02
WRRCS2B	Apply point of sale handling procedures	WRR02
WRRCS3B	Interact with customers	WRR02
WRRF1B	Balance register/terminal	WRR02
WRR11B	Perform stock control procedures	WRR02

Code	Title	Origin
WRR14B	Buy merchandise	WRR02
WRR15A	Maintain and order stock	WRR02
WRRLP2B	Minimise theft	WRR02
WRRLP3B	Maintain store safety	WRR02
WRRLP4B	Maintain store security	WRR02
WRRM3B	Co-ordinate merchandise presentation	WRR02
WRRM6A	Create a display for a small business	WRR02
WRRO1B	Manage merchandise and store presentation	WRR02
WRRO2B	Manage sales and service delivery	WRR02
WRRO4B	Control store loss/security	WRR02
WRRO5B	Control inventory	WRR02
WRRO6B	Manage store facilities	WRR02
WRRO7A	Profile a retail market	WRR02
WRRPM2B	Recruit and select personnel	WRR02
WRRS1B	Sell products and services	WRR02
WRRS2B	Advise on products and services	WRR02
WRRS3B	Coordinate sales performance	WRR02
WRRS4B	Build relationships with customers	WRR02
WRWPL508A	Improve supply and distribution chains	WRW01

Summary mapping of changes to units within RTE03 Rural Production Training Package

Unit code	Relationship	Comment in relation to previous iteration of the Training Package
RTE4027A Develop a soil health and plant nutrition program	RTE4027A replaces RTF4004A	RTF4004A Develop a plant nutrition program
RTE2033A Carry out post-harvest operations	RTE2033A replaces RTE2003A	RTE2003A Carry out postharvest operations
RTE4028A Implement and monitor a horticultural crop harvesting program	RTE4028A replaces RTE4012A	RTE4012A Supervise horticultural crop harvesting
RTE1107A Support organic production	New unit	
RTE2031A Handle and move mushroom boxes	New unit	
RTE2032A Water mushroom crops	New unit	
RTE2152A Shear alpacas	New unit	
RTE2153A Carry out alpaca handling and husbandry operations	New unit	
RTE2154A Support alpaca shearing operations	New unit	
RTE2155A Undertake basic skirting of alpaca fleece	New unit	
RTE2156A Support beekeeping work	New unit	
RTE2157A Open and reassemble a beehive	New unit	
RTE2217A Construct and repair beehives	New unit	
RTE2305A Use a bee smoker	New unit	
RTE2315A Operate a compost bagging process	New unit	

RTE2505A Perform mushroom substrate process tasks	New unit	
RTE2506A Assess and receive raw materials for composting	New unit	
RTE2507A Recognise raw materials, production processes and products on a composting site	New unit	
RTE2608A Set up, operate and maintain water delivery system	New unit	
RTE2708A Work effectively in the mushroom industry	New unit	
RTE2709A Recognise and respond to fire emergencies on a composting site	New unit	
RTE3150A Class alpaca fleece	New unit	
RTE3151A Mate and monitor reproduction of alpacas	New unit	
RTE3152A Plan and prepare for alpaca shearing	New unit	
RTE3153A Manage honey bee swarms	New unit	
RTE3154A Requeen a honey bee colony	New unit	
RTE3155A Manipulate honey bee brood	New unit	
RTE3156A Rear queen bees	New unit	
RTE3319A Ground spread fertiliser and soil ameliorant	New unit	
RTE3320A Remove a honey crop from a hive	New unit	

RTE3321A Extract honey	New unit	
RTE3322A Operate compost processing plant, machinery and equipment	New unit	
RTE3323A Dispatch materials and composted product	New unit	
RTE3407A Identify and report unusual disease or plant pest signs	New unit	
RTE3408A Carry out emergency disease or plant pest control procedures at an infected premises	New unit	
RTE3409A Carry out movement and security procedures	New unit	
RTE3410A Work effectively in an emergency disease or plant pest response	New unit	
RTE3415A Manage pests and disease within a honey bee colony	New unit	
RTE3511A Supervise mushroom substrate preparation	New unit	
RTE3512A Prepare raw materials and compost the feedstocks	New unit	
RTE3513A Prepare value-added compost-based products	New unit	
RTE3818A Develop and apply fertiliser and soil ameliorant product knowledge	New unit	
RTE4013A Manage mushroom crop development	New unit	

RTE4029A Assess olive oil for style and quality	New unit	
RTE4113A Handle, store and grade deer velvet	New unit	
RTE4121A Select and establish an apiary site	New unit	
RTE4122A Produce and harvest royal jelly	New unit	
RTE4126A Oversee alpaca farm activities	New unit	
RTE4128A Provide bee pollination services	New unit	
RTE4130A Trap and store pollen	New unit	
RTE4131A Collect and store propolis	New unit	
RTE4132A Perform queen bee artificial insemination	New unit	
RTE4133A Manage organic livestock production	New unit	
RTE4408A Supervise activities on infected premises	New unit	
RTE4409A Carry out field surveillance for a specific emergency disease or plant pest	New unit	
RTE4515A Manage mushroom substrate preparation	New unit	
RTE4516A Control Phase II mushroom substrate process	New unit	
RTE4517A Manage organic soil improvement	New unit	
RTE4518A Manage biodynamic production	New unit	
RTE4519A Develop a composting recipe	New unit	

RTE4520A Plan and schedule compost production	New unit	
RTE4814A Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use	New unit	
RTE4920A Develop harvesting and processing specifications to produce an olive oil	New unit	
RTE5105A Comply with deer industry national velvet accreditation requirements	New unit	
RTE5108A Harvest deer velvet	New unit	
RTE5406A Manage the implementation of an emergency disease or plant pest control program	New unit	
RTE5407A Manage active operational emergency disease or plant pest sites	New unit	
RTE5526A Develop an organic management plan	New unit	
RTE5527A Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs	New unit	
RTE5919A Identify and secure raw materials supply for compost production	New unit	
RTE5923A Prepare the enterprise for organic certification	New unit	
RTE5924A Research and apply rural industry knowledge	New unit	
RTE6401A Plan and oversee an emergency disease or plant pest control program	New unit	

RTE6402A Develop a plant pest survey strategy	New unit	
RTE6403A Develop a plant pest destruction strategy	New unit	
RTE2113B Monitor livestock to parturition	Revised unit	RTE2113A updated unit with minor changes made to range statement to broaden application to other contexts.
RTE2124B Carry out birthing duties	Revised unit	RTE2124A updated unit with minor changes made to range statement to broaden application to other contexts.
RTE2128B Provide feed for livestock	Revised unit	RTE2128A updated unit with minor changes made to range statement to broaden application to other contexts.
RTE2131B Care for health and welfare of livestock	Revised unit	RTE2131A updated unit with minor additions to PCs, range statement and underpinning skills to broaden application to other contexts.
RTE2503B Observe and report on weather	Revised unit	RTE2503A updated unit with minor additions to range statement and underpinning knowledge to broaden application to other contexts.
RTE2707B Follow site quarantine procedures	Revised unit	RTE2707A updated unit with minor additions to PCs and range statement to broaden application to other contexts.
RTE2902B Collect and record production data	Revised unit	RTE2902A updated unit with additions to range statement to broaden application to other contexts.
RTE3115B Implement livestock husbandry practices	Revised unit	RTE3115A Updated unit with minor additions to range statement to broaden application to other contexts.

RTE3121B Prepare animals for parturition	Revised unit	RTE3121A Updated unit with minor additions to range statement to broaden application to other contexts.
RTE3124B Rear newborn and young livestock	Revised unit	RTE3124A Updated unit with minor additions to range statement to broaden application to other contexts.
RTE3133B Prepare livestock for competition	Revised unit	RTE3133A Updated unit with minor additions to range statement to broaden application to other contexts.
RTE3138B Determine wool characteristics	Revised unit	RTE3138A Updated unit with minor additions to descriptor and underpinning knowledge to broaden application to other contexts.
RTE3504B Collect samples for a rural production or horticulture monitoring program	Revised unit	RTE3504A updated unit with minor amendments to PCs and range statement to reflect use of standard operating procedures.
BSBCMN304A Contribute to personal skill development and learning	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
BSBCMN305A Organise workplace information	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
BSBFLM404A Lead work teams	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
BSBFLM507A Manage quality customer service	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
BSBFLM511A Develop a workplace learning environment	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
BSBHR401A Administer human resource systems	New to this Training Package	Unit imported from BSB01 Business Services

		Training Package and has equivalent status.
BSBMKG601A Develop marketing strategies	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
BSBMKG602A Develop a marketing plan	New to this Training Package	Unit imported from BSB01 Business Services Training Package and has equivalent status.
FDFCORFSY2A Implement the food safety program and procedures	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFCORQAS2A Implement quality systems and procedures	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFCORQFS3A Monitor the implementation of quality and food safety programs	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFHYCH2A Operate a creamed honey manufacture process	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFOPTHCP3A Participate in a HACCP team	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFOPTISP2A Implement sampling procedures	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFZCSCIP2A Clean equipment in place	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFZCSCS2A Clean and sanitize equipment	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FDFZPKPP2A Operate a packaging process	New to this Training Package	Unit imported from FDF03 Food Processing Training Package
FPICOT3231A Operate steam boiler	New to this Training Package	Unit imported from FPI05 Forest and Forest Products Training Package

FPIFGM139A Operate a 4X4 vehicle in off-road conditions	New to this Training Package	Unit imported from FPI05 Forest and Forest Products Training Package
MNMOLH305A Conduct front end loader operations	New to this Training Package	Unit imported from MNM05 Metalliferous Mining
MNQOPS339A Conduct sales loader operations	New to this Training Package	Unit imported from MNQ03 Extractive Industry Training Package
MNQOPS262A Operate medium vehicles	New to this Training Package	Unit imported from MNQ03 Extractive Industry Training Package
PMLORG301A Plan and conduct laboratory/field work	New to this Training Package	Unit imported from PML04 Laboratory Operations Training Package
PMLTEST300B Perform basic tests	New to this Training Package	Unit imported from PML04 Laboratory Operations Training Package
PMLSAMP200A Collect routine site samples	New to this Training Package	Unit imported from PML04 Laboratory Operations Training Package
PMLSAMP400B Obtain representative samples in accordance with sampling plan	New to this Training Package	Unit imported from PML04 Laboratory Operations Training Package
PMLTEST406A Perform physical tests	New to this Training Package	Unit imported from PML04 Laboratory Operations Training Package
PRMPFES03B Safely move materials and loads in the workplace	New to this Training Package	Unit imported from PRM04 Asset Maintenance Training Package
PRMWM04B Develop waste management strategies	New to this Training Package	Unit imported from PRM04 Asset Maintenance Training Package
PRMWM07B Implement waste management plan	New to this Training Package	Unit imported from PRM04 Asset Maintenance Training Package
PRMWM15A Move waste using load shifting	New to this Training Package	Unit imported from PRM98 Asset Maintenance

equipment		Training Package
PRMWM43B Develop an environmental management strategy	New to this Training Package	Unit imported from PRM04 Asset Maintenance Training Package
PRMWM45B Develop site safety plan	New to this Training Package	Unit imported from PRM04 Asset Maintenance Training Package
PRSSO323A Lead small teams	New to this Training Package	Unit imported from PRS03 Asset Security Training Package
PSPGOV307B Organise workplace information	New to this Training Package	Unit imported from PSP04 Public Sector Training Package
PSPGOV417A Identify and treat risks	New to this Training Package	Unit imported from PSP04 Public Sector Training Package
PSPPA601A Manage public affairs	New to this Training Package	Unit imported from PSP04 Public Sector Training Package
PSPPM405A Administer simple projects	New to this Training Package	Unit imported from PSP04 Public Sector Training Package
PUACOM001B Communicate in the workplace	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUADEFM205A Manage emergency operations	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUAOPE001A Supervise response	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUAOPE005A Manage a multi-team emergency response	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUAOPE006A Control multi-agency emergency situations	New to this Training Package	Unit imported from PSP99 National Public Services Training Package

PUAOPE007A Command emergency personnel within a multi-agency emergency response	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUAOPE008A Coordinate resources within a multi-agency emergency response	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUAPOL017A Plan and develop strategies to support organisational policy	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
PUAWER001A Identify, prevent and report potential workplace emergency situations	New to this Training Package	Unit imported from PSP99 National Public Services Training Package
RTF2001A Apply a range of treatments to trees	New to this Training Package	Unit imported from RTF03 Amenity Horticulture Training Package
RTF2017A Prune shrubs and small trees	New to this Training Package	Unit imported from RTF03 Amenity Horticulture Training Package
RTF3017A Implement a tree pruning program	New to this Training Package	Unit imported from RTF03 Amenity Horticulture Training Package
RTF4514A Develop soil survey maps	New to this Training Package	Unit imported from RTF03 Amenity Horticulture Training Package
RUV3501A Provide advice on companion animal selection and general care	New to this Training Package	Unit imported from RUV04 Animal Care and Management Training Package
TDTB397B Carry out vehicle servicing and maintenance	New to this Training Package	Unit imported from TDT02 Transport and Distribution Training Package
TDTD497B Load and unload goods/cargo	New to this Training Package	Unit imported from TDT02 Transport and Distribution Training Package
TDTD1497B Load and unload vehicles carrying special loads	New to this Training Package	Unit imported from TDT02 Transport and Distribution Training Package
TDTE701A Use communications systems	New to this Training Package	Unit imported from TDT02 Transport and

		Distribution Training Package
TDTF1397B Coordinate breakdown and emergencies	New to this Training Package	Unit imported from TDT02 Transport and Distribution Training Package
TDTI297C Apply customer service skills	New to this Training Package	Unit imported from TDT02 Transport and Distribution Training Package
TDTJ798B Conduct internal quality audits	New to this Training Package	Unit imported from TDT02 Transport and Distribution Training Package

Explanation of the review date

The review date (shown on the title page and in the header of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

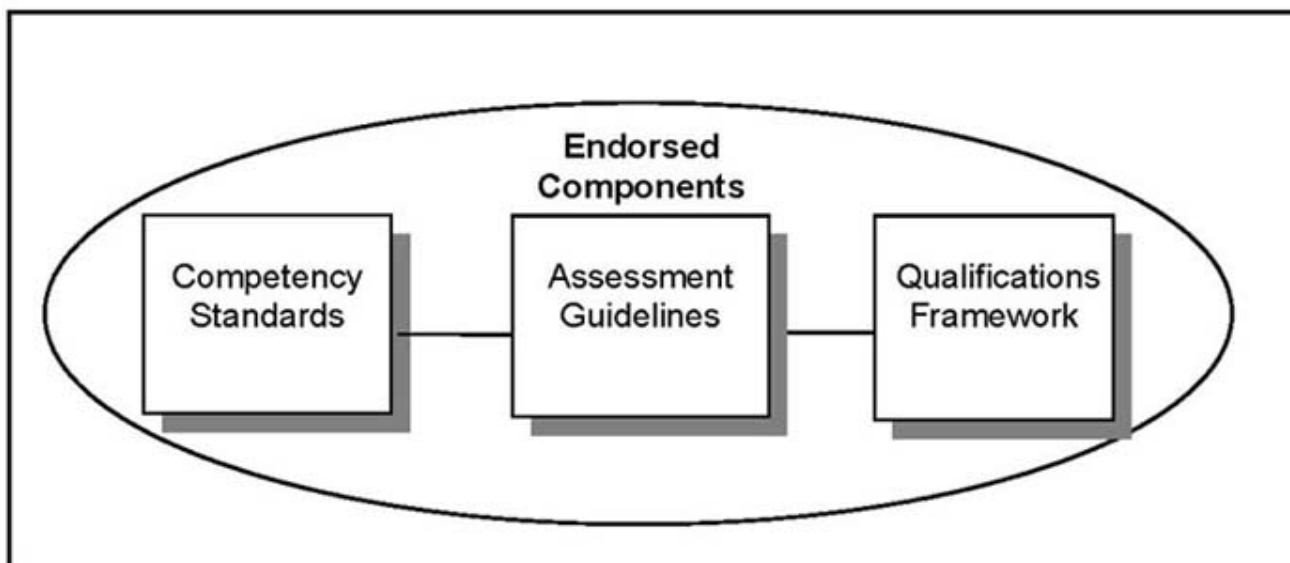
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

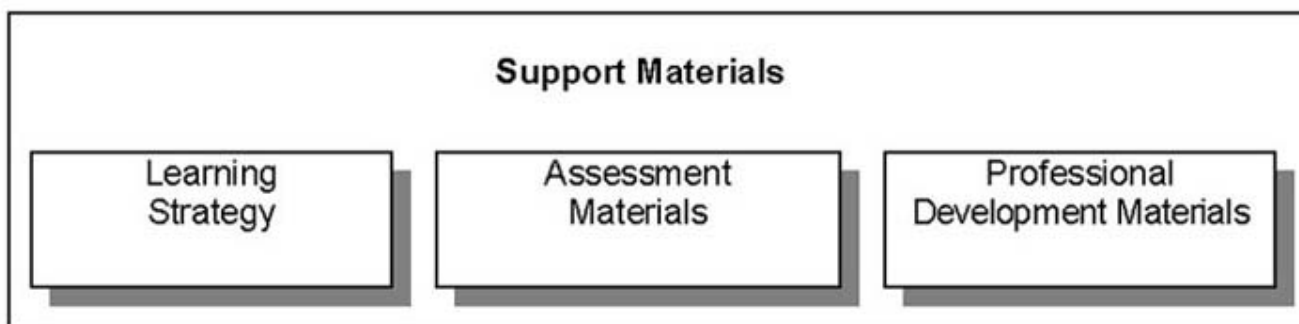
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of "noting" by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability < www.ntis.gov.au >



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example RTE03. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example RTE10103. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in RTE1001A;
- the first three characters signify the Training Package - RTE03 - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- RTE10103 Certificate I in Rural Operations

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- RTE1001A Support agricultural crop work

Overview of Training Packages in the Rural Production industry

Introduction

The first Agriculture Training Package was endorsed in 1998 and since then has been the basis of vocational education and training for the agricultural industry in Australia. The Training Package was the first to be developed by the Rural Training Council of Australia and represented the culmination of an extensive consultation and documentation process covering a diverse and dispersed range of industries.

In addition to the requirement to ensure that the Training Package continued to reflect and meet the needs of the industries it covered, gaps in the rural and related industries and new industry sectors had been identified for which units of competency needed to be developed and greater consistency between units of competency within RUA98 Agriculture Training Package and with the Horticulture Training Packages needed to be established.

Some initiatives undertaken after the first Training Package RUA98 was endorsed contributed to the subsequent review. These included:

- a review of the Agriculture competency standards carried out by J Hargreaves in 1998/99
- a study of the incorporation of environmental considerations into the agriculture (and horticulture) units of competency
- the development of draft qualifications and units of competency covering irrigation
- a separate project to examine issues related to chemical use standards in the context of changes in regulatory requirements and inconsistencies across the current rural industry Training Packages
- a study of the links that can be established between informal training schemes, such as Property Management Planning (PMP) and the Agriculture Training Package.

As a precursor to the review of the Agriculture and Horticulture Training Packages, a scoping project was undertaken to determine the parameters of the task, consider coverage of the new Training Packages, and recommend improvements to be made to the initial Training Packages. This was undertaken in 1999 and 2000 by Training and Development Consultants, David Rumsey and Associates Pty Ltd.

The level of consultation and support from industry and registered training organisations in the review of RTE03 has been very comprehensive and committed. As part of this consultation it has been decided to rename the Agriculture Training Package and call it the Rural Production Training Package. This name more accurately reflects its diversity and coverage.

Coverage of RTE03 Rural Production Training Package

RTE03 Rural Training Package services several well-defined industry sectors, as well as a wide range of jobs and roles that are part of the broader agricultural industry. Many agricultural enterprises include two or more production sectors. For example, although there is a trend to specialisation, many farms still combine animal production with cropping and/or fruit and vegetable production.

The Training Package covers all levels of work from inexperienced new entrants to the industry, to skilled operators, supervisors and managers.

Key industry sectors covered by RTE03 include:

<ul style="list-style-type: none"> • Alpaca • Beef cattle • Beekeeping • Commercial composting • Cotton • Crutching 	<ul style="list-style-type: none"> • Mushrooms • Olives • Organic production • Pigs • Poultry • Production horticulture
---	---

<ul style="list-style-type: none">• Dairy• Deer• Fertiliser and soil ameliorant• Goats• Grains• Horses• Irrigation• Milk harvesting	<ul style="list-style-type: none">• Rural business• Rural business management• Rural merchandising• Shearing• Sheep and wool• Sugar cane• Wool harvesting.
--	--

History of development

The review of RTE03 Rural Production Training Package comprised two distinct stages, the second stage having four separate phases.

- Project preparation, including the establishment of a national industry Steering Committee.
- Converting existing units of competency to a new template, scoping exercises and development work for new sectors, identifying gaps, and developing sector booklets and qualifications framework.
- An extensive consultation process.
- Validation, submission for endorsement and preparation of material for publication.

Stage one

All Training Packages endorsed by DEST are reviewed as part of a process of ongoing continuous improvement. The first stage of the review of RTE03 Rural Production Training Package was an analysis of the endorsed Training Package RUA98 undertaken by David Rumsey and Associates Pty Ltd. This review included comprehensive consultation across all Australian States and Territories. The process included consultation with:

- employers, employer associations and unions across the various agriculture sectors
- peak agriculture commodity organisations and research and development bodies
- state and territory training departments of agriculture, primary industry, etc.
- state and territory rural Industry Training Advisory Boards
- registered training organisations including teachers, administrators and students
- relevant licensing and regulatory bodies and authorities
- other persons and organisations with an interest in the Training Package.

The aims of the review were to:

- research the application and examine the suitability, effectiveness and uptake of the Agriculture Training Package as a basis for skill development and training for individuals and enterprises in the relevant agriculture sectors, including small, medium and large organisations
- identify any barriers or gaps affecting the full implementation of the former Agriculture Training Package
- identify any improvements that could be made to RTE03 Rural Production Training Package
- investigate whether the total range and quality of publicly available resource material developed to support the former Agriculture Training Package (non-endorsed components) were appropriate, as well as the extent of their take up
- report on any minor revisions required to the existing Agriculture Training Package.

The resulting report identified the strengths and weaknesses of the original Agriculture

Training Package, indicating opportunities for addressing weaknesses and building on strengths through the review process. A series of eighteen recommendations provided advice on the changes that needed to be made.

These included the need to improve the user friendliness of the Training Package, new formatting of units of competency, eliminating duplication across units of competency, updating the Assessment Guidelines, reducing the number of qualifications, revising the business management competencies, including new sectors, adding technical competencies and reviewing the chemical use competencies.

An extension of stage one of the review produced a new and improved unit of competency template and style guide that have been used in the new Training Package development. A draft Qualifications Framework and draft packaging rules were also developed and used as a basis for industry discussion, as well as a draft of chemical competency standards in preparation for stage two of the review.

Stage two

With ANTA funding and under RTCA management, the development process of this stage effectively commenced in January 2000.

The previous stage provided advice on a strategy for implementing the outcomes of the evaluation based on extensive consultation with stakeholders. This proved to be a sound basis for stage two of the review, of which a significant part was implementing the recommendations from stage one.

The consultations with stakeholders undertaken during stage one identified several issues relating to the presentation and structure of the RUA98 Agriculture Training Package. They included:

- repetition and duplication of units of competency
- need to make the underpinning knowledge section of evidence guides more explicit but concise
- concern over the variability in size of units of competency
- gaps in content of some units of competency
- gaps in sets of units of competency and qualifications
- need to review management qualifications
- need for a technical stream at AQF levels 5 and 6
- technical issues with individual units of competency.

A systematic process was applied that progressively converted the existing units of competency to a new format, reduced duplication, contextualised the range of variables, and updated the evidence guides. The amendments to the range statement and evidence guide will provide for improved and more consistent assessment processes.

Industry recognised that the tasks they perform in the course of their work often require the same skills as those in quite different sectors, only the context in which the tasks are performed are different. This has provided the opportunity to aggregate units of competency that now have the flexibility to cover similar jobs in a wide range of industry sectors.

The commonality with the Horticulture Training Package and the Conservation and Land Management Training Package has also been identified to eliminate duplication of units of competency and, most importantly, to allow people working across industries to gain recognition appropriate to their circumstances.

A need was identified to include tasks performed in the farm office and to review the existing business management units of competency. This involved the development of new units of

competency, a rationalisation of existing Rural Business Management units of competency, and the introduction of units from other industry Training Packages, particularly the Business Services Training Package.

New industry sectors

Some industry sectors had not previously been included in the development of units of competency. Several of these underwent a scoping process to assess the extent of the industry and the need to be included in RTE03 Rural Production Training Package. These sectors were not included at the time of endorsement of the Training Package (April 2003). Subsequently, new units of competency and qualifications have been developed for the following sectors and added to the Training Package:

- alpacas
- beekeeping
- commercial composting
- deer production
- fertiliser and soil ameliorant
- emergency disease and plant pest response
- mushroom production
- olive production
- organic production.

Environmental and health and safety implications

There is a need to ensure that all rural and related training participants are sensitive to the outcomes of their activities and actions in respect to the environment and the health and safety of their workplaces. At the same time, the enterprise must be profitable, sustainable and observe good industry practice.

To ensure that units of competency are written so that training will lead to the conduct of viable, sustainable and safe enterprises, particular attention has been given to these aspects of the units of competency during the development process.

Introduction to the RTE03 Rural Production Training Package

Introduction to RTE03 Rural Production Training Package

Characteristics of the rural/agriculture industry workforce

The main characteristic of the rural/agricultural workforce is the predominance of family owned and managed businesses. Corporate farming is a small part of the total industry and is concentrated mainly, but not exclusively, in the dryland pastoral regions of Australia. As the necessary capital required to own and operate an agricultural business increases there is a trend towards company-based structures, particularly in the eastern states of Australia. This is providing new opportunities for career managers of large, well improved and financed farming businesses.

A consequence of the specialised nature and high cost of farming machinery has provided opportunities for people to develop specialist services for the agriculture and horticulture industries. Contract harvesters and sprayers are examples of highly skilled operators with modern equipment that can often provide a service at a cheaper rate and in a more timely fashion than can farmers on their own properties.

There has been a trend toward specialisation in production, particularly in the intensive animal industries. Whereas formerly many mixed farms were diversified and grew relatively small amounts of several products including both plants and animals, it is now common to concentrate on a minimal number of enterprises that are complementary to each other, with some industries being highly specialised. One of the consequences of this is the need for a greater proportion of highly skilled staff with clear and rewarding career paths.

Alpaca

In 1984, the United States and Canada imported their first alpacas, followed by Australia and New Zealand in 1989. These countries, with their relatively temperate climates and more sophisticated animal husbandry techniques, have proven beneficial for the species.

Alpacas are raised in most areas of Australia with the exception of the tropical north.

In the year 2001 there were approximately 40,000 alpacas in Australia, with that figure increasing rapidly. While the outlook for fibre sales is excellent, the emphasis in this young Australian industry will be on breeding for the foreseeable future.

There is a very strong market for alpaca product both in Australia and internationally with supply always falling well short of demand. Australia has already developed past the cottage industry stage and now has the facilities and infrastructure in place to value-add to the local clip. Alpaca garments and yarn are produced by a number of companies and fashion houses demonstrate an increasing interest in the value of alpaca fibre.

Beef cattle production

Beef cattle production is a major industry in all Australian states. There are two main sectors. In the north, sub-tropical and arid inland regions of the country, cattle are run on extensive properties at low densities, grazing native pastures. Often the sole product of these properties, most of the cattle is exported either as manufacturing beef or as live animals to South-East Asia.

In the settled areas, cattle graze on improved pastures. These cattle are slaughtered mainly for the high quality domestic market. This production is often combined with other enterprises within a farming business. Beef production is also undertaken as a sideline by some enterprises in the dairy industry.

The cattle industry is in the process of developing quality assurance systems throughout all

sectors of production to maintain the existing high quality standards.

Beekeeping

Managed honey bees are found in all Australian states and territories. There are around 673,000 registered hives in Australia, producing not only honey and beeswax but also live bees (queens and package bees), and other products such as pollen and royal jelly. Around 467,000 hives are operated by beekeepers with a minimum of 200 hives and these are considered to represent the commercial industry. It is estimated that an average of at least 30,000 tonnes of honey are produced each year in Australia, with nearly 45% of this total coming from beekeepers resident in NSW. Between 9,000 and 12,000 tonnes of honey are exported each year.

Beekeeping is a unique primary industry. Its basic resources - nectar and pollen - are rarely owned by the beekeeper. Unlike other primary producers, beekeepers require virtually no land of their own. Beekeeping 'land' takes the form of small apiary sites which are leased from private landholders or public authorities. Even large commercial beekeepers require and own only small rural allotments of 1 to 5 hectares bordering substantial rural towns or cities. The economic base for beekeeping is held in highly depreciating materials such as hives, machinery and sheds. This contrasts starkly with land owning farmers who have, in the land, a stable or appreciating asset.

Composting

Recycled organics facilities can vary significantly in scale and engineering complexity.

The organics processing and recycling industry (composting) secures the supply of compostable organic materials and reprocesses these raw materials to manufacture a range of recycled organics products such as composts, composted manures, vermicast, organic soil conditioners and mulches; value-added products such as potting mixes, landscaping soils and playground surfacing materials; and a variety of products for specialised uses such as biofiltration.

A large commercial facility may produce a wide range of value-added products for commercial sale using specialised plant and load-shifting machinery. A small operation may process a single type of raw material using common load-shifting equipment such as a skid steer loader or backhoe, and produce a single basic compost or mulch product for use on site.

An urban facility processing a range of raw materials may operate inside a fully enclosed structure that is subjected to constant negative pressure to manage any potential of releasing problematic odours to the surrounding neighbourhood, with process air being treated via biofiltration.

Common to all recycled organics facilities are the fundamental process control requirements for:

- manufacturing consistent quality product to meet desired specifications for beneficial use
- avoiding risk of negative environmental consequences such as odour, pests and fire.

This Training Package has been developed with the support of the national industry association *Compost Australia*, and will make a significant contribution to this diverse and rapidly developing industry.

Cotton production

The cotton industry has developed rapidly in recent years to the extent that Australia is now the world's third largest exporter of cotton. Over ninety per cent of production is exported; the major markets include Japan, South Korea and Indonesia with significant amounts being sold

to other South-East Asian countries, Germany and Italy.

The development of Australian bred varieties of cotton along with good farm management from the adoption of research findings has seen continuing improvements in yield, to the extent that the Australian cotton crop consistently yields more cotton per hectare than any other major cotton producer in the world. The crop is grown under irrigation and is also carried out on dryland farms in an area stretching from Emerald in Queensland, south to the Darling Downs, north west and central west NSW.

Cotton growing is capital-intensive and is usually combined with other enterprises such as the production of other crops and cattle or sheep production.

The cotton industry is quite discrete and well organised, being highly self-regulated with an entrepreneurial culture, committed to environmental research and monitoring.

Dairy production

The dairy industry is emerging from the turmoil of deregulation that has created efficiencies through fewer dairy farms milking much larger herds of cows. Through better genetic selection and nutrition, production per cow has steadily increased to about 5,000 litres per annum.

Milk is used either for immediate fresh consumption or for manufacturing, producing dairy products such as butter, cheese, milk powder, yoghurt and dairy desserts. Market milk sales are proportional to the local population in each state with excess production being directed into manufacturing. Victoria is the major milk producing state with about ninety per cent of its production, which almost doubles the total from other states, used for manufacturing.

Herds in excess of one thousand cows are relatively common with some exceeding two thousand. These dairy farms require expert management and skilled staff that in turn provide new opportunities for careers in the industry and new opportunities for investors.

Deer production

The deer industry was established in Australia in the early 1970s when interest in the farming of deer spread here from New Zealand and its commercial value was recognised. Deer are very adaptable and, with careful selection of species, can be run in most parts of Australia.

There are many species of deer in Australia but not all of them are suited to large-scale farming. Six species are farmed commercially: Rusa, Chital, Fallow, Red, Wapiti and Sambar.

Venison, the meat produced by deer, is a very lean meat. It also tends to be low in saturated fats and relatively high in essential fatty acids, making it a healthy product.

Velvet antler is the complete antler harvested from male deer at a precise stage when it is soft and vascular before it calcifies and hardens. All male deer grow and shed their antlers in an annual cycle. While not all species of deer farmed in Australia are used for velvet purposes, all deer must have their antlers removed to ensure safety and ease of management.

Velvet antler is a highly-prized substance in the practice of oriental medicine and is also being increasingly used in western communities. The harvesting of velvet is controlled by the industry through the National Velvet Accreditation Scheme.

Emergency disease and plant pest response

Australia has an enviable position worldwide in relation to its freedom from emergency animal diseases, such as foot and mouth disease, and from many of the most destructive plant pests. Responsibility for emergency disease and plant pest preparedness rests jointly with industry and government through Animal Health Australia and Plant Health Australia. These organisations are industry-owned and include industry, government and other stakeholder

representatives.

Emergency preparedness and response planning at national and state level are underpinned by ongoing education and training programs. Units of competency that address the functions performed during an emergency animal disease or plant pest response have been developed in close cooperation with Animal Health Australia and Plant Health Australia. The functions covered by the units of competency are typically performed by individuals who have been seconded from another position or who have been appointed to perform a role for the duration of the response. At this stage, separate qualifications for these positions are not required and the units of competency have been included in the relevant certificates and diplomas of agriculture and production horticulture where they can be accessed by the widest range of people with an interest in the area.

Fertiliser and soil ameliorant industry operations

The Australian fertiliser industry comprises manufacturers, importers, blenders, retail distributors and agents, fertiliser applicators and a number of associated service industries. The industry is supported and represented nationally by the Fertiliser Industry Federation of Australia (FIFA), whose members collectively supply over ninety-five per cent of the fertilisers used in Australia. The Australian Fertiliser Services Association is a member of FIFA and is the industry body predominantly representing the logistical side of the industry - transport, storage and spreading.

Plant nutrients are constantly being exported from farms in the form of plant and animal products. Even in the best-managed agricultural systems, some nutrient losses are inevitable. This means that the addition of plant nutrients in the form of fertilisers is essential to maintain or enhance a soil's productive capacity.

Fertilisers account for more than twelve per cent of the value of the material and service inputs used in Australian agriculture. The fertiliser industry has annual sales in excess of \$2billion and has a full economic effect on Australia's GDP in excess of \$8 billion each year.

There are many solid, soluble and liquid products used as fertilisers in Australia. Solid mineral fertilisers make up the majority of the fertilisers used, although the production and use of liquids is increasing. Significant quantities of nitrogen are also applied as anhydrous ammonia - a liquefied gas.

Goats

The goat industry is expanding quickly and is of growing importance. Low prices for wool in the recent past have stimulated interest in the production of alternative fibres, particularly mohair, angora and cashmere.

Goat meat production is increasing quite quickly as a result of local and export demand. This comprises both feral and farmed goats. The introduction of Boer goats from South Africa in 1995 has significantly improved the quality and yield of meat. These animals are very adaptable and their numbers are increasing. Goat meat is exported particularly to Taiwan and parts of the West Indies, with the Middle East being an important market for live goats.

Being browsers rather than grazers, goats have different feeding habits from sheep and cattle, often complementing other livestock production. Not being susceptible to flystrike, they are easier to manage than sheep, although they do need strong fences if being run intensively.

Grains

The industry is represented in every State and Territory. This area of production includes coarse grains, pulse crops, oil seeds, rice and wheat. Collectively it is a huge industry

employing thousands of people, generating billions of dollars in export income to which can be added a substantial value-added industry.

The grains industry has successfully competed against continuing adverse terms of trade and subsidised production in overseas countries by becoming more efficient through increased productivity per unit of labour, and adapting to changing circumstances by adopting new technology and the judicious use of chemicals. The rate of increase in productivity for the specialist cropping sector has averaged in the order of 3.6% per year over an extended period.

The industry has shed most inefficient growers with those now comprising the industry being technologically proficient, efficient and sound business managers. The necessary expensive equipment and machinery used in the grains industry requires skilled operators and excellent maintenance, with much of the training for those in the industry focussing initially on these aspects of production.

Horse breeding

In recent times, the horse breeding industry has expanded beyond the well-organised and regulated thoroughbred and standard racing industries to provide for the increasingly popular equestrian industry. Some regions of Australia near population centres now have more horses than was the case during the period when people relied solely on horses for transport and work.

Horse breeding for the racing and leisure industries is concentrated near large population centres, but the breeding of horses for stock work in the pastoral industry is dispersed throughout the country.

Irrigation

The irrigation industry enhances many of the production sectors of the agriculture and horticulture industries. Many, particularly horticulture industries, would virtually cease to exist without access to water and its distribution through irrigation systems.

The irrigation units of competency cover the planning and design of new irrigation systems, their installation, establishment, management and operation at all skill levels. There have been substantial advances in irrigation technology in recent years leading to increased efficiency, and better use of water with attention being given to drainage issues. These improvements are necessary to meet environmental standards.

As with business management, irrigation practices need to be incorporated and integrated with the overall production management of relevant businesses.

Mushroom production

The first commercial attempts to grow mushrooms in Australia were in 1933 in open fields in raised beds covered in straw and hessian bags. Production centred around the Hawkesbury and Sydney basin area. Since then, mushroom growing has become more sophisticated and crops are now produced in purpose-built growing rooms and are grown close to most of the major population centres in Australia.

Mushrooms are the second most valuable fresh vegetable crop grown in Australia, after potatoes. Most mushrooms grown in Australia are the common white mushroom (*Agaricus bisporus*), although a very wide variety of mushrooms are now grown, including exotic and wild mushrooms.

There are over 100 commercial mushroom growers in Australia, with five companies growing sixty per cent of the total production. The industry directly employs about three thousand people around Australia.

Olive production

The Australian olive industry is expanding its production to take advantage of the increasing demand for natural food products and extra virgin olive oil in particular. This high quality product is recognised around the world as the healthiest of fats that also enhances the flavour of foods. Within the next ten years Australian production will outstrip current domestic consumption of olive products and already the Australian olive industry is developing new export markets.

The traditional producers of olive products are not as well placed as Australian agriculture to adopt new production techniques to focus on the higher quality olive products. In addition, the political climate around the Mediterranean that has underpinned the financial support that the European Union olive producers have received from governments is changing. This instability within the traditional olive producing countries further enhances the position of new producers of olives such as Australia.

Organic production

Consumers are increasingly aware of the quality and safety of the food and fabrics they consume. At the heart of this worldwide trend is a desire to consume products, especially foods that are safe, produced from environmentally sustainable farming systems, and ethically and socially acceptable. In growing numbers, export and domestic consumers are seeking certified organic products in response to these concerns.

The Australian organic (incorporating biodynamic) industry had over 2,400 certified or registered members collectively marketing product estimated to be worth, at the retail level, approximately \$250-300 million in 2003. Production growth was less than anticipated in 2003 because of the drought. Industry growth has been estimated at around twenty per cent per annum. On current trends the industry is projected to grow to more than 3,000 members and over \$400 million over the period of the current five year plan (by 2006). Members come from all sectors of the value chain - growers, processors and manufacturers, retailers and consumers - across all States and Territories. They operate in diverse rural industries, including grains and pulses, horticulture, viticulture, beef and pork, dairy, sugar cane and honey. Seven organisations are currently registered with the Australian Quarantine and Inspection Service (AQIS) to inspect and certify organic farming, processing and marketing systems for export markets.

Rising domestic and overseas demand for Australian organic products is prompting a greater number of conventional farmers and processors to consider and adopt organic systems. Typically the attraction is either improved market access and/or higher prices from niche markets, together with recognition by the marketplace of better and more sustainable farming practices. Concern by both consumers and producers for the need for more sustainable farming practices is growing strongly and there is the potential for organic farming systems to play a role in this across agriculture as a whole.

Pig production

The pig industry is enjoying a boom as a result of expanded production and the development of export markets. Pig production, always associated with the grain industry, is now very specialised, with precise nutrition, health, genetics and management all necessary components of successful pig production. The performance indicators for commercial pig production are well-documented and must be achieved to maintain viability. The specifications for pig meat are very exact to meet a very demanding market, particularly in respect to fat thickness. Most pigs are marketed direct to a meat processor and graded for carcass fat content at slaughter.

Most piggeries in Australia are operated as large-scale units with pigs managed intensively indoors. There is a growing trend to broad scale production using lower capital cost breeding facilities and deep litter fattening sheds.

Poultry production

The poultry industry is now a specialist industry having undergone a major rationalisation in the past couple of decades. Production is dominated by relatively few businesses specialising in meat or egg production. These sectors are serviced by hatcheries producing chickens for either growing out for the meat trade or for layers.

The location of the poultry industry is influenced by the availability of low cost feed supplies and is concentrated close to the centres of population.

With the specialisation in the industry and the consequent large numbers of birds produced in each business, there is a high level of automation. However, there is still a need for skilled labour with particular emphasis on the care and health of birds.

Sheep and wool

There is renewed interest in the sheep and wool industry that is now providing increased income for graziers. Meat prices have increased to profitable levels, and the wool stockpile has been eliminated providing the expectation of some stability in the industry. The buoyant outlook has stimulated growers to embrace new technologies to improve their productivity and quality.

While flock numbers are still likely to vary considerably according to seasonal conditions, the progressive national decline in sheep numbers during the past decade is likely to be arrested and reversed. Another change in the industry has been the establishment of the sheep meat industry in its own right rather than as an adjunct to fibre production.

Sheep are usually run in conjunction with other enterprises, the majority of sheep being found in the sheep/wheat zone stretching from the Darling Downs in southern Queensland, south through NSW, Victoria, Tasmania, South Australia and southern Western Australia, as well as in the adjoining high rainfall regions.

The sheep and wool industries are very reliant on exporting wool, meat and live sheep. The latter are sent primarily to the Middle East with China and Europe being major purchasers of raw wool. The United States is an expanding market for lamb.

Production horticulture

This industry includes the production of fruit, vegetables, beverage crops and nuts. Consequently it is quite disparate and dispersed with products being grown in all high rainfall regions of Australia and in many low rainfall areas under irrigation, particularly in the Murray Basin.

Compared with growing many other primary products, the production horticulture industry is relatively labour intensive, particularly for harvesting and packing. Mechanical harvesting has been developed for wine grapes, but many fruit and some vegetables, particularly for the fresh market, must be treated carefully to avoid bruising and maintain a good appearance. These need to be harvested by hand which requires the pickers to have a basic understanding of the importance of their task and how the product needs to be treated.

The horticulture industry has become quite sophisticated in the adoption of new technology, including new irrigation techniques that allow more precise and efficient water application. Cultural practices are changing to make the industry more efficient, reducing costs, increasing yields, and improving fruit and vegetable quality.

All levels of operation within this huge industry need to be highly skilled according to their role and responsibility. Quality is of prime importance, particularly for the produce that is exported.

Rural business management

These units of competency cover all aspects of business management and the operation of the farm/business office. They include the management of all the business assets including financial, physical, animal and human resources.

The business operations underpin the successful operation of all rural production businesses and it is imperative for long-term viability that technological skills be integrated with sound business management.

Rural merchandising

Rural merchants provide one of the most important services to the agricultural and horticultural industries. These services include the supply of equipment, chemicals, fertilisers and the provision of advice. Rural merchants may act as agents for the sale of produce and livestock as well as land agents, and in some instances provide banking services.

Recent rationalisation has accelerated the trend towards franchising of businesses by a small number of major companies with Australia-wide influence.

While the principles of customer service and store merchandising are common to other industries, the products and services, context and culture make the circumstances quite different from most other retail businesses.

Sugar cane

The sugar cane industry is concentrated in Queensland with about five per cent of national production coming from NSW and a fledgling industry being established in the Ord River region of WA.

The industry is evolving with cane growing practices changing rapidly in response to the need for sustainable production techniques. The bulk of the production is exported, earning in the order of one billion dollars a year.

Farms, which are mostly family owned and operated, are located along the coastal fringe and are important to the regional, state and national economies through export earnings and job creation.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*. The 2007 version of the *AQF Implementation Handbook* is expected to be available on the Australian Qualifications Framework Advisory Board (AQFAB) website www.aqf.edu.au during September 2007, and in print in October 2007 (obtain the hard copy by contacting AQFAB on phone 03 9639 1606 or email at aqfab@curriculum.edu.au).

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2007 *Essential Standards for Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2007 *Essential Standards for Registration*.

Under the AQTF 2007, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including

group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation

functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and

highly specialised contexts.

- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

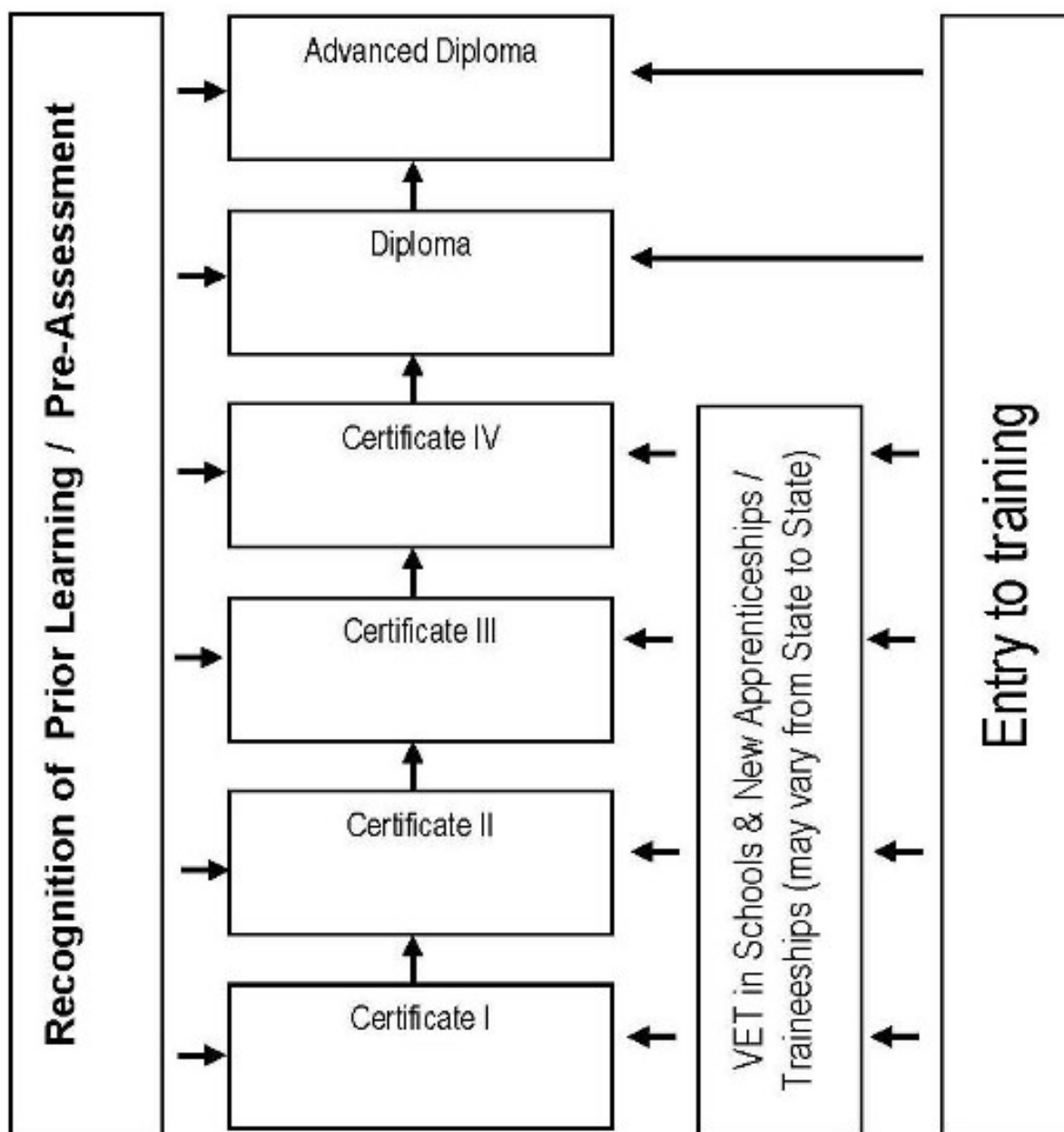
The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Agri-Food Industry Skills Council (<http://www.agrifoodskills.net.au>).

Qualification pathways

RTE03 Rural Production Training Package is the framework for VET for those engaged in the agriculture and production horticulture industries. The Training Package supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within RTE03 Rural Production Training Package can be achieved through a variety of pathways including new apprenticeships (traineeships).

The training pathways for qualifications contained within RTE03 Rural Production Training Package are illustrated below. For further advice about pathways and qualifications contact the Agri-food Industry Skills Council on telephone 02 6163 7200 or email reception@agrifoodskills.net.au.



Training pathways for Rural Production

RTE03 Rural Production Training Package qualifications and pathways for specialisation

RTE03 Rural Production Training Package contains qualifications and suggested pathways comprising groups of units from which choices can be made according to the specialisations being undertaken. The following is a full list of qualifications and specialisations.

RTE10103 Certificate I in Rural Operations

RTE20703 Certificate II in Rural Operations

RTE31903 Certificate III in Rural Operations - includes a suggested pathway for specialisation in fertiliser and soil ameliorant industry operations

RTE20103 Certificate II in Agriculture - includes suggested pathways for specialisation in:

- alpaca
- beef production
- beekeeping
- cotton production
- dairy production
- goat production
- grain production
- horse breeding
- milk harvesting
- pig production
- poultry production
- sheep and wool production
- sugar production

RTE30103 Certificate III in Agriculture - includes suggested pathways for specialisation in:

- alpaca
- beekeeping

RTE30203 Certificate III in Agriculture (Beef Production)

RTE30303 Certificate III in Agriculture (Cotton Production)

RTE30403 Certificate III in Agriculture (Dairy Production)

RTE30503 Certificate III in Agriculture (Goat Production)

RTE30603 Certificate III in Agriculture (Grain Production)

RTE30703 Certificate III in Agriculture (Horse Breeding)

RTE30803 Certificate III in Agriculture (Milk Harvesting)

RTE30903 Certificate III in Agriculture (Pig Production)

RTE31003 Certificate III in Agriculture (Poultry Production)

RTE31103 Certificate III in Agriculture (Sheep and Wool Production)

RTE31203 Certificate III in Agriculture (Sugar Production)

RTE40103 Certificate IV in Agriculture - includes suggested pathways for specialisation in:

- alpaca
- beef production
- beekeeping
- cotton production
- dairy production
- deer production
- goat production
- grain production
- horse breeding
- milk harvesting
- organic production
- pig production
- poultry production
- sheep and wool production
- sugar production

RTE50103 Diploma of Agriculture - includes suggested pathways for specialisation in:

- beef production
- beekeeping
- cotton production
- dairy production
- deer production
- goat production
- grain production
- horse breeding
- organic production
- pig production
- poultry production
- sheep and wool production
- sugar production

RTE60103 Advanced Diploma of Agriculture

RTE20807 Certificate II in Commercial Composting

RTE32107 Certificate III in Commercial Composting

RTE40707 Certificate IV in Commercial Composting

RTE50507 Diploma of Commercial Composting

RTE20203 Certificate II in Irrigation

RTE31303 Certificate III in Irrigation

RTE40203 Certificate IV in Irrigation

RTE50203 Diploma of Irrigation

RTE20303 Certificate II in Wool Handling

RTE31403 Certificate III in Wool Clip Preparation

RTE32003 Certificate III in Advanced Wool Handling

RTE40303 Certificate IV in Wool Classing

RTE20403 Certificate II in Shearing

RTE31503 Certificate III in Shearing

RTE40403 Certificate IV in Shearing

RTE20503 Certificate II in Crutching

RTE20603 Certificate II in Production Horticulture - includes suggested pathways for specialisations in:

- mushroom production
- olive production

RTE31603 Certificate III in Production Horticulture - includes suggested pathways for specialisations in:

- mushroom production
- olive production

RTE40503 Certificate IV in Production Horticulture - includes suggested pathways for specialisations in:

- mushroom production

- olive production

RTE50303 Diploma of Production Horticulture - includes suggested pathways for specialisation in:

- olive production

RTE60307 Advanced Diploma of Production Horticulture with pathway for specialisation in olive production

RTE31703 Certificate III in Rural Business

RTE31803 Certificate III in Rural Merchandising

RTE40603 Certificate IV in Rural Business

RTE50403 Diploma of Rural Business Management

RTE60203 Advanced Diploma of Rural Business Management

Accommodating the streams within each of these qualifications (Certificate I through to Advanced Diploma) has been achieved by developing three lists of units of competency in each stream:

- **Group A list** - These are the key technical work functions that have been designated for each sector specialisation. Units of competency that are compulsory for each qualification are shown in italics in this group.
- **Group B list** - These are the more generic work functions across a number of industry sectors.
- **Group C list** - These include units of competency from RTE03 Rural Production Training Package not listed in Group A or B at that level, and relevant units of competency from other Training Packages.

A qualification for each occupational stream is achieved by selecting units of competency from each of the above lists.

Units of competency imported from other Training Packages are known as cross-industry units of competency, and the rules attached to these units of competency from their originating Training Package must be adhered to when they are incorporated into training programs or assessments.

Common units

A group of units has been developed to describe competency in areas that are common across the Conservation and Land Management, Rural Production and Amenity Horticulture Training Packages. For convenience, these units are referred to as common units and are coded RTC, to distinguish them from units addressing competency relevant to some but not all industries, such as the RTD units that describe competency in the Conservation and Land Management industry. The common units are presented in one stand-alone volume.

Issuing qualifications

Under the agreed arrangements of the Australian Quality Training Framework (AQTF), only registered training organisations (RTOs) can issue qualifications and do so according to the AQTF Standards.

When a qualification is issued by an RTO, there will be an option to include the sector specialisation or occupational stream on the academic transcript, Statement of Attainment and the qualification parchment issued by the RTO.

Rules (Rural Production)

There is *generally one rule that can be found detailed in each qualification, for example:

For a Certificate II in Agriculture specialising in Pig Production, at least thirteen of the units of competency presented for this qualification must relate to pig production work procedures, activities or contexts.

This is designed to ensure that some eighty per cent of units of competency submitted for a qualification relate to the specialisation (pig production in the above example) and the integrity of the qualification is maintained.

* As a result of feedback from industry, this rule excludes the following eight qualifications:

RTE20303 Certificate II in Wool Handling

RTE31403 Certificate III in Wool Clip Preparation

RTE32003 Certificate III in Advanced Wool Handling

RTE40303 Certificate IV in Wool Classing

RTE20403 Certificate II in Shearing

RTE31503 Certificate III in Shearing

RTE40403 Certificate IV in Shearing

RTE20503 Certificate II in Crutching.

Context of assessment for competency standards

Due to the large number of generic units of competency in this Training Package, including imported units and those that are common with the Conservation and Land Management and Amenity Horticulture Training Packages, there may be a need to indicate the context in which the units of competency have been assessed.

As an example, consider *RTE2030A Assist agricultural crop harvesting*. This unit may refer to harvesting a crop in the cotton, grains or sugar cane sectors. Where the unit is related to the sugar cane sector, the registered training organisation may make a notation in the Competency Record Book to indicate the context in which the unit was achieved.

In this example, the context of assessment for sugar cane would include:

- assisting with field work
- monitoring cane production
- maintaining and operating equipment such as tractors
- cane harvesting
- cane haulage.

Statements of Attainment

Individuals who are assessed against one or a number of the units of competency set out within a qualification are entitled to receive a Statement of Attainment that recognises partial achievement of a full qualification.

For example, a student may have completed the following units of competency contained within the Certificate II in Agriculture:

RTE2129A Move and handle pigs

RTE2111A Identify and mark animals

RTE2133A Artificially inseminate pigs

RTE2143A Mate pigs and monitor dry sow performance

In this case, the student's Statement of Attainment could note:

In partial completion of the following qualification:

Certificate II in Agriculture

specialising in Pig Production

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainmentthe updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

Skill Sets in this Training Package

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at:

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets
Communication that contributes to productive	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type. <ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly

<p>and harmonious relations across employees and customers</p>	<ul style="list-style-type: none"> • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
<p>Teamwork that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
<p>Problem solving that contributes to productive outcomes</p>	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
<p>Initiative and enterprise that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
<p>Planning and organising that contribute to long and short-term strategic planning</p>	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it

	<ul style="list-style-type: none"> • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view Employability Skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be

designed by trainers and assessors after analysis at the unit level).

- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Qualifications

Entry to qualifications and progression advice

As a *general rule there are no mandatory requirements for entry into any of the Rural Production qualifications. It is expected that the RTO interviews applicants before enrolment to determine the applicant's skill level, previous experience and other relevant attributes in order to enrol the applicant at the appropriate qualification level.

When assessing to determine if a person has the required skills to be enrolled at a particular qualification level the following must be considered:

- OHS requirements
- underpinning knowledge and skills
- language, literacy and numeracy requirements.

Under the AQTF, the following requirements for recognition of prior learning (RPL) are outlined:

- clear information about RPL must be given to applicants before enrolment
- all applicants must be offered RPL upon enrolment.

It is a further AQTF requirement that the RPL process be:

- structured to minimise time and cost to applicants
- clear, allowing applicants enough time to gather evidence to support their claims.

* As a result of industry feedback, this rule excludes the following five qualifications:

RTE31403 Certificate III in Wool Clip Preparation

RTE32003 Certificate III in Advanced Wool Handling

RTE40303 Certificate IV in Wool Classing

RTE31503 Certificate III in Shearing

RTE40403 Certificate IV in Shearing.

Please refer to the qualifications for the rules associated with these qualifications.

Prerequisites and co-requisites

There are some prerequisite qualifications in RTE03 Rural Production Training Package. They are as follows:

RTE20303 Certificate II in Wool Handling

RTE20403 Certificate II in Shearing

RTE31403 Certificate III in Wool Clip Preparation

RTE32003 Certificate III in Advanced Wool Handling

RTE31503 Certificate III in Shearing

These prerequisites apply in these qualifications as a direct result of feedback from industry. Rules applying to these qualifications can be found under the relevant qualification beginning on page 223.

There are two prerequisite units in RTE03 Rural Production Training Package. They are:

- RTE1106A Shear sheep to novice level (prerequisite to RTE2149A Shear sheep to

- improver level)
- RTE2149 Shear sheep to improver level (prerequisite to RTE3129A Shear sheep to professional level)

There are no prerequisites or co-requisites in the rural production units in RTE03 Rural Production Training Package. This is a direct result of feedback from industry. During the Training Package reviews it was decided that each Training Package on implementation should:

- ensure a person can undertake a program at a level that matches their learning needs and requirements
- allow for recognition of existing skills and knowledge, particularly in relation to OHS
- allow for standards to be transferred into other Training Packages and be used in qualifications contained in other Training Packages (in particular, but not exclusively, the rural common units of competency)
- allow for all pathways to obtain a qualification
- allow for optimum flexibility in delivery of training to achieve required outcomes.

Units of competency from other Training Packages may have prerequisites and co-requisites. Some units have been imported from other Training Packages and have been included in Group A or Group B of qualifications in this Training Package. Where these units have prerequisites or co-requisites these are identified in the table on the following pages. If competency can be demonstrated in the prerequisite and/or co-requisite units, then there is no requirement to include them as part of the qualification. Where imported units are used as part of a qualification, RTOs are advised to check the assessment guidelines through the National Training Information Service (NTIS) in case special assessment conditions apply.

New apprenticeships and Rural Production qualifications

New apprenticeships (traineeships and apprenticeships) provide one of the approaches for achieving qualifications in RTE03 Rural Production Training Package. Other approaches include direct assessment against the competencies for people with relevant workforce experience, workplace training and assessment and/or off-the-job training and assessment by an RTO.

All qualifications that have been identified in this Training Package are potentially accessible as a new apprenticeship. However, it is anticipated that most new apprenticeships will be based around Certificate II and Certificate III outcomes.

The capacity to establish a new apprenticeship for any of the qualifications will depend on industry demand, resources available at the state or territory level, and any award requirements.

Where a new apprenticeship structure is established for an RTE03 Rural Production qualification the following considerations must be met.

- All new apprenticeship arrangements must reflect the qualification requirements and packaging arrangements for the relevant qualification as defined in this Training Package. This includes the content of the training agreement and training program.
- All new apprenticeship arrangements must reflect the requirements for assessment as set out in the Assessment Guidelines of RTE03 Rural Production Training Package.
- All assessment for the purpose of issuing a qualification through a new apprenticeship must be against the specified units of competency, and in compliance with the packaging rules as set out for the relevant qualification.
- Any customisation of the qualification for a new apprenticeship program must reflect the customisation advice set out in this Training Package.

Estimation of time to complete a new apprenticeship in Rural Production must be negotiated with the relevant State/Territory Training Authority (STA).

VET in schools

There are no restrictions on the delivery or assessment of competency in schools. The Certificate I in Rural Operations has been designed as a broad-based general qualification that will provide easy transition to Level 2 training in more specialised areas in rural production, agriculture and horticulture. It is expected that VET in schools programs will focus on delivery and assessment at Level 1 in the first instance, with eventual bridging into Level 2 specialisations.

Details of qualification packaging

The packaging rules for Rural Production qualifications and specialisations are presented below in the following order:

- agriculture
- alpaca
- beef production
- beekeeping
- cotton production
- dairy production
- deer production
- goat production
- grain production
- horse breeding
- milk harvesting
- organic production
- pig production
- poultry production
- sheep and wool production
- sugar production
- commercial composting
- irrigation
- production horticulture
- mushroom production
- olive production
- rural business
- rural operations
- fertiliser and soil ameliorant industry operations
- shearing
- crutching
- wool handling and classing.

RTE10103 Certificate I in Rural Operations

RTE10103 Certificate I in Rural Operations

A total of six units of competency must be completed.	
<ul style="list-style-type: none"> Select the mandatory unit from Group A below 	
<ul style="list-style-type: none"> Select two additional units from Group B below 	
<ul style="list-style-type: none"> Select three additional units from Group B or C below 	
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.	
GROUP A (unit in <i>italics</i> is mandatory)	
RTC1801A	<i>Prepare for work</i>
GROUP B	
RTC1006A	Support nursery work
RTC1201A	Maintain the workplace
RTC1202A	Support landscape work
RTC1301A	Operate basic machinery and equipment
RTC1302A	Assist with routine maintenance of machinery and equipment
RTC1701A	Follow basic chemical safety rules
RTD1501A	Support natural area conservation
RTE1001A	Support agricultural crop work
RTE1005A	Support horticultural production
RTE1101A	Support extensive livestock work
RTE1102A	Support intensive livestock work
RTE1103A	Support woolshed operations
RTE1104A	Support horse work
RTE1105A	Undertake basic shearing and crutching
RTE1106A	Shear sheep to novice level
RTE1107A	Support organic production
RTE1601A	Support irrigation work
RTF1002A	Support arboricultural work

RTF1003A	Support turf work
RTF1004A	Support gardening work
RTF1007A	Support floricultural production

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture, and/or other endorsed Training Packages. Units selected must be aligned to Certificate I or II outcomes. These units must be relevant to work undertaken in the rural sector. Units selected as part of Group C may be selected from no more than three different Training Packages.

QUALIFICATION RULES

For a Certificate I in Rural Operations at least five of the units of competency presented for this qualification must relate to agricultural work procedures, activities or contexts. In addition, at least five of the units selected to make up this qualification must be aligned clearly to Certificate I outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate I in Rural Operations:

- **6 units :**
 - **1 compulsory Group A unit: RTC1801A Prepare for work**
 - **and 5 units where:**
 - **between 2 and 5 units are from Group B**
Group B (refer to the unit list at the end of this section)
 - **and Maximum of 3 are from Group C**
 - **RTD02 Certificate I**
 - **and/or RTE03 Certificate I**
 - **and/or RTF03 Certificate I**
 - **and/or RTD02 Certificate II**
 - **and/or RTF03 Certificate II**
 - **and/or RTE03 Certificate II**
 - **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Note: These units must be relevant to work undertaken in the rural sector. Units selected as part of Group C may be selected from no more than three different training packages.
 - Note: 1. For a Certificate I in Rural Operations at least 5 of the units of competency presented for this qualification must relate to agricultural work procedures, activities or contexts. In addition, at least 5 of the units selected to make up this qualification must be aligned clearly to Certificate I outcomes.
 - Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTC1801A	Prepare for work

ELECTIVE UNITS

Group B

Code	Title
RTC1006A	Support nursery work
RTC1201A	Maintain the workplace
RTC1202A	Support landscape work
RTC1301A	Operate basic machinery and equipment
RTC1302A	Assist with routine maintenance of machinery and equipment
RTC1701A	Follow basic chemical safety rules
RTD1501A	Support natural area conservation
RTE1001A	Support agricultural crop work
RTE1005A	Support horticultural production
RTE1101A	Support extensive livestock work
RTE1102A	Support intensive livestock work
RTE1103A	Support woolshed activities
RTE1104A	Support horse work
RTE1105A	Undertake basic shearing and crutching
RTE1106A	Shear sheep to novice level
RTE1107A	Support organic production
RTE1601A	Support irrigation work
RTF1002A	Support arboricultural work
RTF1003A	Support turf work
RTF1004A	Support gardening work
RTF1007A	Support floricultural production

RTE20103 Certificate II in Agriculture

RTE20103 Certificate II in Agriculture

A total of 17 units of competency must be completed.

- Complete the four mandatory units from Group A below
- Select ten additional units from Group B below
- Select three additional units from Group B and/or C below

Units should be selected in accordance with local work undertaken and local industry advice.

GROUP A (units in <i>italics</i> are mandatory)	
RTC2701A	<i>Follow OHS procedures</i>
RTC2702A	<i>Observe environmental work practices</i>
RTC2705A	<i>Work effectively in the industry</i>
RTC2801A	<i>Participate in workplace communications</i>
GROUP B	
RTE2002A	Assist with prescribed burning
RTE2006A	Carry out basic canopy maintenance
RTE2010A	Establish horticultural crops
RTE2011A	Assist agricultural crop establishment
RTE2018A	Regulate crops
RTE2021A	Support horticultural crop harvesting
RTE2028A	Undertake field budding and grafting
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2031A	Handle and move mushroom boxes
RTE2032A	Water mushroom crops
RTE2033A	Carry out post-harvest operations
RTE2102A	Brood poultry
RTE2103A	Carry out milking shed routines
RTE2104A	Carry out regular horse observation
RTE2105A	Collect, store and handle eggs from breeder flocks
RTE2106A	Care for and train working dogs
RTE2107A	Crutch sheep

RTE2108A	Identify and sex birds
RTE2109A	Incubate eggs
RTE2110A	Maintain livestock water supplies
RTE2111A	Identify and mark livestock
RTE2112A	Milk livestock
RTE2113B	Monitor livestock to parturition
RTE2114A	Monitor water supplies
RTE2115A	Muster and move livestock
RTE2117A	Pen up sheep
RTE2118A	Handle livestock using basic techniques
RTE2119A	Perform board duties
RTE2120A	Assist with pressing wool
RTE2121A	Provide daily care for horses
RTE2123A	Collect semen
RTE2124B	Carry out birthing duties
RTE2127A	Castrate livestock
RTE2128B	Provide feed for livestock
RTE2129A	Move and handle pigs
RTE2130A	Ride horses and care for equipment
RTE2131B	Care for health and welfare of livestock
RTE2132A	Assist with artificial insemination procedures
RTE2133A	Artificially inseminate pigs
RTE2134A	Assist with feeding in an intensive production system
RTE2136A	Load and unload livestock
RTE2137A	Assist with natural mating procedures and parturition in horses
RTE2138A	Shear goats
RTE2140A	Maintain health and welfare of poultry
RTE2141A	Set up shed for placement of day-old chickens
RTE2142A	Collect and pack eggs for human consumption

RTE2143A	Mate pigs and monitor dry sow performance
RTE2144A	Carry out regular livestock observation
RTE2145A	Care for weaner and grower pigs
RTE2146A	Mix and mill standard stockfeed
RTE2147A	Beak trim chickens
RTE2148A	Handle young horses
RTE2149A	Shear sheep to improver level
RTE2150A	Maintain intensive production growing environments
RTE2151A	Care for health and welfare of pigs
RTE2152A	Shear alpacas
RTE2153A	Carry out alpaca handling and husbandry operations
RTE2154A	Support alpaca shearing operations
RTE2155A	Undertake basic skirting of alpaca fleece
RTE2156A	Support beekeeping work
RTE2157A	Open and reassemble a beehive
RTE2201A	Carry out basic electric fencing operations
RTE2205A	Fabricate and repair metal or plastic structures
RTE2212A	Prepare grain storages
RTE2213A	Weld and fabricate stainless steel
RTE2214A	Clean out intensive production sheds
RTE2216A	Assist in preparing for shearing and crutching
RTE2217A	Construct and repair beehives
RTE2302A	Grind combs and cutters for machine shearing
RTE2303A	Operate cane haulage vehicle
RTE2305A	Use a bee smoker
RTE2308A	Operate ride-on vehicles
RTE2310A	Prepare handpiece and downtube for machine shearing
RTE2314A	Mechanically test milking machines
RTE2503B	Observe and report on weather

RTE2505A	Perform mushroom substrate process tasks
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation systems
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
RTE2607A	Install micro-irrigation systems
RTE2707B	Follow site quarantine procedures
RTE2708A	Work effectively in the mushroom industry
RTE2804A	Provide information on products and services
RTE2901A	Observe enterprise quality assurance procedures
RTE2902B	Collect and record production data
RTC2016A	Recognise plants
RTC2026A	Undertake propagation activities
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTD2313A	Clean machinery of plant, animal and soil material
RTD2703A	Operate in isolated and remote situations
RTF2001A	Apply a range of treatments to trees
RTF2017A	Prune shrubs and small trees

RTF2504A	Determine basic properties of soils/growing media
BCC2001A	Carry out basic site survey
BCC2003A	Assist with excavation and support installation
BCC2009A	Carry out concrete work
BSBCMN107A	Operate a personal computer
FDFCORFSY2A	Implement the food safety program and procedures
FDFCORQAS2A	Implement quality systems and procedures
FDFDCSCIP2A	Clean equipment in place
FDFHYCH2A	Operate a creamed honey manufacture process
FDFOPTISP2A	Implement sampling procedures
FDFZCSCS2A	Clean and sanitize equipment
FDFZPKPP2A	Operate a packaging process
MEM2.1C12A	Apply quality systems
MEM5.7AA	Manual heating, thermal cutting and gauging
MEM9.1AA	Draw and interpret sketch
MEM9.2AA	Interpret technical drawings
MEM12.4AA	Precision electrical/electronic measurement
MEM18.3AA	Use tools for precision work
MNC.G25.A	Access, update and retrieve simple computerised information
MNC.G26.A	Operate a computer to produce documents
PUAFIR209A	Work safely around aircraft
PUAWER001A	Identify, prevent and report potential workplace emergency situations
RGR007A	Handle horses and greyhounds safely
TDTD497B	Load and unload goods/cargo
TDTD1497B	Load and unload vehicles carrying special loads
UTPNEG090A	Weld using manual metal arc welding process
UTPNEG091A	Weld using gas metal arc welding process
UTPNEG092A	Weld using gas tungsten arc welding process
WRRCA1B	Operate retail equipment

WRRCA2B	Apply retail office procedures
WRRCS2B	Apply point of sale handling procedures
WRRS1B	Sell products and services

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate I, II or III outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate II in Agriculture at least thirteen of the units of competency presented for this qualification must relate to agricultural procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Agriculture:

Agriculture

- 17 units :
 - 4 Group A compulsory units
 - Common Compulsory (refer to the unit list at the end of this section)*
 - **and 10 additional units are from Group B**
 - Group B: Agriculture (refer to the unit list at the end of this section)*
 - **and 3 additional units are from the following groups**
 - **This group includes other units of competency from**
 - RTD02 Certificate I
 - RTE03 Certificate I
 - RTF03 Certificate I
 - RTD02 Certificate II
 - RTE03 Certificate II
 - RTF03 Certificate II
 - RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Certificate III
 - Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Beef Production

- 17 Units
 - 9 Units from Group A comprising of the following
 - 4 Compulsory units
 - Common Compulsory (refer to the unit list at the end of this section)*
 - **and 5 units from Group A: Beef Production**
 - Group A: Beef production (refer to the unit list at the end of this section)*
 - **and/or 5 Units from the following groups**
 - **Group B: Agriculture**
 - Group B: Agriculture (refer to the unit list at the end of this section)*
 - **and/or Group A: Beef production**
 - Group A: Beef production (refer to the unit list at the end of this section)*
 - **and/or 3 Units from the following groups**
 - **Group B: Agriculture**
 - Group B: Agriculture (refer to the unit list at the end of this section)*
 - **and/or Group A: Beef Production**
 - Group A: Beef production (refer to the unit list at the end of this section)*
 - **and/or RTD02 Certificate I**
 - **and/or RTE03 Certificate I**
 - **and/or RTF03 Certificate I**
 - **and/or RTD02 Certificate II**
 - **and/or RTE03 Certificate II**
 - **and/or RTF03 Certificate II**

- *and/or* RTD02 Certificate III
- *and/or* RTE03 Certificate III
- *and/or* RTF03 Certificate III
- *and/or* Other endorsed training packages at the following levels
 - Certificate I
 - Certificate II
 - Certificate III
- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Cotton Production

- 17 Units
 - 13 Units comprising of the following
 - 4 Compulsory units
Common Compulsory (refer to the unit list at the end of this section)
 - *and* 9 Units from Group A: Cotton Production
Group A: Cotton Production (refer to the unit list at the end of this section)
 - *and* 1 from the following group
 - Group B: Cotton Production
Group B: Cotton Production (refer to the unit list at the end of this section)
 - *and* 3 Units from the following groups
 - Group B: Cotton Production
Group B: Cotton Production (refer to the unit list at the end of this section)
 - *and/or* RTD02 Certificate I
 - *and/or* RTE03 Certificate I
 - *and/or* RTF03 Certificate I
 - *and/or* RTD02 Certificate II
 - *and/or* RTE03 Certificate II
 - *and/or* RTF03 Certificate II
 - *and/or* RTD02 Certificate III
 - *and/or* RTE03 Certificate III
 - *and/or* RTF03 Certificate III
 - *and/or* Other endorsed training packages at the following levels
 - Certificate I
 - Certificate II
 - Certificate III
 - Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Dairy Production

- 17 Units
 - *and* 9 Units comprising of the following
 - 4 Compulsory units
Common Compulsory (refer to the unit list at the end of this section)
 - *and* 5 Units from Group A: Dairy Production
Group A: Dairy Production (refer to the unit list at the end of this section)
 - *and* 5 Units from the following groups
 - Group A: Dairy Production
Group A: Dairy Production (refer to the unit list at the end of this section)
 - *and/or* Group B: Dairy Production
Group B: Dairy Production (refer to the unit list at the end of this section)
 - *and* 3 Units from the following groups
 - Group A: Dairy Production

- Group A: Dairy Production (refer to the unit list at the end of this section)*
- **and/or Group B: Dairy Production**
- Group B: Dairy Production (refer to the unit list at the end of this section)*
- **and/or RTD02 Certificate I**
- **and/or RTF03 Certificate I**
- **and/or RTD02 Certificate II**
- **and/or RTF03 Certificate II**
- **and/or RTD02 Certificate III**
- **and/or RTF03 Certificate III**
- **and/or Other endorsed training packages at the following levels**
 - Certificate I
 - Certificate II
 - Certificate III
- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Goat Production

- **17 Units**
 - **9 units units comprising of the following**
 - **4 Compulsory units**
 - Common Compulsory (refer to the unit list at the end of this section)*
 - **and 5 Units from Group A: Goat Production**
 - Group A: Goat Production (refer to the unit list at the end of this section)*
 - **and 5 units from the following groups**
 - **Group A: Goat Production**
 - Group A: Goat Production (refer to the unit list at the end of this section)*
 - **and/or Group B: Goat Production**
 - Group B: Goat Production (refer to the unit list at the end of this section)*
 - **and 3 units from the following groups**
 - **Group A: Goat Production**
 - Group A: Goat Production (refer to the unit list at the end of this section)*
 - **and/or Group B: Goat Production**
 - Group B: Goat Production (refer to the unit list at the end of this section)*
 - **and/or RTD02 Certificate I**
 - **and/or RTE03 Certificate I**
 - **and/or RTF03 Certificate I**
 - **and/or RTD02 Certificate II**
 - **and/or RTE03 Certificate II**
 - **and/or RTF03 Certificate II**
 - **and/or RTD02 Certificate III**
 - **and/or RTE03 Certificate III**
 - **and/or RTF03 Certificate III**
 - **and/or Other endorsed training packages at the following levels**
 - Certificate I
 - Certificate II
 - Certificate III
 - Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Grain Production

- **17 Units**
 - **9 units comprising the following groups**
 - **4 Compulsory units**

Common Compulsory (refer to the unit list at the end of this section)

- **and 5 units from Group A: Grain Production**

Group A: Grain Production (refer to the unit list at the end of this section)

- **and 5 units from the following groups**

- **Group A: Grain Production**

Group A: Grain Production (refer to the unit list at the end of this section)

- **and/or Group B: Grain Production**

Group B: Grain Production (refer to the unit list at the end of this section)

- **and 3 units from the following groups**

- **Group A: Grain Production**

Group A: Grain Production (refer to the unit list at the end of this section)

- **and/or Group B: Grain Production**

Group B: Grain Production (refer to the unit list at the end of this section)

- **and/or RTD02 Certificate I**

- **and/or RTE03 Certificate I**

- **and/or RTF03 Certificate I**

- **and/or RTD02 Certificate II**

- **and/or RTE03 Certificate II**

- **and/or RTF03 Certificate II**

- **and/or RTD02 Certificate III**

- **and/or RTE03 Certificate III**

- **and/or RTF03 Certificate III**

- **and/or Other endorsed training packages at the following levels:**

- Certificate I

- Certificate II

- Certificate III

- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Horse Breeding

- **17 Units**

- **9 units comprising the following groups**

- **5 Compulsory units**

Common Compulsory: Horse Breeding (refer to the unit list at the end of this section)

- **and 4 Group A: Horse Breeding**

Group A: Horse Breeding (refer to the unit list at the end of this section)

- **and 5 units from the following groups**

- **Group A: Horse Breeding**

Group A: Horse Breeding (refer to the unit list at the end of this section)

- **and/or Group B: Horse Breeding**

Group A: Horse Breeding (refer to the unit list at the end of this section)

- **and 3 from the following groups**

- **Group A: Horse Breeding**

Group A: Horse Breeding (refer to the unit list at the end of this section)

- **and/or Group B: Horse Breeding**

Group B: Horse Breeding (refer to the unit list at the end of this section)

- **and/or RTD02 Certificate I**

- **and/or RTE03 Certificate I**

- **and/or RTF03 Certificate I**

- **and/or RTD02 Certificate II**

- **and/or RTE03 Certificate II**

- **and/or RTF03 Certificate II**

- **and/or RTD02 Certificate III**

- **and/or RTE03 Certificate III**

- **and/or** RTF03 Certificate III
- **and/or** Other endorsed training packages at the following levels:
 - Certificate I
 - Certificate II
 - Certificate III
- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Milk Harvesting

- **17 Units**
 - **9 units comprising of the following groups**
 - **4 Compulsory units**
Common Compulsory (refer to the unit list at the end of this section)
 - **and 5 units from the following groups**
 - **Group A: Milk Harvesting**
Group A: Milk Harvesting (refer to the unit list at the end of this section)
 - **and/or Group B: Milk Harvesting**
Group A: Milk Harvesting (refer to the unit list at the end of this section)
 - **and 3 units from the following group**
 - **Group A: Milk Harvesting**
Group A: Milk Harvesting (refer to the unit list at the end of this section)
 - **and/or Group B: Milk Harvesting**
Group B: Milk Harvesting (refer to the unit list at the end of this section)
 - **and/or** RTD02 Certificate I
 - **and/or** RTE03 Certificate I
 - **and/or** RTF03 Certificate I
 - **and/or** RTD02 Certificate II
 - **and/or** RTE03 Certificate II
 - **and/or** RTF03 Certificate II
 - **and/or** RTD02 Certificate III
 - **and/or** RTE03 Certificate III
 - **and/or** RTF03 Certificate III
 - **and/or** Other endorsed training packages at the following levels:
 - Certificate I
 - Certificate II
 - Certificate III
 - Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Pig Production

- **17 Units**
 - **9 units units comprising of the following**
 - **4 Compulsory units**
Common Compulsory (refer to the unit list at the end of this section)
 - **and 5 units from Group A: Pig Production**
Group A: Pig Production (refer to the unit list at the end of this section)
 - **and 5 units from the following groups**
 - **Group A: Pig Production**
Group A: Pig Production (refer to the unit list at the end of this section)
 - **and/or Group B: Pig Production**
Group B: Pig Production (refer to the unit list at the end of this section)
 - **and 3 units from the following group**

- **Group A: Pig Production**
Group A: Pig Production (refer to the unit list at the end of this section)
- **and/or Group B: Pig Production**
Group B: Pig Production (refer to the unit list at the end of this section)
- **and/or RTD02 Certificate I**
- **and/or RTE03 Certificate I**
- **and/or RTF03 Certificate I**
- **and/or RTD02 Certificate II**
- **and/or RTE03 Certificate II**
- **and/or RTF03 Certificate II**
- **and/or RTD02 Certificate III**
- **and/or RTE03 Certificate III**
- **and/or RTF03 Certificate III**
- **and/or Other endorsed training packages at the following levels:**
 - Certificate I
 - Certificate II
 - Certificate III
- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Poultry Production

- 17 Units
- **and 9 units comprising of the following groups**
 - **4 Compulsory units**
Common Compulsory (refer to the unit list at the end of this section)
 - **and 5 units Group A: Poultry Production**
Group A: Poultry Production (refer to the unit list at the end of this section)
- **and 5 units from the following groups**
 - **Group A: Poultry Production**
Group A: Poultry Production (refer to the unit list at the end of this section)
 - **and/or Group B: Poultry Production**
Group B: Poultry Production (refer to the unit list at the end of this section)
- **and 3 from the following groups**
 - **Group A: Poultry Production**
Group A: Poultry Production (refer to the unit list at the end of this section)
 - **and/or Group B: Poultry Production**
Group B: Poultry Production (refer to the unit list at the end of this section)
 - **and/or RTD02 Certificate I**
 - **and/or RTD02 Certificate II**
 - **and/or RTD02 Certificate III**
 - **and/or Other endorsed training packages at the following levels:**
 - Certificate I
 - Certificate II
 - Certificate III
 - Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Sheep and Wool Production

- 17 Units
 - 9 units comprising the following groups
 - 4 Compulsory units
Common Compulsory (refer to the unit list at the end of this section)
 - **and 5 Group A: Sheep and Wool Production**

Group A: Sheep and Wool Production (refer to the unit list at the end of this section)

- **and 5 units from the following groups**
 - **Group A: Sheep and Wool Production**
Group A: Sheep and Wool Production (refer to the unit list at the end of this section)
 - **or Group B: Sheep and Wool Production**
Group B: Sheep and Wool Production (refer to the unit list at the end of this section)
- **and 3 units from the following groups**
 - **Group A: Sheep and Wool Production**
Group A: Sheep and Wool Production (refer to the unit list at the end of this section)
 - **or Group A: Sheep and Wool Production**
Group A: Sheep and Wool Production (refer to the unit list at the end of this section)
 - **or RTD02 Certificate I**
 - **or RTE03 Certificate I**
 - **or RTF03 Certificate I**
 - **or RTD02 Certificate II**
 - **or RTE03 Certificate II**
 - **or RTF03 Certificate II**
 - **or RTD02 Certificate III**
 - **or RTE03 Certificate III**
 - **or RTF03 Certificate III**
 - **or Other endorsed training packages at the following levels:**
 - Certificate I
 - Certificate II
 - Certificate III
- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Sugar Production

- **17 Units**
 - **9 units comprising of the following groups**
 - **4 Compulsory units**
Common Compulsory (refer to the unit list at the end of this section)
 - **and 5 Group A: Sugar Production**
Group A: Sugar Production (refer to the unit list at the end of this section)
- **and 5 units from the following group**
 - **Group A: Sugar Production**
Group A: Sugar Production (refer to the unit list at the end of this section)
 - **or Group B: Sugar Production**
Group B: Sugar Production (refer to the unit list at the end of this section)
- **and 3 units from the following group**
 - **Group A: Sugar Production**
Group A: Sugar Production (refer to the unit list at the end of this section)
 - **or Group B: Sugar Production**
Group B: Sugar Production (refer to the unit list at the end of this section)
 - **or RTD02 Certificate I**
 - **or RTE03 Certificate I**
 - **or RTD02 Certificate II**
 - **or RTE03 Certificate II**
 - **or RTD02 Certificate III**
 - **or RTE03 Certificate III**
 - **or Other endorsed training packages at the following levels:**
 - Certificate I
 - Certificate II
 - Certificate III

- Note: These units must be relevant to work undertaken in the rural sector.

or

Specialising in Alpaca

- 17 units

- **between 9 and 11 units from Group A**

Group A: Alpaca (refer to the unit list at the end of this section)

- **and between 6 and 8 units from Group B**

Group B: Alpaca (refer to the unit list at the end of this section)

- **and Maximum of 2 units from Group C**

- **This group includes other units of competency from**

- **RTD02 Certificate I**
- **and/or RTE03 Certificate I**
- **and/or RTD02 Certificate II**
- **and/or RTE03 Certificate II**
- **and/or RTD02 Certificate III**
- **and/or RTE03 Certificate III**
- **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Certificate III

- Note: For a Certificate II in Agriculture specialising in Alpaca at least thirteen of the units of competency presented for this qualification must relate to alpaca work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

or

Specialising in Beekeeping

- 17 units

- **8 units from Group A**

Group A: Beekeeping (refer to the unit list at the end of this section)

- **and between 6 and 9 units from Group B**

Group B: Beekeeping (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- **RTD02 Certificate I**
- **and/or RTE03 Certificate I**
- **and/or RTF03 Certificate I**
- **and/or RTD02 Certificate II**
- **and/or RTE03 Certificate II**
- **and/or RTF03 Certificate II**
- **and/or RTD02 Certificate III**
- **and/or RTE03 Certificate III**
- **and/or RTF03 Certificate III**
- **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Certificate III

- Note: For a Certificate II in Agriculture specialising in Beekeeping at least thirteen of the units of competency presented for this qualification must relate to beekeeping work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

CORE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

ELECTIVE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

Common Compulsory: Horse Breeding

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

Group A: Alpaca

Code	Title
BSBCMN206A	Process and maintain workplace information
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2131B	Care for health and welfare of livestock
RTE2152A	Shear alpacas
RTE2153A	Carry out alpaca handling and husbandry operations
RTE2154A	Support alpaca shearing operations
RTE2155A	Undertake basic skirting of alpaca fleece

Group A: Beef production

Code	Title
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2306A	Operate vehicles
RTC2309A	Operate tractors
RTC2704A	Provide basic first aid
RTD2703A	Operate in isolated and remote situations
RTE2106A	Care for and train working dogs
RTE2110A	Maintain livestock water supplies
RTE2111A	Identify and mark livestock
RTE2113A	Monitor livestock to parturition
RTE2114A	Monitor water supplies
RTE2115A	Muster and move livestock
RTE2124A	Carry out birthing duties
RTE2127A	Castrate livestock
RTE2128A	Provide feed for livestock
RTE2130A	Ride and care for horses and equipment
RTE2132A	Assist with artificial insemination procedures
RTE2134A	Assist with feeding in an intensive production system
RTE2136A	Load and unload livestock
RTE2205A	Fabricate and repair metal or plastic structures
RTE2308A	Operate ride-on vehicles
RTE2503A	Observe and report on weather
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2707A	Follow site quarantine procedures
RTE2901A	Observe enterprise quality assurance procedures
RTF2504A	Determine basic properties of soil/growing media

Group A: Beekeeping

Code	Title
FDFCORFSY2A	Implement the food safety program and procedures
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2157A	Open and reassemble a beehive
RTE2217A	Construct and repair beehives
RTE2305A	Use a bee smoker

Group A: Cotton Production

Code	Title
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2706A	Apply chemicals under supervision
RTC2801A	Participate in workplace communications
RTE2011A	Assist agricultural crop establishment
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2605A	Maintain gravity-fed irrigation systems

Group A: Dairy Production

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2103A	Carry out milking shed routines
RTE2112A	Milk livestock
RTE2128A	Provide feed for livestock
RTE2131A	Care for health and welfare of livestock
RTE2134A	Assist with feeding in an intensive production system
RTE2901A	Observe enterprise quality assurance procedures

Group A: Goat Production

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2111A	Identify and mark livestock
RTE2113A	Monitor livestock to parturition
RTE2115A	Muster and move livestock
RTE2124A	Carry out birthing duties
RTE2127A	Castrate livestock
RTE2128A	Provide feed for livestock
RTE2131A	Care for health and welfare of livestock
RTE2136A	Load and unload livestock
RTE2138A	Shear goats

Group A: Grain Production

Code	Title
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTE2011A	Assist agricultural crop establishment
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTF2504A	Determine basic properties of soil/growing media

Group A: Horse Breeding

Code	Title
RTE2104A	Carry out regular horse observation
RTE2121A	Provide daily care for horses
RTE2128A	Provide feed for livestock
RTE2130A	Ride and care for horses and equipment
RTE2148A	Handle young horses

Group A: Milk Harvesting

Code	Title
MEM183AB	Use tools for precision work
MEM92AA	Interpret technical drawing
RTC2301A	Undertake operational maintenance of machinery
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2801A	Participate in workplace communications
RTE2103A	Carry out milking shed routines
RTE2205A	Fabricate and repair metal or plastic structures
RTE2314A	Mechanically test milking machines
WRRS1B	Sell products and services

Group A: Pig Production

Code	Title
RTC2704A	Provide basic first aid
RTE2111A	Identify and mark livestock
RTE2113A	Monitor livestock to parturition
RTE2114A	Monitor water supplies
RTE2123A	Collect semen
RTE2124A	Carry out birthing duties
RTE2127A	Castrate livestock
RTE2129A	Move and handle pigs
RTE2133A	Artificially inseminate pigs
RTE2134A	Assist with feeding in an intensive production system
RTE2136A	Load and unload livestock
RTE2143A	Mate pigs and monitor dry sow performance
RTE2144A	Carry out regular livestock observation
RTE2145A	Care for weaner and grower pigs
RTE2146A	Mix and mill standard stockfeed
RTE2150A	Maintain intensive production growing environments
RTE2151A	Care for health and welfare of pigs
RTE2214A	Clean out intensive production sheds
RTE2707A	Follow site quarantine procedures
RTE2901A	Observe enterprise quality assurance procedures
RTE2902A	Collect and record production data

Group A: Poultry Production

Code	Title
RTC2704A	Provide basic first aid
RTE2102A	Brood poultry
RTE2105A	Collect, store and handle eggs from breeder flocks
RTE2108A	Identify and sex birds
RTE2109A	Incubate eggs
RTE2114A	Monitor water supplies
RTE2134A	Assist with feeding in an intensive production system
RTE2140A	Maintain health and welfare of poultry
RTE2141A	Set up shed for placement of day-old chickens
RTE2142A	Collect and pack eggs for human consumption
RTE2147A	Beak trim chickens
RTE2150A	Maintain intensive production growing environments
RTE2214A	Clean out intensive production sheds

Group A: Sheep and Wool Production

Code	Title
RTC2704A	Provide basic first aid
RTE2111A	Identify and mark livestock
RTE2113A	Monitor livestock to parturition
RTE2115A	Muster and move livestock
RTE2124A	Carry out birthing duties
RTE2127A	Castrate livestock
RTE2128A	Provide feed for livestock
RTE2131A	Care for health and welfare of livestock
RTE2136A	Load and unload livestock
RTE2707A	Follow site quarantine procedures

Group A: Sugar Production

Code	Title
RTC2309A	Operate tractors
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTE2011A	Assist agricultural crop establishment
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2303A	Operate cane haulage vehicle
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
RTF2504A	Determine basic properties of soil/growing media

Group B: Agriculture

Code	Title
BCC2001A	Carry out basic site survey
BCC2003A	Assist with excavation and support installation
BCC2009A	Carry out concrete work
BSBCM107A	Operate a personal computer
MEM05007A	Manual heating thermal cutting and gouging
MEM124AA	Precision electrical/electronic measurement
MEM18003C	Use tools for precision work
MEM21C12A	Apply quality systems
MEM91AA	Draw and interpret sketch
MEM92AA	Interpret technical drawing
MNCG25A	Access, Update and Retrieve Simple Computerised Information
MNCG26A	Operate a Computer to Produce Documents
PUAFIR209A	Work safely around aircraft
RTC2016A	Recognise plants
RTC2026A	Undertake propagation activities
RTC2203A	Conduct visual inspection of park facilities
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2706A	Apply chemicals under supervision
RTD2313A	Clean machinery of plant, animal and soil material
RTD2703A	Operate in isolated and remote situations
RTE2002A	Assist with prescribed burning
RTE2003A	Carry out postharvest operations
RTE2006A	Carry out canopy maintenance
RTE2010A	Establish horticultural crops
RTE2011A	Assist agricultural crop establishment
RTE2018A	Regulate crops
RTE2021A	Support horticultural crop harvesting
RTE2028A	Undertake field budding and grafting
RTE2029A	Assist agricultural crop maintenance
RTE2030A	Assist agricultural crop harvesting
RTE2031A	Handle and move mushroom boxes
RTE2032A	Water mushroom crops
RTE2102A	Brood poultry
RTE2103A	Carry out milking shed routines

Code	Title
RTE2104A	Carry out regular horse observation
RTE2105A	Collect, store and handle eggs from breeder flocks
RTE2106A	Care for and train working dogs
RTE2107A	Crutch sheep
RTE2108A	Identify and sex birds
RTE2109A	Incubate eggs
RTE2110A	Maintain livestock water supplies
RTE2111A	Identify and mark livestock
RTE2112A	Milk livestock
RTE2113A	Monitor livestock to parturition
RTE2114A	Monitor water supplies
RTE2115A	Muster and move livestock
RTE2117A	Pen sheep
RTE2118A	Handle livestock using basic techniques
RTE2119A	Perform board duties
RTE2120A	Assist with pressing wool
RTE2121A	Provide daily care for horses
RTE2123A	Collect semen
RTE2124A	Carry out birthing duties
RTE2127A	Castrate livestock
RTE2128A	Provide feed for livestock
RTE2129A	Move and handle pigs
RTE2130A	Ride and care for horses and equipment
RTE2131A	Care for health and welfare of livestock
RTE2132A	Assist with artificial insemination procedures
RTE2133A	Artificially inseminate pigs
RTE2134A	Assist with feeding in an intensive production system
RTE2136A	Load and unload livestock
RTE2137A	Assist with natural mating procedures and parturition of horses
RTE2138A	Shear goats
RTE2140A	Maintain health and welfare of poultry
RTE2141A	Set up shed for placement of day-old chickens
RTE2142A	Collect and pack eggs for human consumption
RTE2143A	Mate pigs and monitor dry sow performance
RTE2144A	Carry out regular livestock observation
RTE2145A	Care for weaner and grower pigs
RTE2146A	Mix and mill standard stockfeed
RTE2147A	Beak trim chickens
RTE2148A	Handle young horses
RTE2149A	Shear sheep to improver level
RTE2150A	Maintain intensive production growing environments
RTE2151A	Care for health and welfare of pigs

Code	Title
RTE2152A	Shear alpacas
RTE2153A	Carry out alpaca handling and husbandry operations
RTE2154A	Support alpaca shearing operations
RTE2155A	Undertake basic skirting of alpaca fleece
RTE2156A	Support beekeeping work
RTE2157A	Open and reassemble a beehive
RTE2201A	Carry out basic electric fencing operations
RTE2205A	Fabricate and repair metal or plastic structures
RTE2212A	Prepare grain storages
RTE2213A	Weld and fabricate stainless steel
RTE2214A	Clean out intensive production sheds
RTE2216A	Assist in preparing for shearing and crutching
RTE2217A	Construct and repair beehives
RTE2302A	Grind combs and cutters for machine shearing
RTE2303A	Operate cane haulage vehicle
RTE2305A	Use a bee smoker
RTE2308A	Operate ride-on vehicles
RTE2310A	Prepare handpiece and downtube for machine shearing
RTE2314A	Mechanically test milking machines
RTE2503A	Observe and report on weather
RTE2505A	Perform mushroom substrate process tasks
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
RTE2607A	Install micro-irrigation systems
RTE2707A	Follow site quarantine procedures
RTE2708A	Work effectively in the mushroom industry
RTE2804A	Provide information on products and services
RTE2901A	Observe enterprise quality assurance procedures
RTE2902A	Collect and record production data
RTF2504A	Determine basic properties of soil/growing media
UTPNEG090A	Weld using manual metal arc welding process (MMAW)
UTPNEG091A	Weld using gas metal arc welding process (GMAW)
UTPNEG092A	Weld using gas tungsten arc welding process (GTAW)
WRRCA1B	Operate retail equipment
WRRCA2B	Apply retail office procedures
WRRCS2B	Apply point of sale handling procedures
WRRS1B	Sell products and services

Group B: Alpaca

Code	Title
PUAWER001A	Identify, prevent and report potential workplace emergency situations
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTE1101A	Support extensive livestock work
RTE2110A	Maintain livestock water supplies
RTE2113B	Monitor livestock to parturition
RTE2124B	Carry out birthing duties
RTE2128B	Provide feed for livestock
RTE2144A	Carry out regular livestock observation
RTE2302A	Grind combs and cutters for machine shearing
RTE2308A	Operate ride-on vehicles
RTE2310A	Prepare handpiece and downtube for machine shearing
RTE2503B	Observe and report on weather
RTE2707B	Follow site quarantine procedures
RTE2902B	Collect and record production data

Group B: Beekeeping

Code	Title
FDFCORQAS2A	Implement quality systems and procedures
FDFHYCH2A	Operate a creamed honey manufacture process
FDFOPTISP2A	Implement sampling procedures
FDFZCSCIP2A	Clean equipment in place
FDFZCSCS2A	Clean and sanitize equipment
FDFZPKPP2A	Operate a packaging process
PUAWER001A	Identify, prevent and report potential workplace emergency situations
RTC2016A	Recognise plants
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2307A	Operate machinery and equipment
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTD2703A	Operate in isolated and remote situations
RTE2144A	Carry out regular livestock observation
RTE2156A	Support beekeeping work
RTE2205A	Fabricate and repair metal or plastic structures
RTE2503B	Observe and report on weather
RTE2707B	Follow site quarantine procedures
RTE2902B	Collect and record production data
TDTD1497B	Load and unload vehicles carrying special loads
TDTD497B	Load and unload goods/cargo

Group B: Cotton Production

Code	Title
PUAFIR209A	Work safely around aircraft
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTD2313A	Clean machinery of plant, animal and soil material
RTD2703A	Operate in isolated and remote situations
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2707A	Follow site quarantine procedures
RTF2504A	Determine basic properties of soil/growing media

Group B: Dairy Production

Code	Title
RTC2016A	Recognise plants
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2309A	Operate tractors
RTC2706A	Apply chemicals under supervision
RTE2110A	Maintain livestock water supplies
RTE2111A	Identify and mark livestock
RTE2113A	Monitor livestock to parturition
RTE2114A	Monitor water supplies
RTE2124A	Carry out birthing duties
RTE2132A	Assist with artificial insemination procedures
RTE2205A	Fabricate and repair metal or plastic structures
RTE2308A	Operate ride-on vehicles
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation
RTE2707A	Follow site quarantine procedures
RTF2504A	Determine basic properties of soil/growing media

Group B: Goat Production

Code	Title
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2706A	Apply chemicals under supervision
RTD2703A	Operate in isolated and remote situations
RTE2106A	Care for and train working dogs
RTE2110A	Maintain livestock water supplies
RTE2112A	Milk livestock
RTE2114A	Monitor water supplies
RTE2118A	Handle livestock using basic techniques
RTE2132A	Assist with artificial insemination procedures
RTE2205A	Fabricate and repair metal or plastic structures
RTE2503A	Observe and report on weather
RTE2707A	Follow site quarantine procedures
RTF2504A	Determine basic properties of soil/growing media

Group B: Grain Production

Code	Title
PUAFIR209A	Work safely around aircraft
RTC2210A	Maintain properties and structures
RTD2313A	Clean machinery of plant, animal and soil material
RTD2703A	Operate in isolated and remote situations
RTE2212A	Prepare grain storages
RTE2503A	Observe and report on weather
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2605A	Maintain gravity-fed irrigation systems
RTE2707A	Follow site quarantine procedures

Group B: Horse Breeding

Code	Title
MNCG25A	Access, Update and Retrieve Simple Computerised Information
MNCG26A	Operate a Computer to Produce Documents
RGR007A	Handle Horses or Greyhounds Safely
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTC2706A	Apply chemicals under supervision
RTE2110A	Maintain livestock water supplies
RTE2114A	Monitor water supplies
RTE2115A	Muster and move livestock
RTE2132A	Assist with artificial insemination procedures
RTE2137A	Assist with natural mating procedures and parturition of horses
RTE2308A	Operate ride-on vehicles

Group B: Milk Harvesting

Code	Title
MEM124AA	Precision electrical/electronic measurement
MEM57AB	Manual heating and thermal cutting
RTC2706A	Apply chemicals under supervision
RTE2213A	Weld and fabricate stainless steel
UTPNEG090A	Weld using manual metal arc welding process (MMAW)
UTPNEG091A	Weld using gas metal arc welding process (GMAW)
UTPNEG092A	Weld using gas tungsten arc welding process (GTAW)

Group B: Pig Production

Code	Title
BSBCM107A	Operate a personal computer
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2309A	Operate tractors
RTC2706A	Apply chemicals under supervision
RTE2205A	Fabricate and repair metal or plastic structures

Group B: Poultry Production

Code	Title
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2309A	Operate tractors
RTC2706A	Apply chemicals under supervision
RTE2110A	Maintain livestock water supplies
RTE2146A	Mix and mill standard stockfeed
RTE2707A	Follow site quarantine procedures
RTE2901A	Observe enterprise quality assurance procedures
RTE2902A	Collect and record production data

Group B: Sheep and Wool Production

Code	Title
RTC2209A	Install, maintain and repair fencing
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2706A	Apply chemicals under supervision
RTD2703A	Operate in isolated and remote situations
RTE2106A	Care for and train working dogs
RTE2110A	Maintain livestock water supplies
RTE2112A	Milk livestock
RTE2114A	Monitor water supplies
RTE2117A	Pen sheep
RTE2130A	Ride and care for horses and equipment
RTE2132A	Assist with artificial insemination procedures
RTE2205A	Fabricate and repair metal or plastic structures
RTE2308A	Operate ride-on vehicles
RTE2503A	Observe and report on weather
RTF2504A	Determine basic properties of soil/growing media

Group B: Sugar Production

Code	Title
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2306A	Operate vehicles
RTC2307A	Operate machinery and equipment
RTE2002A	Assist with prescribed burning
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation
RTE2707A	Follow site quarantine procedures

RTE20203 Certificate II in Irrigation

RTE20203 Certificate II in Irrigation

A total of 17 units of competency must be completed.
<ul style="list-style-type: none"> Select nine units from Group A below (including the four mandatory units)
<ul style="list-style-type: none"> Select five additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC2701A	<i>Follow OHS procedures</i>
RTC2702A	<i>Observe environmental work practices</i>
RTC2704A	Provide basic first aid
RTC2705A	<i>Work effectively in the industry</i>
RTC2801A	<i>Participate in workplace communications</i>
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation systems
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
WRRCS2B	Apply point of sale handling procedures
WRRS1B	Sell products and services

GROUP B

BCC2001A	Carry out basic site survey
BCC2003A	Assist with excavation and support installation
BCC2009A	Carry out concrete work
MEM2.1C12A	Apply quality systems
MEM9.1AA	Draw and interpret sketch
MEM9.2AA	Interpret technical drawing

RTC2706A	Apply chemicals under supervision
RTE2205A	Fabricate and repair metal or plastic structures
RTE2804A	Provide information on products and services
RTF2504A	Determine basic properties of soil/growing media
WRRCA1B	Operate retail equipment
WRRCA2B	Apply retail office procedures

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate I, II or III outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate II in Irrigation at least thirteen of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Irrigation:

- **17 units :**

- **4 Group A compulsory units**

Common Compulsory (refer to the unit list at the end of this section)

- **and between 5 and 9 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 8 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate I
- RTE03 Certificate I
- RTF03 Certificate I
- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III

- **and/or other endorsed Training Packages at:**

- Certificate I
- Certificate II
- Certificate III

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate II in Irrigation at least 13 of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least 13 of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

ELECTIVE UNITS

Group A

Code	Title
RTC2704A	Provide basic first aid
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
WRRCS2B	Apply point of sale handling procedures
WRRS1B	Sell products and services

Group B

Code	Title
BCC2001A	Carry out basic site survey
BCC2003A	Assist with excavation and support installation
BCC2009A	Carry out concrete work
MEM21C12A	Apply quality systems
MEM91AA	Draw and interpret sketch
MEM92AA	Interpret technical drawing
RTC2706A	Apply chemicals under supervision
RTE2205A	Fabricate and repair metal or plastic structures
RTE2804A	Provide information on products and services
RTF2504A	Determine basic properties of soil/growing media
WRRCA1B	Operate retail equipment
WRRCA2B	Apply retail office procedures

RTE20303 Certificate II in Wool Handling

RTE20303 Certificate II in Wool Handling

ALL of the following units of competency must be completed.	
RTC2701A	Follow occupational health and safety procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2117A	Pen up sheep
RTE2119A	Perform board duties
RTE2120A	Assist with pressing wool
RTE2216A	Assist in preparing for shearing and crutching

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Wool Handling:

- 8 compulsory units

Compulsory (refer to the unit list at the end of this section)

CORE UNITS

Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2117A	Pen sheep
RTE2119A	Perform board duties
RTE2120A	Assist with pressing wool
RTE2216A	Assist in preparing for shearing and crutching

RTE20403 Certificate II in Shearing

RTE20403 Certificate II in Shearing

The following eight units of competency must be completed.	
RTC2701A	Follow occupational health and safety procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2107A	Crutch sheep
RTE2149A*	Shear sheep to improver level
RTE2302A	Grind combs and cutters for machine shearing
RTE2310A	Prepare handpiece and downtube for machine shearing

* RTE1106A Shear sheep to novice level is a prerequisite to RTE2149A Shear sheep to improver level.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Shearing:

- 8 compulsory units

Compulsory (refer to the unit list at the end of this section)

CORE UNITS

Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2107A	Crutch sheep
RTE2149A	Shear sheep to improver level
RTE2302A	Grind combs and cutters for machine shearing
RTE2310A	Prepare handpiece and downtube for machine shearing

RTE20503 Certificate II in Crutching

RTE20503 Certificate II in Crutching

The following seven units of competency must be completed.	
RTC2701A	Follow occupational health and safety procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2107A	Crutch sheep
RTE2302A	Grind combs and cutters for machine shearing
RTE2310A	Prepare handpiece and downtube for machine shearing

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Crutching:

- 7 compulsory units

Compulsory (refer to the unit list at the end of this section)

CORE UNITS

Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2107A	Crutch sheep
RTE2302A	Grind combs and cutters for machine shearing
RTE2310A	Prepare handpiece and downtube for machine shearing

RTE20603 Certificate II in Production Horticulture

RTE20603 Certificate II in Production Horticulture

A total of 17 units of competency must be completed.

- Select nine units from Group A below (including the four mandatory units)
- Select five additional units from Group A and/or B below
- Select three additional units from Groups A, B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC2701A	<i>Follow OHS procedures</i>
RTC2702A	<i>Observe environmental work practices</i>
RTC2704A	Provide basic first aid
RTC2705A	<i>Work effectively in the industry</i>
RTC2706A	Apply chemicals under supervision
RTC2801A	<i>Participate in workplace communications</i>
RTE2006A	Carry out basic canopy maintenance
RTE2010A	Establish horticultural crops
RTE2021A	Support horticultural crop harvesting
RTE2033A	Carry out post-harvest operations
RTE2602A	Assist with the operation of pressurised irrigation systems
RTE2707B	Follow site quarantine procedures
RTF2504A	Determine basic properties of soil/growing media

GROUP B

RTC2026A	Undertake propagation activities
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2401A	Treat weeds

RTC2404A	Treat plant pests, diseases and disorders
RTE2018A	Regulate crops
RTE2028A	Undertake field budding and grafting
RTE2031A	Handle and move mushroom boxes
RTE2032A	Water mushroom crops
RTE2503B	Observe and report on weather
RTE2505A	Perform mushroom substrate process tasks
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
RTE2708A	Work effectively in the mushroom industry
RTE2902B	Collect and record production data

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate I, II or III outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate II in Production Horticulture at least thirteen of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Production Horticulture:

- 17 units :

- 4 Group A compulsory units

Common Compulsory (refer to the unit list at the end of this section)

- and between 5 and 11 units from Group A

Group A (refer to the unit list at the end of this section)

- and Maximum of 8 units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 3 units from Group C

- This group includes other units of competency from

- RTD02 Certificate I
- RTE03 Certificate I
- RTF03 Certificate I
- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III

- and/or other endorsed Training Packages at:

- Certificate I
- Certificate II
- Certificate III

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate II in Production Horticulture at least 13 of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least 13 of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

or

Specialising in Mushroom Production

- 17 units

- 4 Group A compulsory units

GROUP A: Mushroom Production (refer to the unit list at the end of this section)

- and between 10 and 13 units from Group B

GROUP B: Mushroom Production (refer to the unit list at the end of this section)

- and Maximum of 3 from Group C

- This group includes other units of competency from

- RTD02 Certificate I
- RTE03 Certificate I
- RTF03 Certificate I
- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III

- RTF03 Certificate III
- **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Certificate III
- Note: For a Certificate II in Production Horticulture specialising in Mushroom Production at least thirteen of the units of competency presented for this qualification must relate to mushroom production work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

or

Specialising in Olive Production

- 17 units
 - 4 Group A compulsory units
Common Compulsory (refer to the unit list at the end of this section)
 - **and between 5 and 11 units from Group A**
GROUP A: Olive Production (refer to the unit list at the end of this section)
 - **and between 5 and 8 units from Group B**
GROUP B: Olive Production (refer to the unit list at the end of this section)
 - **and Maximum of 3 from Group C**
 - **This group includes other units of competency from**
 - RTD02 Certificate I
 - RTE03 Certificate I
 - RTF03 Certificate I
 - RTD02 Certificate II
 - RTE03 Certificate II
 - RTF03 Certificate II
 - RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Certificate III
 - Note: For a Certificate II in Production Horticulture specialising in Olive Production at least thirteen of the units of competency presented for this qualification must relate to olive production work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

CORE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

ELECTIVE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

Group A

Code	Title
RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTE2003A	Carry out postharvest operations
RTE2006A	Carry out canopy maintenance
RTE2010A	Establish horticultural crops
RTE2021A	Support horticultural crop harvesting
RTE2602A	Assist with the operation of pressurised irrigation
RTE2707A	Follow site quarantine procedures
RTF2504A	Determine basic properties of soil/growing media

GROUP A: Mushroom Production

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2801A	Participate in workplace communications
RTE2708A	Work effectively in the mushroom industry

GROUP A: Olive Production

Code	Title
RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE2006A	Carry out canopy maintenance
RTE2033A	Carry out post-harvest operations
RTF2001A	Apply a range of treatments to trees
RTF2017A	Prune shrubs and small trees
RTF2504A	Determine basic properties of soil/growing media

Group B

Code	Title
RTC2026A	Undertake propagation activities
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2401A	Treat weeds
RTC2404A	Treat plant pests, diseases and disorders
RTE2018A	Regulate crops
RTE2028A	Undertake field budding and grafting
RTE2503A	Observe and report on weather
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
RTE2902A	Collect and record production data

GROUP B: Mushroom Production

Code	Title
FDFCORFSY2A	Implement the food safety program and procedures
FDFCORQAS2A	Implement quality systems and procedures
FDFZCSCIP2A	Clean equipment in place
FDFZCSCS2A	Clean and sanitize equipment
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2307A	Operate machinery and equipment
RTC2404A	Treat plant pests, diseases and disorders
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTD2313A	Clean machinery of plant, animal and soil material
RTE2018A	Regulate crops
RTE2021A	Support horticultural crop harvesting
RTE2031A	Handle and move mushroom boxes
RTE2032A	Water mushroom crops
RTE2033A	Carry out post-harvest operations
RTE2505A	Perform mushroom substrate process tasks
RTE2707B	Follow site quarantine procedures
RTE2902B	Collect and record production data
TDTD1097B	Operate a forklift

GROUP B: Olive Production

Code	Title
FDFCORFSY2A	Implement the food safety program and procedures
FDFCORQAS2A	Implement quality systems and procedures
PUAWER001A	Identify, prevent and report potential workplace emergency situations
RTC2016A	Recognise plants
RTC2026A	Undertake propagation activities
RTC2210A	Maintain properties and structures
RTC2301A	Undertake operational maintenance of machinery
RTC2307A	Operate machinery and equipment
RTC2309A	Operate tractors
RTC2704A	Provide basic first aid
RTC2706A	Apply chemicals under supervision
RTE2010A	Establish horticultural crops
RTE2018A	Regulate crops
RTE2021A	Support horticultural crop harvesting
RTE2503B	Observe and report on weather
RTE2601A	Assist with the operation of gravity fed irrigation
RTE2602A	Assist with the operation of pressurised irrigation
RTE2603A	Lay irrigation and/or drainage pipes
RTE2604A	Maintain drainage systems
RTE2605A	Maintain gravity-fed irrigation systems
RTE2606A	Maintain pressurised irrigation systems
RTE2707B	Follow site quarantine procedures
RTE2902B	Collect and record production data

RTE20703 Certificate II in Rural Operations

RTE20703 Certificate II in Rural Operations

A total of 17 units of competency must be completed.

- Select the four mandatory units from Group A below
- Select six units from any rural Training Package listed below in Group B
- Select seven units from any Training Package

Units should be selected from Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC2701A	<i>Follow OHS procedures</i>
RTC2702A	<i>Observe environmental work practices</i>
RTC2705A	<i>Work effectively in the industry</i>
RTC2801A	<i>Participate in workplace communications</i>

GROUP B

This group includes other units of competency aligned to Certificate I, II or III outcomes from any rural Training Package including, RTD02 Conservation and Land Management, RTE03 Rural Production or RTF03 Amenity Horticulture.

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate I, II or III outcomes. These units must be relevant to work undertaken in the rural sector. Units selected as part of Group C may be selected from no more than three different Training Packages.

QUALIFICATION RULES

For a Certificate II in Rural Operations at least thirteen of the units of competency presented for this qualification must relate to rural work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Rural Operations:

- **17 units :**

- **4 Group A compulsory units**

Common Compulsory (refer to the unit list at the end of this section)

- **and 6 units from Group B. This group includes**

- RTD02 Certificate I
- RTE03 Certificate I
- RTF03 Certificate I
- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III

- **and 7 units from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate I
- RTE03 Certificate I
- RTF03 Certificate I
- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III

- **and/or other endorsed Training Packages**

- Certificate I
- Certificate II
- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector. Units selected as part of Group C may be selected from no more than three different training packages.

- Note: 1. For a Certificate II in Rural Operations at least 13 of the units of competency presented for this qualification must relate to rural work procedures, activities or contexts. In addition, at least 13 of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

- Note: 2. Units should be selected from Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

RTE20807 Certificate II in Commercial Composting

RTE20807 Certificate II in Commercial Composting

A total of 17 units of competency must be completed.
<ul style="list-style-type: none"> Select the ten mandatory units from Group A below
<ul style="list-style-type: none"> Select four additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC2210A	<i>Maintain properties and structures</i>
RTC2701A	<i>Follow OHS procedures</i>
RTC2702A	<i>Observe environmental work practices</i>
RTC2704A	Provide basic first aid
RTC2705A	<i>Work effectively in the industry</i>
RTC2706A	Apply chemicals under supervision
RTC2801A	<i>Participate in workplace communications</i>
RTE2315A	<i>Operate a compost bagging process</i>
RTE2506A	<i>Assess and receive raw materials for composting</i>
RTE2507A	<i>Recognise raw materials, production processes and products on a composting site</i>
RTE2608A	<i>Set up, operate and maintain a water delivery system</i>
RTE2709A	<i>Recognise and respond to fire emergencies on a composting site</i>

GROUP B

PMLSAMP200A	Collect routine site samples
PUAWER001A	Identify, prevent and report potential workplace emergency situations
PRMWM15A	Move waste using load shifting equipment
RTC2307A	Operate machinery and equipment
RTE2902B	Collect and record production data
RTE2707B	Follow site quarantine procedures

RTF2504A	Determine basic properties of soil/growing media
TDTB397B	Carry out vehicle servicing and maintenance
TDTD2298B	Conduct weighbridge operations
TDTI297C	Apply customer service skills

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate I, II or III outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate II in Commercial Composting at least thirteen of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate II in Commercial Composting:

- **17 units**

- **4 Group A compulsory units**

Common Compulsory (refer to the unit list at the end of this section)

- **and between 6 and 12 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 4 and 7 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 units from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate I
- RTE03 Certificate I
- RTF03 Certificate I
- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III

- **and/or other endorsed Training Packages**

- Certificate I
- Certificate II
- Certificate IV

- Note: For a Certificate II in Commercial Composting at least thirteen of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least thirteen of the units selected to make up this qualification must be aligned clearly to Certificate II outcomes.

CORE UNITS

Group A

Code	Title
RTC2210A	Maintain properties and structures
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2706A	Apply chemicals under supervision
RTC2801A	Participate in workplace communications
RTE2315A	Operate a compost bagging process
RTE2506A	Assess and receive raw materials for composting
RTE2507A	Recognise raw materials, production processes and products on a composting site
RTE2608A	Set up, operate and maintain a water delivery system
RTE2709A	Recognise and respond to fire emergencies on a composting site

ELECTIVE UNITS

Common Compulsory

Code	Title
RTC2701A	Follow OHS procedures
RTC2702A	Observe environmental work practices
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications

Group B

Code	Title
PMLSAMP200A	Collect routine site samples
PRMWM15A	Move waste using load shifting equipment
PUAWER001A	Identify, prevent and report potential workplace emergency situations
RTC2307A	Operate machinery and equipment
RTE2707B	Follow site quarantine procedures
RTE2902B	Collect and record production data
RTF2504A	Determine basic properties of soil/growing media
TDTB397B	Carry out vehicle servicing and maintenance
TDTD2298B	Conduct weighbridge operations
TDTI297C	Apply customer service skills

RTE30103 Certificate III in Agriculture

RTE30103 Certificate III in Agriculture

A total of 16 units of competency must be completed.	
<ul style="list-style-type: none"> Complete the one mandatory unit from Group A below 	
<ul style="list-style-type: none"> Select twelve additional units from Group B below 	
<ul style="list-style-type: none"> Select three additional units from Group B and/or C below 	
Units should be selected in accordance with local work undertaken and local industry advice.	
GROUP A (unit in <i>italics</i> is mandatory)	
RTE3713A	<i>Carry out workplace OHS procedures</i>
GROUP B	
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTC3209A	Plan and construct conventional fencing
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3401A	Control weeds
RTC3404A	Control plant pests, diseases and disorders
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTC4701A	Implement and monitor the enterprise OHS program
RTD3507A	Undertake sampling and testing of water
RTE2110A	Maintain livestock water supplies
RTE2124B	Carry out birthing duties
RTE2804A	Provide information on products and services
RTE3002A	Coordinate a crop regulation program
RTE3003A	Coordinate horticultural crop harvesting

RTE3006A	Establish pastures and crops for livestock production
RTE3008A	Handle bulk materials in storage area
RTE3009A	Undertake agricultural crop harvesting activities
RTE3013A	Implement a post-harvest program
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3030A	Harvest horticultural crops mechanically
RTE3037A	Save, prepare and store agricultural seed
RTE3101A	Artificially inseminate livestock
RTE3102A	Educate, ride and care for horses and equipment
RTE3103A	Apply quality assurance procedures in wool preparation
RTE3104A	Carry out basic dentition care procedures on horses
RTE3105A	Carry out feedlot operations
RTE3106A	Carry out mare mating procedures
RTE3107A	Carry out post-shearing procedures
RTE3108A	Class fleece wool
RTE3109A	Class goat fibre
RTE3110A	Coordinate and monitor intensive production performance
RTE3111A	Appraise wool using industry descriptions
RTE3112A	Handle and care for stallions
RTE3113A	Identify and draft livestock
RTE3114A	Implement feeding plans for livestock
RTE3115B	Implement livestock husbandry practices
RTE3116A	Mate and monitor animals
RTE3117A	Coordinate milking operations
RTE3118A	Implement feeding plans for intensive production
RTE3119A	Euthanase livestock
RTE3120A	Prepare facilities for shearing and crutching

RTE3121B	Prepare animals for parturition
RTE3122A	Prepare livestock for shearing
RTE3123A	Pregnancy test pigs
RTE3124B	Rear newborn and young livestock
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3127A	Treat rectal prolapse in pigs
RTE3128A	Collect, store and administer colostrum
RTE3129A	Shear sheep to professional level
RTE3130A	Supervise clip preparation
RTE3131A	Transport livestock
RTE3133B	Prepare livestock for competition
RTE3134A	Slaughter livestock
RTE3135A	Artificially inseminate birds
RTE3136A	Comply with industry animal welfare requirements
RTE3137A	Carry out basic hoof care procedures
RTE3138B	Determine wool characteristics
RTE3139A	Maintain consistent shearing performance
RTE3140A	Carry out post-mortem examination of livestock
RTE3141A	Prepare fleece wool for classing
RTE3142A	Prepare skirtings and oddments
RTE3143A	Monitor intensive livestock production environments
RTE3144A	Prevent and treat equine injury and disease
RTE3145A	Press wool
RTE3146A	Process and store semen
RTE3147A	Prepare for and implement natural mating of livestock
RTE3148A	Assess conformation of horses
RTE3150A	Class alpaca fleece
RTE3151A	Mate and monitor reproduction of alpacas

RTE3152A	Plan and prepare for alpaca shearing
RTE3153A	Manage honey bee swarms
RTE3154A	Requeen a honey bee colony
RTE3155A	Manipulate honey bee brood
RTE3156A	Rear queen bees
RTE3210A	Plan and construct an electric fence
RTE3301A	Operate a cane harvester
RTE3302A	Carry out minor service of milking equipment
RTE3304A	Maintain and service shearing handpieces
RTE3305A	Install and terminate extra low voltage wiring systems
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3308A	Operate a dairy recycling system
RTE3309A	Operate machinery in adverse conditions
RTE3312A	Service and repair bores and windmills
RTE3313A	Monitor and provide advice on cleaning milking machines
RTE3314A	Transport farm produce or bulk materials
RTE3316A	Disconnect and reconnect fixed wired equipment
RTE3317A	Carry out minor service of milking equipment
RTE3318A	Prepare combs and cutters for machine shearing
RTE3319A	Ground spread fertiliser and soil ameliorant
RTE3320A	Remove a honey crop from a hive
RTE3321A	Extract honey
RTE3402A	Implement animal health control programs
RTE3406A	Implement vertebrate pest control program
RTE3407A	Identify and report unusual disease or plant pest signs
RTE3408A	Carry out emergency disease or plant pest control procedures at an infected premises
RTE3409A	Carry out movement and security procedures
RTE3410A	Work effectively in an emergency disease or plant pest response

RTE3504B	Collect samples for a rural production or horticulture monitoring program
RTE3506A	Monitor weather conditions
RTE3511A	Supervise mushroom substrate preparation
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3605A	Troubleshoot irrigation systems
RTE3606A	Measure drainage system performance
RTE3607A	Measure irrigation delivery system performance
RTE3608A	Monitor and operate water treatment processes
RTE3609A	Operate fertigation equipment
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3612A	Implement a maintenance program for an irrigation system
RTE3708A	Clean and fumigate intensive production sheds
RTE3712A	Administer medication to livestock
RTE3714A	Maintain and monitor environmental work practices
RTE3801A	Provide on-job training support
RTE3806A	Provide advice and sell farm chemicals
RTE3807A	Provide advice and sell machinery
RTE3808A	Provide advice on agronomic products
RTE3809A	Provide advice on hardware products
RTE3810A	Provide advice on livestock products
RTE3818A	Develop and apply fertiliser and soil ameliorant product knowledge
RTE3819A	Process customer complaints
RTE3901A	Comply with industry quality assurance requirements
RTE3902A	Document a wool clip
RTE3904A	Keep records for a primary production business
RTE3905A	Sell products and services

RTE3907A	Use hand-held e-business tools
RTE3908A	Maintain and monitor feed stocks
RTF3011A	Implement a plant establishment program
RTF3012A	Implement a plant nutrition program
RTF3014A	Implement a propagation plan
RTF3033A	Implement a maintenance program for hydroponic systems
RTF3215A	Install hydroponic systems
RTF3216A	Install water features
RTF3503A	Sample soils and analyse results
BCC3002A	Conduct backhoe/loader operations
BCC3006A	Conduct grader operations
BCS3021A	Carry out levelling
BCS3022A	Carry out simple forms of concreting associated with plumbing work
BCS3050A	Connect irrigation system from drinkable water (potable) supply
BSBADM305A	Create and use databases
BSBCMN206A	Process and maintain workplace information
BSBCMN213A	Produce simple word processed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN304A	Contribute to personal skill development and learning
BSBCMN305A	Organise workplace information
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN310A	Deliver and monitor a service to customers
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
FDFCORQFS3A	Monitor the implementation of quality and food safety programs

FDFOPTHCP3A	Participate in a HACCP team
FPIFGM139A	Operate a 4X4 vehicle in off-road conditions
FPICOT3231A	Operate steam boiler
ICAITS015A	Install software packages
ICAITU211A	Operate accounting applications
ICAITU133A	Send and retrieve information over the Internet using browsers and email
MEM9.3AA	Prepare basic engineering drawing
MNMOLH305A	Conduct front end loader operations
PRDSSA29A	Advise client on sale and purchase alternatives
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
PRDSSA32A	Conduct livestock sale by auction
PRDSSA33A	Arrange buyer and inspections
PRMPFES03B	Safely move materials and loads in the workplace
PRMWM07B	Implement waste management plan
PRSSO323A	Lead small teams
PSPGOV307B	Organise workplace information
PUACOM001B	Communicate in the workplace
RGR016B	Maintain greyhounds, standardbreds or thoroughbreds in a healthy state and safe environment
RGR017A	Determine nutritional requirements for greyhounds, standardbreds or thoroughbreds
TDTD2298B	Conduct weighbridge operations
TDTD1097B	Operate a forklift
TDTR298B	Source goods/services and evaluate contractors
TDTA2097B	Replenish stock
WRRCA4B	Coordinate retail office
WRRO1B	Manage merchandise and store presentation
WRRI4B	Buy merchandise

WRRCS3B	Interact with customers
WRRF1B	Balance register/terminal
WRRM3B	Coordinate merchandise presentation
WRRM6A	Create a display for a small business
WRRS2B	Advise on products and services
WRRS3B	Coordinate sales performance
WRRLP3B	Maintain store safety
WRRCA4B	Coordinate a retail office

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture at least twelve of the units of competency presented for this qualification must relate to agricultural procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture:

- 16 units
 - 1 Compulsory unit from Group A
GROUP A (refer to the unit list at the end of this section)
 - and 12 units from Group B
GROUP B (refer to the unit list at the end of this section)
 - and 3 units from either Group B or Group C
GROUP B (refer to the unit list at the end of this section)
 - This group includes other units of competency from
 - RTD02 Certificate II
 - and/or RTE03 Certificate II
 - and/or RTF03 Certificate II
 - and/or RTD02 Certificate III
 - and/or RTE03 Certificate III
 - and/or RTF03 Certificate III
 - and/or RTD02 Certificate IV
 - and/or RTE03 Certificate IV
 - and/or RTF03 Certificate IV
 - and/or other endorsed Training Packages
 - Certificate II
 - Certificate III
 - Certificate IV

or

Specialising in Alpaca

- 16 units
 - 3 compulsory Group A unit:
 - BSBCMN305A Organise workplace information
 - RTE3151A Mate and monitor reproduction of alpacas
 - RTE3713A Carry out workplace OHS procedures
 - and between 9 and 11 units from Group A
GROUP A: Alpaca (refer to the unit list at the end of this section)
 - and between 2 and 4 units from Group B
GROUP B: Alpaca (refer to the unit list at the end of this section)
 - and Maximum of 2 from Group C
 - This group includes other units of competency from
 - RTD02 Certificate II
 - and/or RTE03 Certificate II
 - and/or RTF03 Certificate II
 - and/or RTD02 Certificate III
 - and/or RTE03 Certificate III
 - and/or RTF03 Certificate III
 - and/or RTD02 Certificate IV
 - and/or RTE03 Certificate IV
 - and/or RTF03 Certificate IV
 - and/or other endorsed Training Packages
 - Certificate II
 - Certificate III

- Certificate IV
- Note: For a Certificate III in Agriculture specialising in Alpaca at least twelve of the units of competency presented for this qualification must relate to alpaca work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

or

Specialising in Beekeeping

- 16 units

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 7 units from Group A**

GROUP A: Beekeeping (refer to the unit list at the end of this section)

- **and between 7 and 10 units from Group B**

GROUP B: Beekeeping (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- **RTD02 Certificate II**

- **and/or RTE03 Certificate II**

- **and/or RTF03 Certificate II**

- **and/or RTD02 Certificate III**

- **and/or RTE03 Certificate III**

- **and/or RTF03 Certificate III**

- **and/or RTD02 Certificate IV**

- **and/or RTE03 Certificate IV**

- **and/or RTF03 Certificate IV**

- **and/or other endorsed Training Packages**

- Certificate II

- Certificate III

- Certificate IV

- Note: For a Certificate III in Agriculture specialising in Beekeeping at least twelve of the units of competency presented for this qualification must relate to beekeeping work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

ELECTIVE UNITS

GROUP A

Code	Title
RTE3713A	Carry out workplace OHS procedures

GROUP A: Alpaca

Code	Title
BSBCMN305A	Organise workplace information
RTC3701A	Respond to emergencies
RTE3113A	Identify and draft livestock
RTE3114A	Implement feeding plans for livestock
RTE3115B	Implement livestock husbandry practices
RTE3121B	Prepare animals for parturition
RTE3124B	Rear newborn and young livestock
RTE3150A	Class alpaca fleece
RTE3151A	Mate and monitor reproduction of alpacas
RTE3152A	Plan and prepare for alpaca shearing
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to animals
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices

GROUP A: Beekeeping

Code	Title
FDFOPHCP3A	Participate in a HACCP team
RTE3153A	Manage honey bee swarms
RTE3154A	Requeen a honey bee colony
RTE3155A	Manipulate honey bee brood
RTE3320A	Remove a honey crop from a hive
RTE3321A	Extract honey
RTE3415A	Manage pests and disease within a honey bee colony
RTE3713A	Carry out workplace OHS procedures

GROUP B

Code	Title
BCC3002A	Conduct backhoe/loader operations
BCC3006A	Conduct grader operations
BCS3021A	Carry out levelling
BCS3022A	Carry out simple forms of concreting associated with plumbing work
BCS3050A	Connect irrigation system from drinkable water (potable) supply
BSBADM305A	Create and use databases
BSBCMN206A	Process and maintain workplace information
BSBCMN213A	Produce simple word-processed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBCMN310A	Deliver and monitor a service to customers
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
ICAITS015A	Install software packages
ICAITU133A	Send and retrieve information over the Internet using browsers and email
ICAITU211A	Operate accounting applications
MEM93AA	Prepare basic engineering drawing
PRDSSA29A	Advise client on sale and purchase alternatives
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
PRDSSA32A	Conduct livestock sale by auction
PRDSSA33A	Arrange buyer and inspections
RGR016B	Maintain Greyhounds, Standardbreds or Thoroughbreds in a Healthy State and Safe Environment
RGR017A	Determine Nutritional Requirements for Greyhounds, Standardbreds or Thoroughbreds
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTC3209A	Plan and construct conventional fencing
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3401A	Control weeds
RTC3404A	Control plant pests, diseases and disorders
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals

Code	Title
RTC3805A	Coordinate work site activities
RTC4701A	Implement and monitor the enterprise OHS program
RTD3507A	Undertake sampling and testing of water
RTE2110A	Maintain livestock water supplies
RTE2124A	Carry out birthing duties
RTE2804A	Provide information on products and services
RTE3002A	Co-ordinate a crop regulation program
RTE3003A	Co-ordinate horticultural crop harvesting
RTE3006A	Establish pastures and crops for livestock production
RTE3008A	Handle bulk materials in storage area
RTE3009A	Undertake agricultural crop harvesting activities
RTE3013A	Implement a post-harvest program
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3030A	Harvest horticultural crops mechanically
RTE3037A	Save, prepare and store agricultural seed
RTE3101A	Artificially inseminate livestock
RTE3102A	Educate, ride and care for horses and equipment
RTE3103A	Apply quality assurance procedures in wool preparation
RTE3104A	Carry out basic dentition care procedures on horses
RTE3105A	Carry out feedlot operations
RTE3106A	Carry out mare mating procedures
RTE3107A	Carry out post-shearing procedures
RTE3108A	Class fleece wool
RTE3109A	Class goat fibre
RTE3110A	Co-ordinate and monitor intensive production performance
RTE3111A	Appraise wool using industry descriptions
RTE3112A	Handle and care for stallions
RTE3113A	Identify and draft livestock
RTE3114A	Implement feeding plans for livestock
RTE3115A	Implement livestock husbandry practices
RTE3116A	Mate and monitor livestock
RTE3117A	Co-ordinate milking operations
RTE3118A	Implement feeding plans for intensive production
RTE3119A	Euthanase livestock
RTE3120A	Prepare facilities for shearing and crutching
RTE3121A	Prepare animals for parturition
RTE3122A	Prepare livestock for shearing
RTE3123A	Pregnancy test pigs
RTE3124A	Rear newborn and young livestock

Code	Title
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3127A	Treat rectal prolapse in pigs
RTE3128A	Collect, store and administer colostrum
RTE3129A	Shear sheep to professional level
RTE3130A	Supervise clip preparation
RTE3131A	Transport livestock
RTE3133A	Prepare livestock for competition
RTE3134A	Slaughter livestock
RTE3135A	Artificially inseminate birds
RTE3136A	Comply with industry animal welfare requirements
RTE3137A	Carry out basic hoof care procedures
RTE3138A	Determine wool characteristics
RTE3139A	Maintain consistent shearing performance
RTE3140A	Carry out post-mortem examination of livestock
RTE3141A	Prepare fleece wool for classing
RTE3142A	Prepare skirtings and oddments
RTE3143A	Monitor intensive livestock production growing environments
RTE3144A	Prevent and treat equine injury and disease
RTE3145A	Press wool
RTE3146A	Process and store semen
RTE3147A	Prepare for and implement natural mating of livestock
RTE3148A	Assess conformation of horses
RTE3149A	Supervise free-range poultry operations
RTE3150A	Class alpaca fleece
RTE3151A	Mate and monitor reproduction of alpacas
RTE3152A	Plan and prepare for alpaca shearing
RTE3153A	Manage honey bee swarms
RTE3154A	Requeen a honey bee colony
RTE3155A	Manipulate honey bee brood
RTE3210A	Plan and construct an electric fence
RTE3301A	Operate a cane harvester
RTE3302A	Service and repair milking equipment
RTE3304A	Maintain and service shearing handpieces
RTE3305A	Install and terminate extra low voltage wiring systems
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3308A	Operate a dairy recycling system
RTE3309A	Operate machinery in adverse conditions
RTE3312A	Service and repair bores and windmills
RTE3313A	Monitor and provide advice on cleaning milking machines
RTE3314A	Transport farm produce or bulk materials
RTE3316A	Disconnect/reconnect fixed wired equipment

Code	Title
RTE3317A	Carry out minor service of milking equipment
RTE3318A	Prepare combs and cutters for machine shearing
RTE3319A	Ground spread fertiliser and soil ameliorant
RTE3320A	Remove a honey crop from a hive
RTE3321A	Extract honey
RTE3402A	Implement animal health control programs
RTE3406A	Implement vertebrate pest control program
RTE3407A	Identify and report unusual disease or plant pest signs
RTE3408A	Carry out emergency disease or plant pest control procedures at an infected premises
RTE3409A	Carry out movement and security procedures
RTE3410A	Work effectively in an emergency disease or plant pest response
RTE3415A	Manage pests and disease within a honey bee colony
RTE3504A	Collect samples for a rural production or horticulture monitoring program
RTE3506A	Monitor weather conditions
RTE3511A	Supervise mushroom substrate preparation
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3605A	Troubleshoot irrigation systems
RTE3606A	Measure drainage system performance
RTE3607A	Measure irrigation delivery system performance
RTE3608A	Monitor and operate water treatment processes
RTE3609A	Operate fertigation equipment
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3612A	Implement a maintenance program for an irrigation system
RTE3708A	Clean and fumigate intensive production sheds
RTE3712A	Administer medication to animals
RTE3714A	Maintain and monitor environmental work practices
RTE3801A	Provide on-job training support
RTE3806A	Provide advice and sell farm chemicals
RTE3807A	Provide advice and sell machinery
RTE3808A	Provide advice on agronomic products
RTE3809A	Provide advice on hardware products
RTE3810A	Provide advice on livestock products
RTE3818A	Develop and apply fertiliser and soil ameliorant product knowledge
RTE3819A	Process customer complaints
RTE3901A	Comply with industry quality assurance requirements
RTE3902A	Document a wool clip
RTE3904A	Keep records for a primary production business
RTE3905A	Sell products and services

Code	Title
RTE3907A	Use hand held e-business tools
RTE3908A	Maintain and monitor feed stocks
RTF3011A	Implement a plant establishment program
RTF3012A	Implement a plant nutrition program
RTF3014A	Implement a propagation plan
RTF3033A	Implement a maintenance program for hydroponic systems
RTF3215A	Install hydroponic systems
RTF3216A	Install water features
RTF3503A	Sample soils and analyse results
TDTA2097B	Replenish stock
TDTD1097B	Operate a forklift
TDTD2298B	Conduct weighbridge operations
TDTR298B	Source goods/services and evaluate contractors
WRRCA4B	Coordinate retail office
WRRCS3B	Interact with customers
WRRF1B	Balance register/terminal
WRRI4B	Buy merchandise
WRRLP3B	Maintain store safety
WRRM3B	Co-ordinate merchandise presentation
WRRM6A	Create a display for a small business
WRRO1B	Manage merchandise and store presentation
WRRS2B	Advise on products and services
WRRS3B	Coordinate sales performance

GROUP B: Alpaca

Code	Title
BSBCMN304A	Contribute to personal skill development and learning
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
RTC3209A	Plan and construct conventional fencing
RTC3213A	Implement property improvement, construction and repair
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTD3507A	Undertake sampling and testing of water
RTE3006A	Establish pastures and crops for livestock production
RTE3131A	Transport livestock
RTE3133B	Prepare livestock for competition
RTE3136A	Comply with industry animal welfare requirements
RTE3138B	Determine wool characteristics
RTE3145A	Press wool
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3407A	Identify and report unusual disease or plant pest signs
RTE3902A	Document a wool clip
RTE3904A	Keep records for a primary production business
RTE3908A	Maintain and monitor feed stocks
RTF3503A	Sample soils and analyse results

GROUP B: Beekeeping

Code	Title
BSBCMN304A	Contribute to personal skill development and learning
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
FDFCORQFS3A	Monitor the implementation of quality and food safety programs
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTE3118A	Implement feeding plans for intensive production
RTE3131A	Transport livestock
RTE3156A	Rear queen bees
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3314A	Transport farm produce or bulk materials
RTE3407A	Identify and report unusual disease or plant pest signs
RTE3506A	Monitor weather conditions
RTE3714A	Maintain and monitor environmental work practices
RTE3801A	Provide on-job training support
RTE3901A	Comply with industry quality assurance requirements
RTE3904A	Keep records for a primary production business
RTE3908A	Maintain and monitor feed stocks

Elective Units referenced in the Packaging Rules

Code	Title
BSBCMN305A	Organise workplace information
RTE3151A	Mate and monitor reproduction of alpacas
RTE3713A	Carry out workplace OHS procedures

RTE30203 Certificate III in Agriculture (Beef Production)

RTE30203 Certificate III in Agriculture (Beef Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTE3101A	Artificially inseminate livestock
RTE3113A	Identify and draft livestock
RTE3114A	Implement feeding plans for livestock
RTE3115B	Implement livestock husbandry practices
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3402A	Implement animal health control programs
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices

GROUP B

BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
RTC3209A	Plan and construct conventional fencing
RTE3006A	Establish pastures and crops for livestock production

RTF3012A	Implement a plant nutrition program
RTE3102A	Educate, ride and care for horses and equipment
RTE3104A	Carry out basic dentition procedures on horses
RTE3105A	Carry out feedlot operations
RTE3116A	Mate and monitor animals
RTE3119A	Euthanase livestock
RTE3121B	Prepare livestock for parturition
RTE3124B	Rear newborn and young livestock
RTE3131A	Transport livestock
RTE3133B	Prepare livestock for competitions
RTE3134A	Slaughter livestock
RTE3137A	Carry out basic hoof care procedures
RTE3147A	Prepare for and implement natural mating of livestock
RTE3210A	Plan and construct an electric fence
RTE3312A	Service and repair bores and windmills
RTE3406A	Implement vertebrate pest control program
RTE3506A	Monitor weather conditions
RTE3712A	Administer medication to livestock
RTE3901A	Comply with industry quality assurance requirements
RTE3907A	Use hand-held e-business tools
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Beef Production) at least twelve of the units of competency presented for this qualification must relate to beef production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must

be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Beef Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 11 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 1 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II
- Certificate III
- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Beef Production) at least 12 of the units of competency presented for this qualification must relate to beef production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTE3101A	Artificially inseminate livestock
RTE3113A	Identify and draft livestock
RTE3114A	Implement feeding plans for livestock
RTE3115A	Implement livestock husbandry practices
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3402A	Implement animal health control programs
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
RTC3209A	Plan and construct conventional fencing
RTE3006A	Establish pastures and crops for livestock production
RTE3102A	Educate, ride and care for horses and equipment
RTE3104A	Carry out basic dentition care procedures on horses
RTE3105A	Carry out feedlot operations
RTE3116A	Mate and monitor livestock
RTE3119A	Euthanase livestock
RTE3121A	Prepare animals for parturition
RTE3124A	Rear newborn and young livestock
RTE3131A	Transport livestock
RTE3133A	Prepare livestock for competition
RTE3134A	Slaughter livestock
RTE3137A	Carry out basic hoof care procedures
RTE3147A	Prepare for and implement natural mating of livestock
RTE3210A	Plan and construct an electric fence
RTE3312A	Service and repair bores and windmills
RTE3406A	Implement vertebrate pest control program
RTE3506A	Monitor weather conditions
RTE3712A	Administer medication to animals
RTE3901A	Comply with industry quality assurance requirements
RTE3907A	Use hand held e-business tools
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results

RTE30303 Certificate III in Agriculture (Cotton Production)

RTE30303 Certificate III in Agriculture (Cotton Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select the eleven units from Group A below
<ul style="list-style-type: none"> Select two additional units from Group B below
<ul style="list-style-type: none"> Select three additional units from Group B and/or C below
Units should be selected from Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC3701A	<i>Respond to emergencies</i>
RTC3704A	<i>Prepare and apply chemicals</i>
RTC3705A	<i>Transport, handle and store chemicals</i>
RTC3805A	<i>Coordinate work site activities</i>
RTE3009A	<i>Undertake agricultural crop harvesting activities</i>
RTE3022A	<i>Undertake agricultural crop maintenance activities</i>
RTE3024A	<i>Undertake preparation of land for agricultural crop production</i>
RTE3029A	<i>Establish agricultural crops</i>
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	<i>Maintain and monitor environmental work practices</i>
RTF3503A	<i>Sample soils and analyse results</i>

GROUP B

BSBEBUS302A	Use and maintain electronic mail system
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3309A	Operate machinery in adverse conditions
RTE3506A	Monitor weather conditions
RTE3605A	Troubleshoot irrigation systems

RTE3610A	Operate gravity fed irrigation systems
GROUP C	
<p>This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, II or IV outcomes. These units must be relevant to work undertaken in the rural sector.</p>	
QUALIFICATION RULES	
<p>For a Certificate III in Agriculture (Cotton Production) at least twelve of the units of competency presented for this qualification must relate to cotton production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.</p>	

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Cotton Production):

- **16 units :**
 - **11 units from Group A**
Group A (refer to the unit list at the end of this section)
 - **and between 2 and 5 units from Group B**
Group B (refer to the unit list at the end of this section)
 - **and Maximum of 3 from Group C**
 - **This group includes other units of competency from**
 - RTD02 Certificate II
 - RTE03 Certificate II
 - RTF03 Certificate II
 - RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - RTD02 Certificate IV
 - RTE03 Certificate IV
 - RTF03 Certificate IV
 - **and/or other endorsed Training Packages at:**
 - Certificate II
 - Certificate III
 - Certificate IV
 - Note: These units must be relevant to work undertaken in the rural sector.
- Note: 1. For a Certificate III in Agriculture (Cotton Production) at least 12 of the units of competency presented for this qualification must relate to cotton production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.
- Note: 2. Units should be selected from Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTE3009A	Undertake agricultural crop harvesting activities
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices
RTF3503A	Sample soils and analyse results

ELECTIVE UNITS

Group B

Code	Title
BSBEBUS302A	Use and maintain electronic mail system
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3309A	Operate machinery in adverse conditions
RTE3506A	Monitor weather conditions
RTE3605A	Troubleshoot irrigation systems
RTE3610A	Operate gravity fed irrigation systems

RTE30403 Certificate III in Agriculture (Dairy Production)

RTE30403 Certificate III in Agriculture (Dairy Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the two mandatory units)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC3701A	Respond to emergencies
RTC3805A	Coordinate worksite activities
RTE3114A	Implement feeding plans for livestock
RTE3115B	Implement livestock husbandry practices
RTE3116A	Mate and monitor livestock
RTE3117A	<i>Coordinate milking operations</i>
RTE3118A	Implement feeding plans for intensive production
RTE3121B	Prepare livestock for parturition
RTE3124B	Rear newborn and young livestock
RTE3308A	Operate a dairy recycling system
RTE3402A	Implement animals health control programs
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices
RTE3901A	Comply with industry quality assurance requirements

GROUP B

BSBEBUS302A	Use and maintain electronic mail system
RTC3209A	Plan and construct conventional fencing
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3006A	Establish pastures and crops for livestock production

RTE3101A	Artificially inseminate livestock
RTE3119A	Euthanase livestock
RTE3126A	Remove and facilitate the reuse of effluent and manure from an intensive production system
RTE3133B	Prepare livestock for competitions
RTE3210A	Plan and construct an electric fence
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3712A	Administer medication to livestock
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand-held e-business tools
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Dairy Production) at least twelve of the units of competency presented for this qualification must relate to dairy production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Dairy Production):

- **16 units :**
 - **2 Group A compulsory units**
Group A Compulsory (refer to the unit list at the end of this section)
 - **and between 5 and 12 units from Group A**
Group A (refer to the unit list at the end of this section)
 - **and Maximum of 9 from Group B**
Group B (refer to the unit list at the end of this section)
 - **and Maximum of 3 from Group C**
 - **This group includes other units of competency from**
 - RTD02 Certificate II
 - RTE03 Certificate II
 - RTF03 Certificate II
 - RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - RTD02 Certificate IV
 - RTE03 Certificate IV
 - RTF03 Certificate IV
 - **and/or other endorsed Training Packages at:**
 - Certificate II
 - Certificate III
 - Certificate IV
 - Note: These units must be relevant to work undertaken in the rural sector.
- Note: 1. For a Certificate III in Agriculture (Dairy Production) at least 12 of the units of competency presented for this qualification must relate to dairy production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.
- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Group A Compulsory

Code	Title
RTE3117A	Co-ordinate milking operations
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3114A	Implement feeding plans for livestock
RTE3115A	Implement livestock husbandry practices
RTE3116A	Mate and monitor livestock
RTE3118A	Implement feeding plans for intensive production
RTE3121A	Prepare animals for parturition
RTE3124A	Rear newborn and young livestock
RTE3308A	Operate a dairy recycling system
RTE3402A	Implement animal health control programs
RTE3714A	Maintain and monitor environmental work practices
RTE3901A	Comply with industry quality assurance requirements

Group B

Code	Title
BSBEBUS302A	Use and maintain electronic mail system
RTC3209A	Plan and construct conventional fencing
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3006A	Establish pastures and crops for livestock production
RTE3101A	Artificially inseminate livestock
RTE3119A	Euthanase livestock
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3133A	Prepare livestock for competition
RTE3210A	Plan and construct an electric fence
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3712A	Administer medication to animals
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand held e-business tools
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results

RTE30503 Certificate III in Agriculture (Goat Production)

RTE30503 Certificate III in Agriculture (Goat Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3114A	Implement feeding plans for livestock
RTE3115B	Implement livestock husbandry practices
RTE3116A	Mate and monitor animals
RTE3121B	Prepare animals for parturition
RTE3124B	Rear newborn and young livestock
RTE3131A	Transport livestock
RTE3402A	Implement animal health control programs
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices

GROUP B

BSBEBUS302A	Use and maintain electronic mail system
RTC3209A	Plan and construct conventional fencing
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3006A	Establish pastures and crops for animal production
RTE3101A	Artificially inseminate livestock
RTE3107A	Carry out post-shearing procedures
RTE3109A	Class goat fibre

RTE3113A	Identify and draft livestock for sale
RTE3117A	Coordinate milking operations
RTE3119A	Euthanase livestock
RTE3120A	Prepare facilities for shearing and crutching
RTE3122A	Prepare livestock for shearing
RTE3133B	Prepare livestock for competitions
RTE3134A	Slaughter livestock
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3506A	Monitor weather conditions
RTE3907A	Use hand-held e-business tools
RTF3503A	Sample soils and analyse results

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, II or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Goat Production) at least twelve of the units of competency presented for this qualification must relate to goat production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Goat Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 10 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 2 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Goat Production) at least 12 of the units of competency presented for this qualification must relate to goat production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3114A	Implement feeding plans for livestock
RTE3115A	Implement livestock husbandry practices
RTE3116A	Mate and monitor livestock
RTE3121A	Prepare animals for parturition
RTE3124A	Rear newborn and young livestock
RTE3131A	Transport livestock
RTE3402A	Implement animal health control programs
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
BSBEBUS302A	Use and maintain electronic mail system
RTC3209A	Plan and construct conventional fencing
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3006A	Establish pastures and crops for livestock production
RTE3101A	Artificially inseminate livestock
RTE3107A	Carry out post-shearing procedures
RTE3109A	Class goat fibre
RTE3113A	Identify and draft livestock
RTE3117A	Co-ordinate milking operations
RTE3119A	Euthanase livestock
RTE3120A	Prepare facilities for shearing and crutching
RTE3122A	Prepare livestock for shearing
RTE3133A	Prepare livestock for competition
RTE3134A	Slaughter livestock
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3506A	Monitor weather conditions
RTE3907A	Use hand held e-business tools
RTF3503A	Sample soils and analyse results

RTE30603 Certificate III in Agriculture (Grain Production)

RTE30603 Certificate III in Agriculture (Grain Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
RTE3009A	Undertake agricultural crop harvesting activities
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3314A	Transport farm produce or bulk materials
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices
RTF3503A	Sample soils and analyse results

GROUP B

RTC3213A	Implement property improvements, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3705A	Transport, handle and store chemicals
RTE3008A	Handle bulk materials in storage area
RTE3037A	Save, prepare and store agricultural seed
RTE3307A	Coordinate machinery equipment maintenance and repair
RTE3309A	Operate machinery in adverse conditions

RTE3506A	Monitor weather conditions
RTE3610A	Operate gravity fed irrigation systems
RTE3907A	Use hand-held e-business tools
RTF3012A	Implement a plant nutrition program

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Grain Production) at least twelve of the units of competency presented for this qualification must relate to grain production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Grain Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 10 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 2 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Grain Production) at least 12 of the units of competency presented for this qualification must relate to grain production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
RTE3009A	Undertake agricultural crop harvesting activities
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3314A	Transport farm produce or bulk materials
RTE3714A	Maintain and monitor environmental work practices
RTF3503A	Sample soils and analyse results

Group B

Code	Title
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3705A	Transport, handle and store chemicals
RTE3008A	Handle bulk materials in storage area
RTE3037A	Save, prepare and store agricultural seed
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3309A	Operate machinery in adverse conditions
RTE3506A	Monitor weather conditions
RTE3610A	Operate gravity fed irrigation systems
RTE3907A	Use hand held e-business tools
RTF3012A	Implement a plant nutrition program

RTE30703 Certificate III in Agriculture (Horse Breeding)

RTE30703 Certificate III in Agriculture (Horse Breeding)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RGR016B	Maintain greyhounds, standardbreds or thoroughbreds in a healthy state and safe environment
RGR017A	Determine nutritional and requirements for greyhounds, standardbreds or thoroughbreds
RTC3209A	Plan and construct conventional fencing
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3102A	Educate, ride and care for horses and equipment
RTE3104A	Carry out basic dentition care procedures on horses
RTE3106A	Carry out mare mating procedures
RTE3112A	Handle and care for stallions
RTE3121B	Prepare animals for parturition
RTE3124B	Rear newborn and young livestock
RTE3137A	Carry out basic hoof care procedures
RTE3148A	Assess conformation of horses
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices

GROUP B

BSBADM305A	Create and use databases
BSBCMN213A	Produce simple word processed documents
BSBCMN214A	Create and use simple spreadsheets

BSBCMN310A	Deliver and monitor a service to customers
BSBEBUS302A	Use and maintain electronic mail system
ICAITU133A	Send and retrieve information over the internet using browsers and e-mail
PRDSSA29A	Advise client on sale and purchase alternatives
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
PRDSSA32A	Conduct livestock sale by auction
PRDSSA33A	Arrange buyer and inspections
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE2124B	Carry out birthing duties
RTE3006A	Establish pastures and crops for livestock production
RTE3101A	Artificially inseminate livestock
RTE3134B	Prepare livestock for competition
RTE3144A	Prevent and treat equine injury and disease
RTE3210A	Plan and construct an electric fence
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3406A	Implement vertebrate pest control program
RTE3712A	Administer medication to livestock

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Horse Breeding) at least twelve of the units of competency presented for this qualification must relate to horse breeding work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Horse Breeding):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 14 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 9 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Horse Breeding) at least 12 of the units of competency presented for this qualification must relate to horse breeding work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RGR016B	Maintain Greyhounds, Standardbreds or Thoroughbreds in a Healthy State and Safe Environment
RGR017A	Determine Nutritional Requirements for Greyhounds, Standardbreds or Thoroughbreds
RTC3209A	Plan and construct conventional fencing
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3102A	Educate, ride and care for horses and equipment
RTE3104A	Carry out basic dentition care procedures on horses
RTE3106A	Carry out mare mating procedures
RTE3112A	Handle and care for stallions
RTE3121A	Prepare animals for parturition
RTE3124A	Rear newborn and young livestock
RTE3137A	Carry out basic hoof care procedures
RTE3148A	Assess conformation of horses
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
BSBADM305A	Create and use databases
BSBCMN213A	Produce simple word-processed documents
BSBCMN214A	Create and use simple spreadsheets
BSBCMN310A	Deliver and monitor a service to customers
BSBEBUS302A	Use and maintain electronic mail system
ICAITU133A	Send and retrieve information over the Internet using browsers and email
PRDSSA29A	Advise client on sale and purchase alternatives
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
PRDSSA32A	Conduct livestock sale by auction
PRDSSA33A	Arrange buyer and inspections
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE2124A	Carry out birthing duties
RTE3006A	Establish pastures and crops for livestock production
RTE3101A	Artificially inseminate livestock
RTE3133A	Prepare livestock for competition
RTE3144A	Prevent and treat equine injury and disease
RTE3210A	Plan and construct an electric fence
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3406A	Implement vertebrate pest control program
RTE3712A	Administer medication to animals

RTE30803 Certificate III in Agriculture (Milk Harvesting)

RTE30803 Certificate III in Agriculture (Milk Harvesting)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3310A	Operate specialised machinery and equipment
RTC3701A	Respond to emergencies
RTC3805A	Co-ordinate work site activities
RTE3302A	Carry out minor service of milking equipment
RTE3305A	Install and terminate extra low voltage wiring systems
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3313A	Monitor and provide advice on cleaning milking machines
RTE3317A	Carry out minor service of milking equipment
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices

GROUP B

RTE3308A	Operate a dairy recycling system
RTE3316A	Disconnect and reconnect fixed wired equipment
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Milk Harvesting) at least twelve of the units of competency presented for this qualification must relate to milk harvesting work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Milk Harvesting):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 9 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 3 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Milk Harvesting) at least 12 of the units of competency presented for this qualification must relate to milk harvesting work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3310A	Operate specialised machinery and equipment
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3302A	Service and repair milking equipment
RTE3305A	Install and terminate extra low voltage wiring systems
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3313A	Monitor and provide advice on cleaning milking machines
RTE3317A	Carry out minor service of milking equipment
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3308A	Operate a dairy recycling system
RTE3316A	Disconnect/reconnect fixed wired equipment

RTE30903 Certificate III in Agriculture (Pig Production)

RTE30903 Certificate III in Agriculture (Pig Production)

A total of 16 units of competency must be completed.	
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit) 	
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below 	
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below 	
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.	
GROUP A (unit in <i>italics</i> is mandatory)	
RTC3805A	Coordinate worksite activities
RTE3113A	Identify and draft livestock
RTE3118A	Implement feeding plans for intensive production
RTE3119A	Euthanase livestock
RTE3121B	Prepare animals for parturition
RTE3123A	Pregnancy test pigs
RTE3124B	Rear newborn and young livestock
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3127A	Treat rectal prolapse in pigs
RTE3128A	Collect, store and administer colostrum
RTE3136A	Comply with industry animal welfare requirements
RTE3140A	Carry out post-mortem examination of livestock
RTE3143A	Monitor intensive livestock production environments
RTE3146A	Process and store semen
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to livestock
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3908A	Maintain and monitor feed stocks
GROUP B	

RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTE2110A	Maintain livestock water supplies
RTE3008A	Handle bulk materials in storage area
RTE3131A	Transport livestock
RTE3406A	Implement vertebrate pest control program
RTE3504B	Collect samples for rural production or horticultural monitoring program
RTE3714A	Maintain and monitor environmental work practices
RTE3801A	Provide on-job training support
RTE3901A	Comply with industry quality assurance requirements
TDTD2298B	Conduct weighbridge operations

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Pig Production) at least twelve of the units of competency presented for this qualification must relate to pig production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Pig Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 15 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 9 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Pig Production) at least 12 of the units of competency presented for this qualification must relate to pig production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3805A	Coordinate work site activities
RTE3113A	Identify and draft livestock
RTE3118A	Implement feeding plans for intensive production
RTE3119A	Euthanase livestock
RTE3121A	Prepare animals for parturition
RTE3123A	Pregnancy test pigs
RTE3124A	Rear newborn and young livestock
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3127A	Treat rectal prolapse in pigs
RTE3128A	Collect, store and administer colostrum
RTE3136A	Comply with industry animal welfare requirements
RTE3140A	Carry out post-mortem examination of livestock
RTE3143A	Monitor intensive livestock production growing environments
RTE3146A	Process and store semen
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to animals
RTE3908A	Maintain and monitor feed stocks

Group B

Code	Title
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTE2110A	Maintain livestock water supplies
RTE3008A	Handle bulk materials in storage area
RTE3131A	Transport livestock
RTE3406A	Implement vertebrate pest control program
RTE3504A	Collect samples for a rural production or horticulture monitoring program
RTE3714A	Maintain and monitor environmental work practices
RTE3801A	Provide on-job training support
RTE3901A	Comply with industry quality assurance requirements
TDTD2298B	Conduct weighbridge operations

RTE31003 Certificate III in Agriculture (Poultry Production)

RTE31003 Certificate III in Agriculture (Poultry Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3110A	Coordinate and monitor intensive production performance
RTE3118A	Implement feeding plans for intensive production
RTE3136A	Comply with industry animal welfare requirements
RTE3149A	Supervise free-range poultry operations
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to livestock
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices

GROUP B

RTC3310A	Operate specialised machinery and equipment
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTD3507A	Undertake sampling and testing of water
RTE3113A	Identify and draft livestock
RTE3119A	Euthanase livestock
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3135A	Artificially inseminate birds
RTE3140A	Carry out post-mortem examination of livestock

RTE3143A	Monitor intensive livestock production environments
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3406A	Implement vertebrate pest control program
RTE3504B	Collect samples for rural production or horticulture monitoring program
RTE3708A	Clean and fumigate intensive production sheds
RTE3801A	Provide on-job training support
RTE3901A	Comply with industry quality assurance requirements
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand-held e-business tools
RTE3908A	Maintain and monitor feed stocks

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Poultry Production) at least twelve of the units of competency presented for this qualification must relate to poultry production work procedures, activities or contexts. In addition at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Poultry Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 9 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 3 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Poultry Production) at least 12 of the units of competency presented for this qualification must relate to poultry production work procedures, activities or contexts. In addition at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3110A	Co-ordinate and monitor intensive production performance
RTE3118A	Implement feeding plans for intensive production
RTE3136A	Comply with industry animal welfare requirements
RTE3149A	Supervise free-range poultry operations
RTE3402A	Implement animal health control programs
RTE3712A	Administer medication to animals
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
RTC3310A	Operate specialised machinery and equipment
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTD3507A	Undertake sampling and testing of water
RTE3113A	Identify and draft livestock
RTE3119A	Euthanase livestock
RTE3126A	Remove and facilitate reuse of effluent and manure from an intensive production system
RTE3135A	Artificially inseminate birds
RTE3140A	Carry out post-mortem examination of livestock
RTE3143A	Monitor intensive livestock production growing environments
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3406A	Implement vertebrate pest control program
RTE3504A	Collect samples for a rural production or horticulture monitoring program
RTE3708A	Clean and fumigate intensive production sheds
RTE3801A	Provide on-job training support
RTE3901A	Comply with industry quality assurance requirements
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand held e-business tools
RTE3908A	Maintain and monitor feed stocks

RTE31103 Certificate III in Agriculture (Sheep and Wool Production)

RTE31103 Certificate III in Agriculture (Sheep and Wool Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3701A	Respond to emergencies
RTC3805A	Co-ordinate work site activities
RTE3114A	Implement feeding plans for livestock
RTE3115B	Implement livestock husbandry practices
RTE3116A	Mate and monitor animals
RTE3121B	Prepare animals for parturition
RTE3124B	Rear newborn and young livestock
RTE3131A	Transport livestock
RTE3402A	Implement animal health control programs
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices

GROUP B

BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
RTC3209A	Plan and construct conventional fencing
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3006A	Establish pastures and crops for livestock production
RTE3101A	Artificially inseminate livestock
RTE3104A	Carry out basic dentition procedures on horses

RTE3107A	Carry out post-shearing procedures
RTE3113A	Identify and draft livestock
RTE3119A	Euthanase livestock
RTE3120A	Prepare facilities for shearing and crutching
RTE3122A	Prepare livestock for shearing
RTE3134B	Prepare livestock for competitions
RTE3134A	Slaughter livestock
RTE3137A	Carry out basic hoof care procedures
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3312A	Service and repair bores and windmills
RTE3406A	Implement vertebrate pest control program
RTE3506A	Monitor weather conditions
RTE3907A	Use hand-held e-business tools
RTF3503A	Sample soils and analyse results

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Sheep and Wool Production) at least twelve of the units of competency presented for this qualification must relate to sheep and wool production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Sheep and Wool Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 10 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 2 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Sheep and Wool Production) at least 12 of the units of competency presented for this qualification must relate to sheep and wool production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3114A	Implement feeding plans for livestock
RTE3115A	Implement livestock husbandry practices
RTE3116A	Mate and monitor livestock
RTE3121A	Prepare animals for parturition
RTE3124A	Rear newborn and young livestock
RTE3131A	Transport livestock
RTE3402A	Implement animal health control programs
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
RTC3209A	Plan and construct conventional fencing
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3006A	Establish pastures and crops for livestock production
RTE3101A	Artificially inseminate livestock
RTE3104A	Carry out basic dentition care procedures on horses
RTE3107A	Carry out post-shearing procedures
RTE3113A	Identify and draft livestock
RTE3119A	Euthanase livestock
RTE3120A	Prepare facilities for shearing and crutching
RTE3122A	Prepare livestock for shearing
RTE3133A	Prepare livestock for competition
RTE3134A	Slaughter livestock
RTE3137A	Carry out basic hoof care procedures
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3312A	Service and repair bores and windmills
RTE3406A	Implement vertebrate pest control program
RTE3506A	Monitor weather conditions
RTE3907A	Use hand held e-business tools
RTF3503A	Sample soils and analyse results

RTE31203 Certificate III in Agriculture (Sugar Production)

RTE31203 Certificate III in Agriculture (Sugar Production)

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Co-ordinate work site activities
RTE3009A	Undertake agricultural crop harvesting activities
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3301A	Operate a cane harvester
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices
RTF3503A	Sample soils and analyse results

GROUP B

BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3705A	Transport, handle and store chemicals

RTD3507A	Undertake sampling and testing of water
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3506A	Monitor weather conditions
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3605A	Troubleshoot irrigation systems
RTE3907A	Use hand-held e-business tools

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Agriculture (Sugar Production) at least twelve of the units of competency presented for this qualification must relate to sugar production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Agriculture (Sugar Production):

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 12 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 9 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Agriculture (Sugar Production) at least 12 of the units of competency presented for this qualification must relate to sugar production work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
RTE3009A	Undertake agricultural crop harvesting activities
RTE3022A	Undertake agricultural crop maintenance activities
RTE3024A	Undertake preparation of land for agricultural crop production
RTE3029A	Establish agricultural crops
RTE3301A	Operate a cane harvester
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3714A	Maintain and monitor environmental work practices
RTF3503A	Sample soils and analyse results

Group B

Code	Title
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3705A	Transport, handle and store chemicals
RTD3507A	Undertake sampling and testing of water
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3506A	Monitor weather conditions
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3605A	Troubleshoot irrigation systems
RTE3907A	Use hand held e-business tools

RTE31303 Certificate III in Irrigation

RTE31303 Certificate III in Irrigation

A total of 16 units of competency must be completed.	
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit) 	
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below 	
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below 	
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.	
GROUP A (unit in <i>italics</i> is mandatory)	
BCS3050A	Connect irrigation system from drinkable water (potable) supply
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3605A	Troubleshoot irrigation system
RTE3606A	Measure drainage systems performance
RTE3607A	Measure irrigation delivery system performance
RTE3608A	Monitor and operate water treatment processes
RTE3609A	Operate fertigation equipment
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3612A	Implement a maintenance program for an irrigation system
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices
WRRCS3B	Interact with customers
WRRS2B	Advise on products and services
GROUP B	
BCC3002A	Conduct backhoe/loader operations

BCC3006A	Conduct grader operations
BCS3021A	Carry out levelling
BCS3022A	Carry out simple forms of concreting associated with plumbing work
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
MEM9.3AA	Prepare basic engineering drawing
RTC3311A	Perform specialised machinery maintenance
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3305A	Install and terminate extra low voltage wiring systems
RTE3907A	Use hand-held e-business tools
RTF3216A	Install water features
RTF3503A	Sample soils and analyse results
WRRF1B	Balance register/terminal
WRRLP3B	Maintain store safety
WRRM3B	Coordinate merchandise presentation
WRRM6A	Create a display for a small business
WRRS3B	Coordinate sales performance

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Irrigation at least twelve of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Irrigation:

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 15 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 9 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Irrigation at least 12 of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
BCS3050A	Connect irrigation system from drinkable water (potable) supply
RTC3701A	Respond to emergencies
RTC3805A	Coordinate work site activities
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3605A	Troubleshoot irrigation systems
RTE3606A	Measure drainage system performance
RTE3607A	Measure irrigation delivery system performance
RTE3608A	Monitor and operate water treatment processes
RTE3609A	Operate fertigation equipment
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3612A	Implement a maintenance program for an irrigation system
RTE3714A	Maintain and monitor environmental work practices
WRRCS3B	Interact with customers
WRRS2B	Advise on products and services

Group B

Code	Title
BCC3002A	Conduct backhoe/loader operations
BCC3006A	Conduct grader operations
BCS3021A	Carry out levelling
BCS3022A	Carry out simple forms of concreting associated with plumbing work
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
MEM93AA	Prepare basic engineering drawing
RTC3311A	Perform specialised machinery maintenance
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTE3305A	Install and terminate extra low voltage wiring systems
RTE3907A	Use hand held e-business tools
RTF3216A	Install water features
RTF3503A	Sample soils and analyse results
WRRF1B	Balance register/terminal
WRRLP3B	Maintain store safety
WRRM3B	Co-ordinate merchandise presentation
WRRM6A	Create a display for a small business
WRRS3B	Coordinate sales performance

RTE31403 Certificate III in Wool Clip Preparation

RTE31403 Certificate III in Wool Clip Preparation

Complete all units listed under Certificate II in Wool Handling plus all units in the list below	
RTC3701A	Respond to emergencies
RTC4701A	Implement and monitor the enterprise OHS program
RTE3103A	Apply quality assurance procedures in wool preparation
RTE3108A	Class fleece wool
RTE3111A	Appraise wool using industry descriptions
RTE3120A	Prepare facilities for shearing and crutching
RTE3130A	Supervise clip preparation
RTE3138B	Determine wool characteristics
RTE3141A	Prepare fleece wool for classing
RTE3142A	Prepare skirtings and oddments
RTE3145A	Press wool
RTE3902A	Document a wool clip

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Wool Clip Preparation:

- RTE20303 Certificate II in Wool Handling
- **and 12 compulsory units**
Compulsory (refer to the unit list at the end of this section)

CORE UNITS

Compulsory

Code	Title
RTC3701A	Respond to emergencies
RTC4701A	Implement and monitor the enterprise OHS program
RTE3103A	Apply quality assurance procedures in wool preparation
RTE3108A	Class fleece wool
RTE3111A	Appraise wool using industry descriptions
RTE3120A	Prepare facilities for shearing and crutching
RTE3130A	Supervise clip preparation
RTE3138A	Determine wool characteristics
RTE3141A	Prepare fleece wool for classing
RTE3142A	Prepare skirtings and oddments
RTE3145A	Press wool
RTE3902A	Document a wool clip

RTE31503 Certificate III in Shearing

RTE31503 Certificate III in Shearing

Complete all units listed under the Certificate II in Shearing plus ALL units below.	
RTC3805A	Coordinate work site activities
RTE3129A*	Shear sheep to professional level
RTE3139A	Maintain consistent shearing performance
RTE3304A	Maintain and service shearing handpieces
RTE3318A	Prepare combs and cutters for machine shearing

* RTE2149A Shear sheep to improver level is a prerequisite to RTE3129 Shear sheep to professional level.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Shearing:

- RTE20403 Certificate II in Shearing
- **and 5 compulsory units**
Compulsory (refer to the unit list at the end of this section)

CORE UNITS

Compulsory

Code	Title
RTC3805A	Coordinate work site activities
RTE3129A	Shear sheep to professional level
RTE3139A	Maintain consistent shearing performance
RTE3304A	Maintain and service shearing handpieces
RTE3318A	Prepare combs and cutters for machine shearing

RTE31603 Certificate III in Production Horticulture

RTE31603 Certificate III in Production Horticulture

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the one mandatory unit)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTC3404A	Control plant pests, diseases and disorders
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
RTE3002A	Coordinate a crop regulation program
RTE3003A	Coordinate horticultural crop harvesting
RTE3013A	Implement a post-harvest program
RTE3030A	Harvest horticultural crops mechanically
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3605A	Troubleshoot irrigation systems
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices
RTF3011A	Implement a plant establishment program
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results

GROUP B

BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
RTC3401A	Control weeds

RTC3705A	Transport, handle and store chemicals
RTE3506A	Monitor weather conditions
RTE3511A	Supervise mushroom substrate preparation
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3611A	Operate pressurised irrigation systems
RTE3801A	Provide on-job training support
RTE3904A	Keep records for primary production businesses
RTF3014A	Implement a propagation plan
RTF3033A	Implement a maintenance program for hydroponic systems
RTF3215A	Install hydroponic systems

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Production Horticulture at least twelve of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Production Horticulture:

- 16 units :

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 6 and 14 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 9 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- RTE03 Certificate II

- RTF03 Certificate II

- RTD02 Certificate III

- RTE03 Certificate III

- RTF03 Certificate III

- RTD02 Certificate IV

- RTE03 Certificate IV

- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II

- Certificate III

- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Production Horticulture at least 12 of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

or

Specialising in Mushroom Production

- 16 units

- **compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and between 7 and 14 units from Group A**

GROUP A: Mushroom Production (refer to the unit list at the end of this section)

- **and between 1 and 11 units from Group B**

GROUP B: Mushroom Production (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II

- **and/or** RTE03 Certificate II

- **and/or** RTF03 Certificate II

- **and/or** RTD02 Certificate III

- **and/or** RTE03 Certificate III

- **and/or** RTF03 Certificate III

- **and/or** RTD02 Certificate IV

- **and/or** RTE03 Certificate IV

- **and/or RTF03 Certificate IV**
- **and/or other endorsed Training Packages**
 - Certificate II
 - Certificate III
 - Certificate IV
- Note: For a Certificate III in Production Horticulture specialising in Mushroom Production at least twelve of the units of competency presented for this qualification must relate to mushroom production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

or

Specialising in Olive Production

- **16 units**
 - **compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**
 - **and between 6 and 7 units from Group A**
GROUP A: Olive Production (refer to the unit list at the end of this section)
 - **and between 7 and 10 units from Group B**
GROUP B: Olive Production (refer to the unit list at the end of this section)
 - **and Maximum of 3 from Group C**
 - **This group includes other units of competency from**
 - **RTD02 Certificate II**
 - **and/or RTE03 Certificate II**
 - **and/or RTF03 Certificate II**
 - **and/or RTD02 Certificate III**
 - **and/or RTE03 Certificate III**
 - **and/or RTF03 Certificate III**
 - **and/or RTD02 Certificate IV**
 - **and/or RTE03 Certificate IV**
 - **and/or RTF03 Certificate IV**
 - **and/or other endorsed Training Packages**
 - Certificate II
 - Certificate III
 - Certificate IV
 - Note: For a Certificate III in Production Horticulture specialising in Olive Production at least twelve of the units of competency presented for this qualification must relate to olive production work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
RTC3404A	Control plant pests, diseases and disorders
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
RTE3002A	Co-ordinate a crop regulation program
RTE3003A	Co-ordinate horticultural crop harvesting
RTE3013A	Implement a post-harvest program
RTE3030A	Harvest horticultural crops mechanically
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3605A	Troubleshoot irrigation systems
RTE3714A	Maintain and monitor environmental work practices
RTF3011A	Implement a plant establishment program
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results

GROUP A: Mushroom Production

Code	Title
RTC3213A	Implement property improvement, construction and repair
RTC3310A	Operate specialised machinery and equipment
RTC3311A	Perform specialised machinery maintenance
RTC3701A	Respond to emergencies
RTC3704A	Prepare and apply chemicals
RTC3805A	Coordinate work site activities
RTE2205A	Fabricate and repair metal or plastic structures
RTE3002A	Co-ordinate a crop regulation program
RTE3003A	Co-ordinate horticultural crop harvesting
RTE3008A	Handle bulk materials in storage area
RTE3013A	Implement a post-harvest program
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3511A	Supervise mushroom substrate preparation
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices

GROUP A: Olive Production

Code	Title
RTC3401A	Control weeds
RTC3404A	Control plant pests, diseases and disorders
RTC3701A	Respond to emergencies
RTE3003A	Co-ordinate horticultural crop harvesting
RTE3713A	Carry out workplace OHS procedures
RTF3012A	Implement a plant nutrition program
RTF3017A	Implement a tree pruning program
RTF3503A	Sample soils and analyse results

Group B

Code	Title
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
RTC3401A	Control weeds
RTC3705A	Transport, handle and store chemicals
RTE3506A	Monitor weather conditions
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3611A	Operate pressurised irrigation systems
RTE3801A	Provide on-job training support
RTE3904A	Keep records for a primary production business
RTF3014A	Implement a propagation plan
RTF3033A	Implement a maintenance program for hydroponic systems
RTF3215A	Install hydroponic systems

GROUP B: Mushroom Production

Code	Title
FDFCORQFS3A	Monitor the implementation of quality and food safety programs
FDFOPHCP3A	Participate in a HACCP team
FPICOT3231A	Operate steam boiler
MNMOLH305A	Conduct front end loader operations
PRMPFES03B	Safely move materials and loads in the workplace
RTC3705A	Transport, handle and store chemicals
RTE3314A	Transport farm produce or bulk materials
RTE3504B	Collect samples for rural production or horticulture monitoring program
RTE3801A	Provide on-job training support
RTE3901A	Comply with industry quality assurance requirements
RTE3904A	Keep records for a primary production business

GROUP B: Olive Production

Code	Title
FDFCORQFS3A	Monitor the implementation of quality and food safety programs
PMLDATA300A	Process and record data
PMLTEST300B	Perform basic tests
PRMWM07B	Implement waste management plan
RTC3311A	Perform specialised machinery maintenance
RTC3704A	Prepare and apply chemicals
RTC3705A	Transport, handle and store chemicals
RTC3805A	Coordinate work site activities
RTE2028A	Undertake field budding and grafting
RTE3002A	Co-ordinate a crop regulation program
RTE3013A	Implement a post-harvest program
RTE3030A	Harvest horticultural crops mechanically
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3504B	Collect samples for rural production or horticulture monitoring program
RTE3506A	Monitor weather conditions
RTE3601A	Install irrigation systems
RTE3603A	Install drainage systems
RTE3604A	Troubleshoot drainage systems
RTE3605A	Troubleshoot irrigation systems
RTE3609A	Operate fertigation equipment
RTE3610A	Operate gravity fed irrigation systems
RTE3611A	Operate pressurised irrigation systems
RTE3714A	Maintain and monitor environmental work practices
RTE3801A	Provide on-job training support
RTE3904A	Keep records for a primary production business
RTF3011A	Implement a plant establishment program
RTF3014A	Implement a propagation plan

RTE31703 Certificate III in Rural Business

RTE31703 Certificate III in Rural Business

A total of 16 units of competency must be completed.	
<ul style="list-style-type: none"> Select seven units from Group A below (including the three mandatory units) 	
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below 	
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below 	
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.	
GROUP A (units in <i>italics</i> are mandatory)	
BSBCMN306A	Produce business documents
BSBCMN307A	Maintain business resources
BSBCMN308A	Maintain financial records
BSBEBUS302A	Use and maintain electronic mail system
ICAITU133A	Send and retrieve information over the Internet using browsers and email
RTC2705A	<i>Work effectively in the industry</i>
RTC2801A	Participate in workplace communications
RTC3701A	Respond to emergencies
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices
RTE3904A	Keep records for a primary production business
GROUP B	
BSBADM308A	Process payroll
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
ICAITS015A	Install software applications
ICAITU211A	Operate accounting applications
RTE2804A	Provide information on products and services
RTE3819A	Process customer complaints

RTE3905A	Sell products and services
RTE3907A	Use hand-held e-business tools
TDTA2097B	Replenish stock
TDTR298B	Source goods/services and evaluate contractors

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Rural Business at least twelve of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Rural Business:

- **16 units :**

- **3 compulsory Group A unit:**

- RTC2705A Work effectively in the industry
- RTC2801A Participate in workplace communications
- RTE3713A Carry out workplace OHS procedures

- **and between 6 and 8 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 2 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C:**

- **This group includes other units of competency from**

- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II
- Certificate III
- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Rural Business at least 12 of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBEBUS302A	Use and maintain electronic mail system
ICAITU133A	Send and retrieve information over the Internet using browsers and email
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTC3701A	Respond to emergencies
RTE3714A	Maintain and monitor environmental work practices
RTE3904A	Keep records for a primary production business

Group B

Code	Title
BSBADM308A	Process payroll
BSBEBUS303A	Participate in a virtual community
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
ICAITS015A	Install software packages
ICAITU211A	Operate accounting applications
RTE2804A	Provide information on products and services
RTE3819A	Process customer complaints
RTE3905A	Sell products and services
RTE3907A	Use hand held e-business tools
TDTA2097B	Replenish stock
TDTR298B	Source goods/services and evaluate contractors

RTE31803 Certificate III in Rural Merchandising

RTE31803 Certificate III in Rural Merchandising

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select seven units from Group A below (including the three mandatory units)
<ul style="list-style-type: none"> Select six additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

BSBCMN206A	Process and maintain workplace information
RTC2705A	<i>Work effectively in the industry</i>
RTC2801A	Participate in workplace communications
RTC3701A	Respond to emergencies
RTE2804A	Provide information on products and services
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	Maintain and monitor environmental work practices
RTE3819A	Process customer complaints
RTE3905A	Sell products and services
WRRCS3B	Interact with customers
WRR14B	Buy merchandise
WRRCA4B	Coordinate retail office

GROUP B

BSBCMN214A	Create and use simple spreadsheets
BSBCMN307A	Maintain business resources
BSBEBUS302A	Use and maintain electronic mail systems
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
PRDSSA29A	Advise client on sale and purchase alternatives
PRDSSA30A	Select stock for sale

PRDSSA31A	Prepare stock for sale
PRDSSA32A	Conduct livestock sale by auction
PRDSSA33A	Arrange buyer and inspections
RTE3806A	Provide advice and sell farm chemicals
RTE3807A	Provide advice and sell machinery
RTE3808A	Provide advice on agronomic products
RTE3809A	Provide advice on hardware products
RTE3810A	Provide advice on livestock products
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand-held e-business tools
TDTA2097B	Replenish stock
TDTD1097B	Operate a forklift
WRRLP3B	Maintain store safety
WRRM3B	Coordinate merchandise presentation

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Rural Merchandising at least twelve of the units of competency presented for this qualification must relate to rural merchandising work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Rural Merchandising:

- **16 units :**

- **3 Group A compulsory units**

Group A Compulsory (refer to the unit list at the end of this section)

- **and between 4 and 9 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 1 and 9 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV

- **and/or other endorsed Training Packages at:**

- Certificate II
- Certificate III
- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate III in Rural Merchandising at least 12 of the units of competency presented for this qualification must relate to rural merchandising work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Group A Compulsory

Code	Title
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

Group A

Code	Title
BSBCMN206A	Process and maintain workplace information
RTC3701A	Respond to emergencies
RTE2804A	Provide information on products and services
RTE3714A	Maintain and monitor environmental work practices
RTE3819A	Process customer complaints
RTE3905A	Sell products and services
WRR14B	Buy merchandise
WRRCA4B	Coordinate retail office
WRRCS3B	Interact with customers

Group B

Code	Title
BSBCMN214A	Create and use simple spreadsheets
BSBCMN307A	Maintain business resources
BSBEBUS302A	Use and maintain electronic mail system
BSBEBUS304A	Buy online
BSBEBUS305A	Sell online
PRDSSA29A	Advise client on sale and purchase alternatives
PRDSSA30A	Select stock for sale
PRDSSA31A	Prepare stock for sale
PRDSSA32A	Conduct livestock sale by auction
PRDSSA33A	Arrange buyer and inspections
RTE3806A	Provide advice and sell farm chemicals
RTE3807A	Provide advice and sell machinery
RTE3808A	Provide advice on agronomic products
RTE3809A	Provide advice on hardware products
RTE3810A	Provide advice on livestock products
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand held e-business tools
TDTA2097B	Replenish stock
TDTD1097B	Operate a forklift
WRRLP3B	Maintain store safety
WRRM3B	Co-ordinate merchandise presentation

RTE31903 Certificate III in Rural Operations

RTE31903 Certificate III in Rural Operations

A total of 16 units of competency must be completed.

- Select the one mandatory unit from Group A below
- Select eight units from any rural Training Package listed below in Group B
- Select seven units from any Training Package

Units should be selected from Group B in accordance with local work undertaken and local industry advice.

GROUP A (unit in *italics* is mandatory)

RTE3713A	<i>Carry out workplace OHS procedures</i>
----------	---

GROUP B

This group includes other units of competency aligned to Certificate II, III, or IV outcomes from any rural Training Package, including RTD02 Conservation and Land Management, RTE02 Rural Production or RTF02 Amenity Horticulture.

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector. Units selected as part of Group C may be selected from no more than three different Training Packages.

QUALIFICATION RULES

For a Certificate III in Rural Operations at least twelve of the units of competency presented for this qualification must relate to rural work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Rural Operations:

- 16 units

- **1 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and 8 units from Group B**

- RTD02 Certificate II
- RTE03 Certificate II
- RTF03 Certificate II
- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV

- **and 7 units from Group C**

- **This group includes other units of competency from**

- **other endorsed Training Packages**

- Certificate II
- Certificate III
- Certificate IV

- Note: These units must be relevant to work undertaken in the rural sector. Units selected as part of Group C may be selected from no more than three different training packages.

- Note: 1. For a Certificate III in Rural Operations at least 12 of the units of competency presented for this qualification must relate to rural work procedures, activities or contexts. In addition, at least 12 of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

or

Specialising in Fertiliser and Soil Ameliorant Industry Operations

- 16 units

- **2 compulsory Group A unit: RTE3713A Carry out workplace OHS procedures**

- **and 4 units from Group A**

GROUP A: Fertiliser and Soil Ameliorant Industry Operations (refer to the unit list at the end of this section)

- **and between 6 and 12 units from Group B**

GROUP B: Fertiliser and Soil Ameliorant Industry Operations (refer to the unit list at the end of this section)

- **and Maximum of 6 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate II
- **and/or** RTE03 Certificate II
- **and/or** RTF03 Certificate II
- **and/or** RTD02 Certificate III
- **and/or** RTE03 Certificate III
- **and/or** RTF03 Certificate III
- **and/or** RTD02 Certificate IV
- **and/or** RTE03 Certificate IV

- **and/or RTF03 Certificate IV**
- **and/or other endorsed Training Packages**
 - Certificate II
 - Certificate III
 - Certificate IV
- Note: For a Certificate III in Rural Operations specialising in Fertiliser and Soil Ameliorant Industry Operations at least twelve of the units of competency presented for this qualification must relate to rural work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

CORE UNITS

Core Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

ELECTIVE UNITS

GROUP A: Fertiliser and Soil Ameliorant Industry Operations

Code	Title
RTC2704A	Provide basic first aid
RTC2705A	Work effectively in the industry
RTC2801A	Participate in workplace communications
RTE3314A	Transport farm produce or bulk materials
RTE3713A	Carry out workplace OHS procedures
RTE3818A	Develop and apply fertiliser and soil ameliorant product knowledge

GROUP B: Fertiliser and Soil Ameliorant Industry Operations

Code	Title
BSBADM305A	Create and use databases
BSBADM308A	Process payroll
BSBCM306A	Produce business documents
BSBCM307A	Maintain business resources
BSBCM308A	Maintain financial records
BSBEBUS302A	Use and maintain electronic mail system
FPIFGM139A	Operate 4x4 vehicle in off-road conditions
MNMOLH305A	Conduct front end loader operations
RTC2301A	Undertake operational maintenance of machinery
RTC2307A	Operate machinery and equipment
RTC3310A	Operate specialised machinery and equipment
RTE3008A	Handle bulk materials in storage area
RTE3314A	Transport farm produce or bulk materials
RTE3319A	Ground spread fertiliser and soil ameliorant
RTE3504B	Collect samples for rural production or horticulture monitoring program
RTE3904A	Keep records for a primary production business
RTE3905A	Sell products and services
RTF3503A	Sample soils and analyse results
TDTD1097B	Operate a forklift

Elective Units referenced in the Packaging Rules

Code	Title
RTE3713A	Carry out workplace OHS procedures

RTE32003 Certificate III in Advanced Wool Handling

RTE32003 Certificate III in Advanced Wool Handling

Complete all units listed under Certificate II in Wool Handling plus four from the following five units in the list below.

RTC3701A	Respond to emergencies
RTE3120A	Prepare facilities for shearing and crutching
RTE3141A	Prepare fleece wool for classing
RTE3142A	Prepare skirtings and oddments
RTE3145A	Press wool

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Advanced Wool Handling:

- RTE20303 Certificate II in Wool Handling
- **and 5 compulsory units**
Compulsory (refer to the unit list at the end of this section)

CORE UNITS

Compulsory

Code	Title
RTC3701A	Respond to emergencies
RTE3120A	Prepare facilities for shearing and crutching
RTE3141A	Prepare fleece wool for classing
RTE3142A	Prepare skirtings and oddments
RTE3145A	Press wool

RTE32107 Certificate III in Commercial Composting

RTE32107 Certificate III in Commercial Composting

A total of 16 units of competency must be completed.
<ul style="list-style-type: none"> Select the four mandatory units from Group A below
<ul style="list-style-type: none"> Select nine additional units from Group A and/or B below
<ul style="list-style-type: none"> Select three additional units from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

RTC3701A	<i>Respond to emergencies</i>
RTE3322A	Operate compost processing plant, machinery and equipment
RTE3323A	Dispatch materials and composted product
RTE3512A	<i>Prepare raw materials and compost the feedstocks</i>
RTE3513A	Prepare value-added compost-based products
RTE3713A	<i>Carry out workplace OHS procedures</i>
RTE3714A	<i>Maintain and monitor environmental work practices</i>

GROUP B

BSBEBUS4305A	Sell online
MNQOPS339A	Conduct sales loader operations
MNQOPS262A	Operate medium vehicles
PMLORG301A	Plan and conduct laboratory/field work
PMLTEST300B	Perform basic tests
RTC2301A	Undertake operational maintenance of machinery
RTC2309A	Operate tractors
RTC3705A	Transport, handle and store chemicals
RTE2804A	Provide information on products and services
RTE3319A	Ground spread fertiliser and soil ameliorant
RTE3801A	Provide on-job training support
RTE3904A	Keep records for a primary production business

RTE3907A	Use hand-held e-business tools
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results
TDTE701A	Use communications systems

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate II, III or IV outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate III in Commercial Composting at least twelve of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate III in Commercial Composting:

- **16 units**

- **4 compulsory Group A unit:**

- RTE3512A Prepare raw materials and compost the feedstocks
- RTE3713A Carry out workplace OHS procedures
- RTE3714A Maintain and monitor environmental work practices

- **and between 1 and 3 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and between 9 and 12 units from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 3 units from Group C**

- **This group includes other units of competency from**

- **RTD02 Certificate I**
- **and/or RTE03 Certificate I**
- **and/or RTF03 Certificate I**
- **and/or RTD02 Certificate II**
- **and/or RTE03 Certificate II**
- **and/or RTF03 Certificate II**
- **and/or RTD02 Certificate III**
- **and/or RTE03 Certificate III**
- **and/or RTF03 Certificate III**
- **and/or other endorsed Training Packages**
 - Certificate I
 - Certificate II
 - Certificate III

- Note: For a Certificate III in Commercial Composting at least twelve of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least twelve of the units selected to make up this qualification must be aligned clearly to Certificate III outcomes.

ELECTIVE UNITS

Group A

Code	Title
RTC3701A	Respond to emergencies
RTE3322A	Operate compost processing plant, machinery and equipment
RTE3323A	Dispatch materials and composted product
RTE3512A	Prepare raw materials and compost the feedstocks
RTE3513A	Prepare value-added compost-based products
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices

Group B

Code	Title
BSBEBUS305A	Sell online
MNQOPS262A	Operate medium vehicle
MNQOPS339A	Conduct sales loader operations
PMLORG301A	Plan and conduct laboratory/field work
PMLTEST300B	Perform basic tests
RTC2301A	Undertake operational maintenance of machinery
RTC2309A	Operate tractors
RTC3705A	Transport, handle and store chemicals
RTE2804A	Provide information on products and services
RTE3319A	Ground spread fertiliser and soil ameliorant
RTE3801A	Provide on-job training support
RTE3904A	Keep records for a primary production business
RTE3907A	Use hand held e-business tools
RTF3012A	Implement a plant nutrition program
RTF3503A	Sample soils and analyse results
TDTE701A	Use communication systems

Elective Units referenced in the Packaging Rules

Code	Title
RTE3512A	Prepare raw materials and compost the feedstocks
RTE3713A	Carry out workplace OHS procedures
RTE3714A	Maintain and monitor environmental work practices

RTE40103 Certificate IV in Agriculture

RTE40103 Certificate IV in Agriculture

A total of 12 units of competency must be completed.

- Select ten units from Group B below
- Select two additional units from Group B and/or C below

Units should be selected in accordance with local work undertaken and local industry advice.

GROUP B

RTC4306A	Supervise maintenance of property, machinery and equipment
RTC4512A	Prepare acid sulphate soil management plans
RTC4513A	Supervise acid sulphate soil remediation and management projects
RTC4701A	Implement and monitor the enterprise OHS program
RTC4702A	Minimise risks in the use of chemicals
RTC4703A	Plan and implement a chemical use program
RTC4905A	Cost a project
RTC4908A	Supervise work routines and staff performance
RTC4911A	Operate within a budget framework
RTD4406A	Implement pest management action plans
RTD4811A	Provide information on environmental issues and policies
RTE3112A	Handle and care for stallions
RTE3307A	Coordinate machinery and equipment maintenance and repair
RTE3801A	Provide on-job training support
RTE4002A	Develop a crop regulation program
RTE4008A	Maintain grain quality in storage
RTE4009A	Plan a pasture establishment program
RTE4010A	Supervise agricultural crop maintenance
RTE4011A	Manage pastures for livestock production
RTE4013A	Manage mushroom crop development
RTE4018A	Supervise agricultural crop establishment
RTE4026A	Supervise agricultural crop harvesting

RTE4027A	Develop a soil health and plant nutrition program
RTE4028A	Implement and monitor a horticultural crop harvesting program
RTE4029A	Assess olive oil for style and quality
RTE4101A	Carry out stud stable management duties
RTE4102A	Supervise feedlot operations
RTE4103A	Determine wool classing strategies
RTE4104A	Develop livestock feeding plans
RTE4105A	Escort animals during export
RTE4106A	Supervise raising young horses
RTE4107A	Supervise artificial breeding and/or embryo transfer programs
RTE4108A	Manage horses for stockwork
RTE4109A	Oversee animal marking operations
RTE4110A	Supervise natural mating of livestock
RTE4111A	Manage shearing and crutching operations
RTE4112A	Manage milking shed routines
RTE4113A	Handle, store and grade deer velvet
RTE4114A	Plan and monitor intensive production systems
RTE4115A	Plan to exhibit livestock or fleece
RTE4116A	Implement a feeding strategy for pig production
RTE4117A	Implement intensive production systems
RTE4118A	Develop feeding plans for an intensive production system
RTE4119A	Supervise animal health programs
RTE4120A	Implement and monitor animal welfare programs
RTE4121A	Select and establish an apiary site
RTE4122A	Produce and harvest royal jelly
RTE4123A	Use individual fleece measurements to prepare wool for sale
RTE4124A	Pregnancy test animals
RTE4125A	Supervise nutrition and feeding in an intensive production system
RTE4126A	Oversee alpaca farm activities

RTE4127A	Class wool for special markets
RTE4128A	Provide bee pollination services
RTE4129A	Apply advanced shearing techniques
RTE4130A	Trap and store pollen
RTE4131A	Collect and store propolis
RTE4132A	Perform queen bee artificial insemination
RTE4133A	Manage organic livestock production
RTE4202A	Design livestock handling/accommodation facilities
RTE4203A	Implement and monitor a property improvement plan
RTE4301A	Conduct major repair and overhaul of machinery and equipment
RTE4302A	Design and fabricate milking machine installations
RTE4304A	Install milking equipment
RTE4305A	Performance test milking machines
RTE4307A	Carry out cleaning time tests of milking machines
RTE4309A	Design and install on-farm milk cooling and storage
RTE4310A	Conduct equipment experting for machine shearing
RTE4401A	Control weeds, pests and/or diseases in crops
RTE4408A	Supervise activities on infected premises
RTE4409A	Carry out field surveillance for a specific emergency disease or plant pest
RTE4511A	Develop a soil use map for a property
RTE4515A	Manage mushroom substrate preparation
RTE4516A	Control Phase II mushroom substrate process
RTE4517A	Manage organic soil improvement
RTE4518A	Manage biodynamic production
RTE4601A	Acquire resources for irrigation installation and construction
RTE4602A	Determine hydraulic parameters for an irrigation system
RTE4603A	Implement an irrigation-related environmental protection program
RTE4604A	Determine seasonal irrigation scheduling tasks
RTE4605A	Schedule irrigations

RTE4606A	Supervise on-site irrigation installation and construction work
RTE4607A	Plan on-site irrigation system installation and construction work
RTE4608A	Plan and co-ordinate gravity-fed irrigation systems
RTE4609A	Implement, monitor and adjust irrigation schedules
RTE4801A	Provide information on marketing the clip
RTE4812A	Coordinate customer service and networking activities
RTE4813A	Provide information and advice on wool preparation
RTE4814A	Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use
RTE4901A	Administer finance, insurance and legal requirements
RTE4902A	Support and review business structures and relationships
RTE4903A	Arrange transport for grain or livestock
RTE4904A	Arrange employment for shearing operations
RTE4913A	Analyse and interpret production data
RTE4914A	Participate in an e-business supply chain
RTE4915A	Implement and monitor quality assurance procedures
RTE4916A	Prepare shearing team wages
RTE4917A	Account for shearing shed supplies
RTE4920A	Develop harvesting and processing specifications to produce an olive oil
RTE5107A	Identify and select animals for breeding
RTE5301A	Design livestock effluent systems
RTE5916A	Prepare and monitor budgets and financial reports
RTE5921A	Market products and services
RTF4023A	Promote plant health
RTF4014A	Plan a growing-on program
RTF4015A	Plan a propagation program
RTF4514A	Develop soil survey maps
RUV3501A	Provide advice on companion animal selection and general care
BSBADM402A	Produce complex business documents

BSBADM405A	Organise meetings
BSBADM407A	Administer projects
BSBADM506A	Manage business document design and development
BSBCMN405A	Analyse and present research information
BSBCMN413A	Implement and monitor environmental policies
BSBEBUS405A	Conduct online financial transactions
BSBFLM406A	Implement workplace information systems
BSBHR402A	Recruit and select personnel
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
ICAITS203A	Choose a web hosting service
ICAITU204A	Locate and evaluate on-line information
ICAITU211A	Operate accounting applications
LGACOM401A	Administer contracts
PMLSAMP400B	Obtain representative samples in accordance with a sampling plan
PMLTEST400A	Perform instrumental tests/procedures
PRWMW04B	Develop waste management strategies
PSPGOV417A	Identify and treat risks
PSPPM405A	Administer simple projects
PUAFIR407A	Conduct prescribed burning

PUAOPE001A	Supervise response
TDTR298B	Source goods/services and evaluate contractors
WRRI1B	Perform stock control procedures
WRRI4B	Buy merchandise
WRRI5A	Maintain and order stock
WRRO1B	Manage merchandise and store presentation
WRRO5B	Control inventory
WRRO4B	Control store loss/security

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV or Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate IV in Agriculture at least ten of the units of competency presented for this qualification must relate to agricultural procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Agriculture:

- 12 units

- between 10 and 12 units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV
- RTD02 Diploma
- RTE03 Diploma
- RTF03 Diploma

- and/or other endorsed Training Packages at:

- Certificate III
- Certificate IV
- Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: For a Certificate IV in Agriculture at least 10 of the units of competency presented for this qualification must relate to agricultural procedures, activities or contexts. In addition, at least 10 of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

or

Specialising in Alpaca

- 12 units

- between 6 and 10 units from Group A

GROUP A: Alpaca (refer to the unit list at the end of this section)

- and between 4 and 6 units from Group B

GROUP B: Alpaca (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- and/or RTE03 Certificate III
- and/or RTF03 Certificate III
- and/or RTD02 Certificate IV
- and/or RTE03 Certificate IV
- and/or RTF03 Certificate IV
- and/or RTD02 Diploma
- and/or RTE03 Diploma
- and/or RTF03 Diploma
- and/or other endorsed Training Packages
 - Certificate III
 - Certificate IV
 - Diploma

- Note: For a Certificate IV in Agriculture specialising in Alpaca at least ten of the units of

competency presented for this qualification must relate to alpaca work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

or

Specialising in Beekeeping

- 12 units

- **between 5 and 10 units from Group A**

GROUP A: Beekeeping (refer to the unit list at the end of this section)

- **and between 5 and 7 units from Group B**

GROUP B: Beekeeping (refer to the unit list at the end of this section)

- **and Maximum of 2 from Group C**

- **This group includes other units of competency from**

- **RTD02 Certificate III**

- **and RTE03 Certificate III**

- **and RTF03 Certificate III**

- **and RTD02 Certificate IV**

- **and RTE03 Certificate IV**

- **and RTF03 Certificate IV**

- **and RTD02 Diploma**

- **and RTE03 Diploma**

- **and RTF03 Diploma**

- **and other endorsed Training Packages**

- Certificate III

- Certificate IV

- Diploma

- Note: For a Certificate IV in Agriculture specialising in Beef Production at least ten of the units of competency presented for this qualification must relate to beef production work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

or

Specialising in Deer Production

- 12 units

- **between 6 and 12 units from Group A**

GROUP A: Deer Production (refer to the unit list at the end of this section)

- **and Maximum of 4 from Group B**

GROUP B: Deer Production (refer to the unit list at the end of this section)

- **and Maximum of 2 from Group C**

- **This group includes other units of competency from**

- **RTD02 Certificate III**

- **and RTE03 Certificate III**

- **and RTF03 Certificate III**

- **and RTD02 Certificate IV**

- **and RTE03 Certificate IV**

- **and RTF03 Certificate IV**

- **and RTD02 Diploma**

- **and RTE03 Diploma**

- **and RTF03 Diploma**

- **and other endorsed Training Packages**

- Certificate III

- Certificate IV

- Diploma

- Note: For a Certificate IV in Agriculture specialising in Deer Production at least ten of the

units of competency presented for this qualification must relate to deer work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

or

Specialising in Organic Production

- 12 units

- between 5 and 8 units from Group A

GROUP A: Organic Production (refer to the unit list at the end of this section)

- and between 5 and 7 units from Group B

GROUP B: Organic Production (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- **RTD02 Certificate III**

- **and RTE03 Certificate III**

- **and RTF03 Certificate III**

- **and RTD02 Certificate IV**

- **and RTE03 Certificate IV**

- **and RTF03 Certificate IV**

- **and RTD02 Diploma**

- **and RTE03 Diploma**

- **and RTF03 Diploma**

- **and other endorsed Training Packages**

- Certificate III

- Certificate IV

- Diploma

- Note: For a Certificate IV in Agriculture specialising in Organic Production ALL the units of competency presented for this qualification must relate to organic production procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

ELECTIVE UNITS

GROUP A: Alpaca

Code	Title
RTC4701A	Implement and monitor the enterprise OHS program
RTE4011A	Manage pastures for livestock production
RTE4104A	Develop livestock feeding plans
RTE4110A	Supervise natural mating of livestock
RTE4115A	Plan to exhibit livestock or fleece
RTE4119A	Supervise animal health programs
RTE4124A	Pregnancy test animals
RTE4126A	Oversee alpaca farm activities
RTE4203A	Implement and monitor a property improvement plan
RUV3501A	Provide advice on companion animal selection and general care

GROUP A: Beekeeping

Code	Title
BSBCMN413A	Implement and monitor environmental policies
RTC4306A	Supervise maintenance of machinery and equipment
RTC4701A	Implement and monitor the enterprise OHS program
RTC4702A	Minimise risks in the use of chemicals
RTC4908A	Supervise work routines and staff performance
RTE4104A	Develop livestock feeding plans
RTE4109A	Oversee animal marking operations
RTE4110A	Supervise natural mating of livestock
RTE4119A	Supervise animal health programs
RTE4915A	Implement and monitor quality assurance procedures

GROUP A: Deer Production

Code	Title
RTC4701A	Implement and monitor the enterprise OHS program
RTE4011A	Manage pastures for livestock production
RTE4104A	Develop livestock feeding plans
RTE4110A	Supervise natural mating of livestock
RTE4113A	Handle, store and grade deer velvet
RTE4119A	Supervise animal health programs
RTE4120A	Implement and monitor animal welfare programs
RTE4202A	Design livestock handling/accommodation facilities
RTE4203A	Implement and monitor a property improvement plan
RTE4902A	Support and review business structures and relationships
RTE4903A	Arrange transport for grain or livestock
RTE4915A	Implement and monitor quality assurance procedures

GROUP A: Organic Production

Code	Title
RTE4011A	Manage pastures for livestock production
RTE4104A	Develop livestock feeding plans
RTE4133A	Manage organic livestock production
RTE4401A	Control weeds, pests and/or diseases in crops
RTE4511A	Develop a soil use map for a property
RTE4517A	Manage organic soil improvement
RTE4518A	Manage biodynamic production
RTF4023A	Promote plant health

Group B

Code	Title
BSBADM402A	Produce complex business documents
BSBADM405A	Organise meetings
BSBADM407A	Administer projects
BSBADM506A	Manage business document design and development
BSBCMN405A	Analyse and present research information
BSBCMN413A	Implement and monitor environmental policies
BSBEBUS405A	Conduct online financial transactions
BSBFLM406A	Implement workplace information system
BSBHR402A	Recruit and select personnel
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM405A	Monitor and manage business operations
BSBSBM406A	Manage finances
BSBSBM407A	Manage a small team
BSZ401A	Plan assessment
BSZ402A	Conduct assessment
BSZ403A	Review assessment
BSZ404A	Train small groups
BSZ406A	Plan a series of training sessions
BSZ407A	Deliver training sessions
ICAITS203A	Choose a web hosting service
ICAITU204A	Locate and evaluate online information
ICAITU211A	Operate accounting applications
LGACOM401A	Administer contracts
PMLSAMP400A	Obtain representative samples in accordance with a sampling plan
PMLTEST400A	Perform instrumental tests/procedures
PUAFIR407A	Conduct prescribed burning
RTC4306A	Supervise maintenance of machinery and equipment
RTC4512A	Prepare acid sulphate soil management plans
RTC4513A	Supervise acid sulphate soil remediation and management projects
RTC4701A	Implement and monitor the enterprise OHS program
RTC4702A	Minimise risks in the use of chemicals
RTC4703A	Plan and implement a chemical use program
RTC4905A	Cost a project
RTC4908A	Supervise work routines and staff performance
RTC4911A	Operate within a budget framework
RTD4406A	Implement pest management action plans
RTD4811A	Provide information on environmental issues and policies
RTE3112A	Handle and care for stallions
RTE3307A	Co-ordinate machinery and equipment maintenance and repair
RTE3801A	Provide on-job training support

Code	Title
RTE4002A	Develop a crop regulation program
RTE4008A	Maintain grain quality in storage
RTE4009A	Plan a pasture establishment program
RTE4010A	Supervise agricultural crop maintenance
RTE4011A	Manage pastures for livestock production
RTE4012A	Supervise horticultural crop harvesting
RTE4013A	Manage mushroom crop development
RTE4018A	Supervise agricultural crop establishment
RTE4026A	Supervise agricultural crop harvesting
RTE4029A	Assess olive oil for style and quality
RTE4101A	Carry out stud stable management duties
RTE4102A	Supervise feedlot operations
RTE4103A	Determine wool classing strategies
RTE4104A	Develop livestock feeding plans
RTE4105A	Escort animals during export
RTE4106A	Supervise raising young horses
RTE4107A	Supervise artificial breeding and/or embryo transfer programs
RTE4108A	Manage horses for stockwork
RTE4109A	Oversee animal marking operations
RTE4110A	Supervise natural mating of livestock
RTE4111A	Manage shearing and crutching operations
RTE4112A	Manage milking shed routines
RTE4113A	Handle, store and grade deer velvet
RTE4114A	Plan and monitor intensive production systems
RTE4115A	Plan to exhibit livestock or fleece
RTE4116A	Implement a feeding strategy for pig production
RTE4117A	Implement intensive production systems
RTE4118A	Develop feeding plans for an intensive production system
RTE4119A	Supervise animal health programs
RTE4120A	Implement and monitor animal welfare programs
RTE4121A	Select and establish an apiary site
RTE4122A	Produce and harvest royal jelly
RTE4123A	Use individual fleece measurements to prepare wool for sale
RTE4124A	Pregnancy test animals
RTE4125A	Supervise nutrition and feeding in an intensive production system
RTE4126A	Oversee alpaca farm activities
RTE4127A	Class wool for special markets
RTE4128A	Provide bee pollination services
RTE4129A	Apply advanced shearing techniques
RTE4130A	Trap and store pollen
RTE4131A	Collect and store propolis
RTE4132A	Perform queen bee artificial insemination

Code	Title
RTE4133A	Manage organic livestock production
RTE4202A	Design livestock handling/accommodation facilities
RTE4203A	Implement and monitor a property improvement plan
RTE4301A	Conduct major repair and overhaul of machinery and equipment
RTE4302A	Design and fabricate milking equipment installations
RTE4304A	Install milking equipment
RTE4305A	Performance test milking machines
RTE4307A	Carry out cleaning time tests of milking machines
RTE4309A	Design and install on-farm milk cooling and storage
RTE4310A	Conduct equipment experting for machine shearing
RTE4401A	Control weeds, pests and/or diseases in crops
RTE4408A	Supervise activities on infected premises
RTE4409A	Carry out field surveillance for a specific emergency disease or plant pest
RTE4511A	Develop a soil use map for a property
RTE4515A	Manage mushroom substrate preparation
RTE4516A	Control Phase II mushroom substrate process
RTE4517A	Manage organic soil improvement
RTE4518A	Manage biodynamic production
RTE4601A	Acquire resources for irrigation installation and construction
RTE4602A	Determine hydraulic parameters for an irrigation system
RTE4603A	Implement an irrigation-related environmental protection program
RTE4604A	Determine seasonal irrigation scheduling tasks
RTE4605A	Schedule irrigations
RTE4606A	Supervise on-site irrigation installation and construction work
RTE4607A	Plan on-site irrigation system installation and construction work
RTE4608A	Plan and co-ordinate gravity-fed irrigation systems
RTE4609A	Implement, monitor and adjust irrigation schedules
RTE4801A	Provide information on marketing the clip
RTE4812A	Co-ordinate customer service and networking activities
RTE4813A	Provide information and advice on wool preparation
RTE4814A	Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use
RTE4901A	Administer finance, insurance and legal requirements
RTE4902A	Support and review business structures and relationships
RTE4903A	Arrange transport for grain or livestock
RTE4904A	Arrange employment for shearing operations
RTE4913A	Analyse and interpret production data
RTE4914A	Participate in an e-business supply chain
RTE4915A	Implement and monitor quality assurance procedures
RTE4916A	Prepare shearing team wages
RTE4917A	Account for shearing shed supplies
RTE4920A	Develop harvesting and processing specifications to produce an olive oil

Code	Title
RTE5107A	Identify and select animals for breeding
RTE5301A	Design livestock effluent systems
RTE5916A	Prepare and monitor budgets and financial reports
RTE5921A	Market products and services
RTF4004A	Develop a plant nutrition program
RTF4014A	Plan a growing-on program
RTF4015A	Plan a propagation program
RTF4023A	Promote plant health
TDTR298B	Source goods/services and evaluate contractors
WRR11B	Perform stock control procedures
WRR14B	Buy merchandise
WRR15A	Maintain and order stock
WRRO1B	Manage merchandise and store presentation
WRRO4B	Control store loss/security
WRRO5B	Control inventory
WRRS4B	Build relationships with customers

GROUP B: Alpaca

Code	Title
BSBCMN413A	Implement and monitor environmental policies
RTC4306A	Supervise maintenance of machinery and equipment
RTC4908A	Supervise work routines and staff performance
RTE4009A	Plan a pasture establishment program
RTE4107A	Supervise artificial breeding and/or embryo transfer programs
RTE4109A	Oversee animal marking operations
RTE4120A	Implement and monitor animal welfare programs
RTE4123A	Use individual fleece measurements to prepare wool for sale
RTE4202A	Design livestock handling/accommodation facilities
RTE4813A	Provide information and advice on wool preparation
RTE4901A	Administer finance, insurance and legal requirements
RTE4902A	Support and review business structures and relationships
RTE4903A	Arrange transport for grain or livestock
RTE4904A	Arrange employment for shearing operations
RTE4913A	Analyse and interpret production data
RTE4915A	Implement and monitor quality assurance procedures

GROUP B: Beekeeping

Code	Title
BSBEBUS405A	Conduct online financial transactions
BSZ404A	Train small groups
RTC4703A	Plan and implement a chemical use program
RTC4905A	Cost a project
RTC4911A	Operate within a budget framework
RTE4009A	Plan a pasture establishment program
RTE4011A	Manage pastures for livestock production
RTE4102A	Supervise feedlot operations
RTE4107A	Supervise artificial breeding and/or embryo transfer programs
RTE4108A	Manage horses for stockwork
RTE4115A	Plan to exhibit livestock or fleece
RTE4124A	Pregnancy test animals
RTE4202A	Design livestock handling/accommodation facilities
RTE4511A	Develop a soil use map for a property
RTE4903A	Arrange transport for grain or livestock
RTE4914A	Participate in an e-business supply chain
TDTR298B	Source goods/services and evaluate contractors

GROUP B: Deer Production

Code	Title
BSBCM413A	Implement and monitor environmental policies
RTE4009A	Plan a pasture establishment program
RTE4107A	Supervise artificial breeding and/or embryo transfer programs
RTE4114A	Plan and monitor intensive production systems
RTE4117A	Implement intensive production systems
RTE4118A	Develop feeding plans for an intensive production system
RTE4124A	Pregnancy test animals
RTE4125A	Supervise nutrition and feeding in an intensive production system
RTE4901A	Administer finance, insurance and legal requirements
RTE4913A	Analyse and interpret production data
RTE4914A	Participate in an e-business supply chain

GROUP B: Organic Production

Code	Title
BSBCMN413A	Implement and monitor environmental policies
RTC4701A	Implement and monitor the enterprise OHS program
RTC4911A	Operate within a budget framework
RTD4406A	Implement pest management action plans
RTD4811A	Provide information on environmental issues and policies
RTE4002A	Develop a crop regulation program
RTE4008A	Maintain grain quality in storage
RTE4009A	Plan a pasture establishment program
RTE4010A	Supervise agricultural crop maintenance
RTE4018A	Supervise agricultural crop establishment
RTE4026A	Supervise agricultural crop harvesting
RTE4027A	Develop a soil health and plant nutrition program
RTE4028A	Implement and monitor a horticultural crop harvesting program
RTE4109A	Oversee animal marking operations
RTE4110A	Supervise natural mating of livestock
RTE4112A	Manage milking shed routines
RTE4119A	Supervise animal health programs
RTE4120A	Implement and monitor animal welfare programs
RTE4202A	Design livestock handling/accommodation facilities
RTE4203A	Implement and monitor a property improvement plan
RTE4603A	Implement an irrigation-related environmental protection program
RTE4901A	Administer finance, insurance and legal requirements
RTE4902A	Support and review business structures and relationships
RTE4913A	Analyse and interpret production data
RTF4015A	Plan a propagation program

RTE40203 Certificate IV in Irrigation

RTE40203 Certificate IV in Irrigation

A total of 12 units of competency must be completed.

- Select five units from Group A below
- Select five additional units from Group A and/or B below
- Select two additional units from Groups A, B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

RTC4701A	Implement and monitor the enterprise OHS program
RTE4511A	Develop a soil use map for a property
RTE4601A	Acquire resources for irrigation installation and construction
RTE4603A	Implement an irrigation-related environmental protection program
RTE4605A	Schedule irrigations
RTE4606A	Supervise on-site irrigation installation and construction work
RTE4607A	Plan on-site irrigation system installation and construction work
RTE4609A	Implement, monitor and adjust irrigation schedules
WRR11B	Perform stock control procedures
WRR15A	Maintain and order stock
WRRS4B	Build relationships with customers

GROUP B

BSBCMN413A	Implement and monitor environmental policies
BSBEBUS405A	Conduct online financial transactions
BSZ404A	Train small groups
ICAITU204A	Locate and evaluate online information
ICAITU211A	Operate accounting applications
RTC4703A	Plan and implement a chemical use program
RTC4908A	Supervise work routines and staff performance
RTE4602A	Determine hydraulic parameters for an irrigation system

RTE4914A	Participate in an e-business supply chain
TDTR298B	Source goods/services and evaluate contractors
WRRI4B	Buy merchandise
WRRO4B	Control store loss/security

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV or Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate IV in Irrigation at least ten of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Irrigation:

- 12 units

- between 5 and 11 units from Group A

Group A (refer to the unit list at the end of this section)

- and Maximum of 7 from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C:

- RTD02 Certificate III

- and/or RTE03 Certificate III

- and/or RTF03 Certificate III

- and/or RTD02 Certificate IV

- and/or RTE03 Certificate IV

- and/or RTF03 Certificate IV

- and/or RTD02 Diploma

- and/or RTE03 Diploma

- and/or RTF03 Diploma

- and/or other endorsed Training Packages at:

- Certificate III

- Certificate IV

- Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate IV in Irrigation at least 10 of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least 10 of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

ELECTIVE UNITS

Group A

Code	Title
RTC4701A	Implement and monitor the enterprise OHS program
RTE4511A	Develop a soil use map for a property
RTE4601A	Acquire resources for irrigation installation and construction
RTE4603A	Implement an irrigation-related environmental protection program
RTE4605A	Schedule irrigations
RTE4606A	Supervise on-site irrigation installation and construction work
RTE4607A	Plan on-site irrigation system installation and construction work
RTE4609A	Implement, monitor and adjust irrigation schedules
WRR11B	Perform stock control procedures
WRR15A	Maintain and order stock
WRRS4B	Build relationships with customers

Group B

Code	Title
BSBCM413A	Implement and monitor environmental policies
BSBEBUS405A	Conduct online financial transactions
BSZ404A	Train small groups
ICAITU204A	Locate and evaluate online information
ICAITU211A	Operate accounting applications
RTC4703A	Plan and implement a chemical use program
RTC4908A	Supervise work routines and staff performance
RTE4602A	Determine hydraulic parameters for an irrigation system
RTE4914A	Participate in an e-business supply chain
TDTR298B	Source goods/services and evaluate contractors
WRR14B	Buy merchandise
WRRO4B	Control store loss/security

RTE40303 Certificate IV in Wool Classing

RTE40303 Certificate IV in Wool Classing

Complete all units listed under Certificate III in Wool Clip Preparation plus:

- ALL units in Group A below
- An additional minimum three units from Group B below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

RTC4908A	Supervise work routines and staff performance
RTE3801A	Provide on-job training support
RTE4103A	Determine wool classing strategies
RTE4111A	Manage shearing and crutching operations
RTE4127A	Class wool for special markets
RTE4813A	Provide information and advice on wool preparation
RTE4915A	Implement and monitor quality assurance procedures

GROUP B

BSZ404A	Train small groups
PMLSAMP400B	Obtain representative samples in accordance with a sampling plan
PMLTEST400A	Perform instrumental tests/procedures
RTC4911A	Operate within a budget framework
RTE4123A	Use individual fleece measurements to prepare wool for sale
RTE4801A	Provide information on marketing the clip
RTE4904A	Arrange employment for shearing operations
RTE4916A	Prepare shearing team wages
RTE4917A	Account for shearing shed supplies

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Wool Classing:

- RTE31403 Certificate III in Wool Clip Preparation
- **and 10 or more units**
 - **7 units from Group A**
Group A (refer to the unit list at the end of this section)
 - **and 3 or more units from Group B**
Group B (refer to the unit list at the end of this section)
 - Note: Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Group A

Code	Title
RTC4908A	Supervise work routines and staff performance
RTE3801A	Provide on-job training support
RTE4103A	Determine wool classing strategies
RTE4111A	Manage shearing and crutching operations
RTE4127A	Class wool for special markets
RTE4813A	Provide information and advice on wool preparation
RTE4915A	Implement and monitor quality assurance procedures

ELECTIVE UNITS

Group B

Code	Title
BSZ404A	Train small groups
PMLSAMP400A	Obtain representative samples in accordance with a sampling plan
PMLTEST400A	Perform instrumental tests/procedures
RTC4911A	Operate within a budget framework
RTE4123A	Use individual fleece measurements to prepare wool for sale
RTE4801A	Provide information on marketing the clip
RTE4904A	Arrange employment for shearing operations
RTE4916A	Prepare shearing team wages
RTE4917A	Account for shearing shed supplies

RTE40403 Certificate IV in Shearing

RTE40403 Certificate IV in Shearing

Complete units listed in the Certificate II and Certificate III in Shearing plus:	
<ul style="list-style-type: none"> The four units in Group A below 	
<ul style="list-style-type: none"> Any three units from Group B below 	
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.	
GROUP A	
RTE3801A	Provide on-job training support
RTC4701A	Implement and monitor the enterprise OHS program
RTE4129A	Apply advanced shearing techniques
RTE4310A	Conduct equipment experting for machine shearing
GROUP B	
BSBSBM407A	Manage a small team
RTC4908A	Supervise work routines and staff performance
RTC4911A	Operate within a budget framework
RTE4904A	Arrange employment for shearing operations
RTE4916A	Prepare shearing team wages
RTE4917A	Account for shearing shed supplies

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Shearing:

- RTE20403 Certificate II in Shearing
- *and* RTE31503 Certificate III in Shearing
- *and* 7 units
 - 4 units from Group A
 - Group A (refer to the unit list at the end of this section)*
 - *and* 3 units from Group B
 - Group B (refer to the unit list at the end of this section)*
- Note: Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

CORE UNITS

Group A

Code	Title
RTC4701A	Implement and monitor the enterprise OHS program
RTE3801A	Provide on-job training support
RTE4129A	Apply advanced shearing techniques
RTE4310A	Conduct equipment experting for machine shearing

ELECTIVE UNITS

Group B

Code	Title
BSBSBM407A	Manage a small team
RTC4908A	Supervise work routines and staff performance
RTC4911A	Operate within a budget framework
RTE4904A	Arrange employment for shearing operations
RTE4916A	Prepare shearing team wages
RTE4917A	Account for shearing shed supplies

RTE40503 Certificate IV in Production Horticulture

RTE40503 Certificate IV in Production Horticulture

A total of 12 units of competency must be completed.

- Select five units from Group A below
- Select five additional units from Group A and/or B below
- Select two additional units from Groups A, B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

BSBCMN413A	Implement and monitor environmental procedures
RTC4703A	Plan and implement a chemical use program
RTC4908A	Supervise work routines and staff performance
RTD4406A	Implement pest management action plans
RTE4002A	Develop a crop regulation program
RTE4027A	Develop a soil health and plant nutrition program
RTE4028A	Implement and monitor a horticultural crop harvesting program
RTE4604A	Determine seasonal irrigation scheduling tasks
RTE4915A	Implement and monitor quality assurance procedures
RTF4023A	Promote plant health

GROUP B

BSBEBUS405A	Conduct online financial transactions
RTC4306A	Supervise maintenance of property, machinery and equipment
RTC4701A	Implement and monitor the enterprise OHS program
RTC4702A	Minimise risks in the use of chemicals
RTC4911A	Operate within a budget framework
RTE4511A	Develop a soil use map for a property
RTE4608A	Plan and co-ordinate gravity-fed irrigation systems
RTE4913A	Analyse and interpret production data
RTE4914A	Participate in an e-business supply chain

RTF4014A	Plan a growing-on program
RTF4015A	Plan a propagation program

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV or Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate IV in Production Horticulture at least ten of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Production Horticulture:

- 12 units

- between 5 and 10 units from Group A

Group A (refer to the unit list at the end of this section)

- and Maximum of 7 from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV
- RTD02 Diploma
- RTE03 Diploma
- RTF03 Diploma

- and/or other endorsed Training Packages at:

- Certificate III
- Certificate IV
- Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate IV in Production Horticulture at least 10 of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least 10 of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

or

Specialising in Mushroom Production

- 12 units

- between 6 and 12 units from Group A

GROUP A: Mushroom Production (refer to the unit list at the end of this section)

- and Maximum of 6 from Group B

GROUP B: Mushroom Production (refer to the unit list at the end of this section)

- and Maximum of 3 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTE03 Diploma

- and/or other endorsed Training Packages

- Certificate III
- Certificate IV
- Diploma

- Note: For a Certificate IV in Production Horticulture specialising in Mushroom Production at least ten of the units of competency presented for this qualification must relate to mushroom production work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes

or

Specialising in Olive Production

- 12 units

- **between 4 and 5 units from Group A**

GROUP A: Olive Production (refer to the unit list at the end of this section)

- **and between 4 and 8 units from Group B**

GROUP B: Olive Production (refer to the unit list at the end of this section)

- **and Maximum of 2 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV
- RTD02 Diploma
- RTE03 Diploma
- RTF03 Diploma

- **and other endorsed Training Packages**

- Certificate III
- Certificate IV
- Diploma

- Note: For a Certificate IV in Production Horticulture specialising in Olive Production at least ten of the units of competency presented for this qualification must relate to olive production work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

ELECTIVE UNITS

Group A

Code	Title
BSBCMN413A	Implement and monitor environmental policies
RTC4703A	Plan and implement a chemical use program
RTC4908A	Supervise work routines and staff performance
RTD4406A	Implement pest management action plans
RTE4002A	Develop a crop regulation program
RTE4012A	Supervise horticultural crop harvesting
RTE4604A	Determine seasonal irrigation scheduling tasks
RTE4915A	Implement and monitor quality assurance procedures
RTF4004A	Develop a plant nutrition program
RTF4023A	Promote plant health

GROUP A: Mushroom Production

Code	Title
BSBCMN413A	Implement and monitor environmental policies
RTC4703A	Plan and implement a chemical use program
RTC4908A	Supervise work routines and staff performance
RTD4406A	Implement pest management action plans
RTE4013A	Manage mushroom crop development
RTE4027A	Develop a soil health and plant nutrition program
RTE4028A	Implement and monitor a horticultural crop harvesting program
RTE4301A	Conduct major repair and overhaul of machinery and equipment
RTE4515A	Manage mushroom substrate preparation
RTE4516A	Control Phase II mushroom substrate process
RTE4915A	Implement and monitor quality assurance procedures
RTF4023A	Promote plant health

GROUP A: Olive Production

Code	Title
RTC4701A	Implement and monitor the enterprise OHS program
RTE4027A	Develop a soil health and plant nutrition program
RTE4028A	Implement and monitor a horticultural crop harvesting program
RTE4029A	Assess olive oil for style and quality
RTE4920A	Develop harvesting and processing specifications to produce an olive oil

Group B

Code	Title
BSBEBUS405A	Conduct online financial transactions
RTC4306A	Supervise maintenance of machinery and equipment
RTC4701A	Implement and monitor the enterprise OHS program
RTC4702A	Minimise risks in the use of chemicals
RTC4911A	Operate within a budget framework
RTE4511A	Develop a soil use map for a property
RTE4608A	Plan and co-ordinate gravity-fed irrigation systems
RTE4913A	Analyse and interpret production data
RTE4914A	Participate in an e-business supply chain
RTF4014A	Plan a growing-on program
RTF4015A	Plan a propagation program

GROUP B: Mushroom Production

Code	Title
BSBEBUS405A	Conduct online financial transactions
BSBHR402A	Recruit and select personnel
RTC4306A	Supervise maintenance of machinery and equipment
RTC4701A	Implement and monitor the enterprise OHS program
RTC4702A	Minimise risks in the use of chemicals
RTC4911A	Operate within a budget framework
RTE4203A	Implement and monitor a property improvement plan
RTE4401A	Control weeds, pests and/or diseases in crops
RTE4913A	Analyse and interpret production data

GROUP B: Olive Production

Code	Title
BSBCMN405A	Analyse and present research information
BSBCMN413A	Implement and monitor environmental policies
BSBSBM403A	Promote the business
PMLSAMP400B	Obtain representative samples in accordance with sampling plan
PMLTEST400A	Perform instrumental tests/procedures
PRMWM04B	Develop waste management strategies
RTC4306A	Supervise maintenance of machinery and equipment
RTC4702A	Minimise risks in the use of chemicals
RTC4703A	Plan and implement a chemical use program
RTC4908A	Supervise work routines and staff performance
RTC4911A	Operate within a budget framework
RTD4406A	Implement pest management action plans
RTE4002A	Develop a crop regulation program
RTE4511A	Develop a soil use map for a property
RTE4604A	Determine seasonal irrigation scheduling tasks
RTE4608A	Plan and co-ordinate gravity-fed irrigation systems
RTE4913A	Analyse and interpret production data
RTE4915A	Implement and monitor quality assurance procedures
RTF4014A	Plan a growing-on program
RTF4015A	Plan a propagation program
RTF4023A	Promote plant health

RTE40603 Certificate IV in Rural Business

RTE40603 Certificate IV in Rural Business

A total of 12 units of competency must be completed.

- Select five units from Group A below
- Select five additional units from Group A and/or B below
- Select two additional units from Groups A, B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

BSBADM402A	Produce complex business documents
BSBCMN405A	Analyse and present research information
BSBFLM406A	Implement workplace information systems
BSBSBM406A	Manage finances
RTC4701A	Implement and monitor the enterprise OHS program
RTC4911A	Operate within a budget framework
RTD4811A	Provide information on environmental issues and policies
RTE4901A	Administer finance, insurance and legal requirements
RTE4902A	Support and review business structures and relationships
RTE4915A	Implement and monitor quality assurance procedures

GROUP B

BSBADM405A	Organise meetings
BSBADM407A	Administer projects
BSBEBUS405A	Conduct online financial transactions
BSBHR402A	Recruit and select personnel
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM405A	Monitor and manage business operations
BSBSBM407A	Manage a small team
BSZ404A	Train small groups

LGACOM401A	Administer contracts
RTC4905A	Cost a project
RTC4908A	Supervise work routines and staff performance
RTE4812A	Coordinate customer services and networking activities
RTE4914A	Participate in an e-business supply chain
RTE4916A	Prepare shearing team wages
RTE5916A	Prepare and monitor budgets and financial reports
RTE5921A	Market products and services
TDTR298B	Source goods/services and evaluate contractors
WRRI4B	Buy merchandise
WRRO1B	Manage merchandise and store presentation
WRRO4B	Control store loss/security
WRRO5B	Control inventory

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV or Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate IV in Rural Business at least ten of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Rural Business:

- **12 units**

- **between 5 and 10 units from Group A**

Group A (refer to the unit list at the end of this section)

- **and Maximum of 7 from Group B**

Group B (refer to the unit list at the end of this section)

- **and Maximum of 2 from Group C**

- **This group includes other units of competency from**

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTF03 Certificate IV
- RTD02 Diploma
- RTE03 Diploma
- RTF03 Diploma

- **and/or other endorsed Training Packages at:**

- Certificate III
- Certificate IV
- Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Certificate IV in Rural Business at least 10 of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least 10 of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

ELECTIVE UNITS

Group A

Code	Title
BSBADM402A	Produce complex business documents
BSBCMN405A	Analyse and present research information
BSBFLM406A	Implement workplace information system
BSBSBM406A	Manage finances
RTC4701A	Implement and monitor the enterprise OHS program
RTC4911A	Operate within a budget framework
RTD4811A	Provide information on environmental issues and policies
RTE4901A	Administer finance, insurance and legal requirements
RTE4902A	Support and review business structures and relationships
RTE4915A	Implement and monitor quality assurance procedures

Group B

Code	Title
BSBADM405A	Organise meetings
BSBADM407A	Administer projects
BSBEBUS405A	Conduct online financial transactions
BSBHR402A	Recruit and select personnel
BSBSBM402A	Undertake financial planning
BSBSBM403A	Promote the business
BSBSBM405A	Monitor and manage business operations
BSBSBM407A	Manage a small team
BSZ404A	Train small groups
LGACOM401A	Administer contracts
RTC4905A	Cost a project
RTC4908A	Supervise work routines and staff performance
RTE4812A	Co-ordinate customer service and networking activities
RTE4914A	Participate in an e-business supply chain
RTE4916A	Prepare shearing team wages
RTE5916A	Prepare and monitor budgets and financial reports
RTE5921A	Market products and services
TDTR298B	Source goods/services and evaluate contractors
WRR14B	Buy merchandise
WRRO1B	Manage merchandise and store presentation
WRRO4B	Control store loss/security
WRRO5B	Control inventory

RTE40707 Certificate IV in Commercial Composting

RTE40707 Certificate IV in Commercial Composting

A total of 12 units of competency must be completed.

- Select the six mandatory units from Group A below
- Select four additional units from Group A or B below
- Select two additional units from Groups A, B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A (units in *italics* are mandatory)

BSBCMN413A	<i>Implement and monitor environmental policies</i>
PMLTEST406A	<i>Perform physical tests</i>
RTC4701A	<i>Implement and monitor the enterprise OHS program</i>
RTE4027A	Develop a soil health and plant nutrition program
RTE4519A	<i>Develop a composting recipe</i>
RTE4520A	<i>Plan and schedule compost production</i>
RTE4915A	<i>Implement and monitor quality assurance procedures</i>

GROUP B

BSBHR402A	Recruit and select personnel
BSBFLM404A	Lead work teams
BSBSBM407A	Manage a small team
BSZ404A	Train small groups
PMLSAMP400B	Obtain representative samples in accordance with sampling plan
RTC4702a	Minimise risks in the use of chemicals
RTC4911A	Operate within a budget framework
RTE4913A	Analyse and interpret production data
RTE4901A	Administer finance, insurance and legal requirements
TDTF1397B	Coordinate breakdown and emergencies

GROUP C

This group includes other units of competency from RTD02 Conservation and Land

Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV or Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Certificate IV in Commercial Composting at least ten of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Certificate IV in Commercial Composting:

- 12 units

- 6 compulsory Group A unit:

- BSBCMN413A Implement and monitor environmental policies
- PMLTEST406A Perform physical tests
- RTC4701A Implement and monitor the enterprise OHS program
- RTE4519A Develop a composting recipe
- RTE4520A Plan and schedule compost production
- RTE4915A Implement and monitor quality assurance procedures

- and 1 unit from Group A

Group A (refer to the unit list at the end of this section)

- and between 4 and 6 units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 3 unit from Group C

- This group includes other units of competency from

- RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - RTD02 Certificate IV
 - RTE03 Certificate IV
 - RTF03 Certificate IV
 - RTD02 Diploma
 - RTE03 Diploma
 - RTF03 Diploma
- and/or other endorsed Training Packages**
- Certificate III
 - Certificate IV
 - Diploma

- Note: For a Certificate IV in Commercial Composting at least ten of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least ten of the units selected to make up this qualification must be aligned clearly to Certificate IV outcomes.

ELECTIVE UNITS

Group A

Code	Title
BSBCMN413A	Implement and monitor environmental policies
PMLTEST406A	Perform physical tests
RTC4701A	Implement and monitor the enterprise OHS program
RTE4027A	Develop a soil health and plant nutrition program
RTE4519A	Develop a composting recipe
RTE4520A	Plan and schedule compost production
RTE4915A	Implement and monitor quality assurance procedures

Group B

Code	Title
BSBFLM404A	Lead work teams
BSBHR402A	Recruit and select personnel
BSBSBM407A	Manage a small team
BSZ404A	Train small groups
PMLSAMP400B	Obtain representative samples in accordance with sampling plan
RTC4702A	Minimise risks in the use of chemicals
RTC4911A	Operate within a budget framework
RTE4901A	Administer finance, insurance and legal requirements
RTE4913A	Analyse and interpret production data
TDTF1397B	Coordinate breakdowns and emergencies

Elective Units referenced in the Packaging Rules

Code	Title
BSBCMN413A	Implement and monitor environmental policies
PMLTEST406A	Perform physical tests
RTC4701A	Implement and monitor the enterprise OHS program
RTE4519A	Develop a composting recipe
RTE4520A	Plan and schedule compost production
RTE4915A	Implement and monitor quality assurance procedures

RTE50103 Diploma of Agriculture

RTE50103 Diploma of Agriculture

A total of 10 units of competency must be completed.	
<ul style="list-style-type: none"> Select eight units from Group B below 	
<ul style="list-style-type: none"> Select two additional units from Group B and/or C below 	
Units should be selected in accordance with local work undertaken and local industry advice.	
GROUP B	
RTE4104A	Develop livestock feeding plans
RTE5002A	Manage integrated crop and pasture production
RTE5006A	Plan and manage long-term weed, pest and/or disease control in crops
RTE5007A	Plan and manage stored grain program
RTE5014A	Manage agricultural crop production
RTE5015A	Manage the harvest of agricultural and horticultural crops
RTE5016A	Develop production plans for crops
RTE5101A	Develop and implement a breeding strategy
RTE5103A	Manage livestock production
RTE5104A	Develop livestock health and welfare strategies
RTE5105A	Comply with deer industry national velvet accreditation requirements
RTE5106A	Develop production plans for livestock
RTE5107A	Identify and select animals for breeding
RTE5108A	Harvest deer velvet
RTE5205A	Plan and manage infrastructure requirements
RTE5301A	Design livestock effluent systems
RTE5304A	Implement a machinery management system
RTE5406A	Manage the implementation of an emergency disease or plant pest control program
RTE5407A	Manage active operational emergency disease or plant pest sites
RTE5515A	Manage natural areas on a rural property
RTE5516A	Develop a whole farm plan

RTE5523A	Develop climatic risk management strategies
RTE5524A	Develop and implement sustainable land use strategies
RTE5525A	Manage trial and/or research material
RTE5526A	Develop an organic management plan
RTE5527A	Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs
RTE5601A	Audit irrigation systems
RTE5602A	Design irrigation system maintenance and monitoring programs
RTE5603A	Design irrigation, drainage and water treatment systems
RTE5604A	Develop an irrigation and drainage management plan
RTE5605A	Establish and maintain an irrigation-related environmental protection program
RTE5606A	Manage water systems
RTE5607A	Design drainage systems
RTE5608A	Design water treatment systems
RTE5807A	Manage staff
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5903A	Plan, implement and review a quality assurance program
RTE5906A	Monitor and review business performance
RTE5909A	Develop a sales strategy for rural products
RTE5912A	Plan and monitor production processes
RTE5916A	Prepare and monitor budgets and financial reports
RTE5917A	Arrange livestock purchases
RTE5918A	Arrange marketing of livestock
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTE5921A	Market products and services
RTE5922A	Plan production for the whole farm/land based business
RTE5923A	Prepare the enterprise for organic certification
RTE5924A	Research and apply rural industry knowledge

RTE6905A	Manage price risk through trading strategy
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
RTC5801A	Provide specialist advice to clients
RTC5908A	Prepare estimates, quotes and tenders
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTD5402A	Develop a strategy for the management of target pests
RTF5001A	Develop a horticultural production plan
RTF5005A	Manage plant health
RTF5010A	Prepare a landscape project design
RTF5012A	Manage a controlled growing environment
RTF5302A	Develop a plan for a hydroponic system
RTF5521A	Monitor and manage soils/growing media
BSBADM504A	Plan or review administration systems
BSBADM506A	Manage business document design and development
BSBEBUS405A	Conduct online financial transactions
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBFLM507A	Manage quality customer service
BSBFLM509A	Promote continuous improvement
BSBFLM511A	Develop a workplace learning environment
BSBMGT507A	Manage environmental performance
BSBSBM405A	Monitor and manage business operations
PSPPOLI601A	Manage policy implementation
PSPPM502A	Manage projects
PUADEFM205A	Manage emergency operations

PUAOPE005A	Manage a multi-team response
PUAOPE007A	Command personnel within a multi-agency emergency response
TDTL1998B	Implement and monitor transport logistics
WRRO1B	Manage merchandise and store presentation
WRRO2B	Manage sales and service delivery
WRRO5B	Control inventory
WRWPL508A	Improve supply and distribution chains

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV, Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Diploma of Agriculture at least eight of the units of competency presented for this qualification must relate to agricultural work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Diploma of Agriculture:

- 10 units

- between 6 and 8 units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTF03 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTF03 Diploma
- RTE03 Diploma
- RTD02 Advanced Diploma
- RTF03 Advanced Diploma
- RTE03 Advanced Diploma

- and/or other endorsed Training Packages at:

- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Diploma of Agriculture specialising in sheep and wool production at least 8 of the units of competency presented for this qualification must relate to sheep and wool production work procedures, activities or contexts. In addition, at least 8 of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

or

Specialising in Beekeeping

- 10 units

- between 8 and 10 units from Group A

GROUP A: Beekeeping (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTD02 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTE03 Diploma
- RTD02 Advanced Diploma
- RTE03 Advanced Diploma

- and other endorsed Training Packages

- Certificate III

- Certificate IV
- Diploma
- Advanced Diploma
- Note: For a Diploma of Agriculture specialising in Beekeeping at least eight of the units of competency presented for this qualification must relate to beekeeping work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

or

Specialising in Deer Production

- **10 units**
 - **between 5 and 10 units from Group A**
GROUP A: Deer Production (refer to the unit list at the end of this section)
 - **and Maximum of 5 from Group B**
GROUP B: Deer Production (refer to the unit list at the end of this section)
 - **and Maximum of 2 from Group C**
 - **This group includes other units of competency from**
 - RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - RTD02 Certificate IV
 - RTF03 Certificate IV
 - RTE03 Certificate IV
 - RTD02 Diploma
 - RTF03 Diploma
 - RTE03 Diploma
 - RTD02 Advanced Diploma
 - RTF03 Advanced Diploma
 - RTE03 Advanced Diploma
 - **and/or other endorsed Training Packages**
 - Certificate III
 - Certificate IV
 - Diploma
 - Advanced Diploma
 - Note: For a Diploma of Agriculture specialising in Deer Production at least eight of the units of competency presented for this qualification must relate to deer work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

or

Specialising in Beef Production

- **10 Units**
 - **between 4 and 10 Units from Group A**
GROUP A: Beef Production (refer to the unit list at the end of this section)
 - **and between 4 and 10 Units from Group B**
GROUP B: Beef Production (refer to the unit list at the end of this section)
 - **and Maximum of 2 from Group C**
 - **This group includes other units of competency from**
 - RTD02 Certificate III
 - RTE03 Certificate III
 - RTF03 Certificate III
 - RTD02 Certificate IV
 - RTF03 Certificate IV
 - RTE03 Certificate IV

- RTD02 Diploma
- RTF03 Diploma
- RTE03 Diploma
- RTD02 Advanced Diploma
- RTF03 Advanced Diploma
- RTE03 Advanced Diploma
- **and other endorsed Training Packages**
 - Certificate III
 - Certificate IV
 - Diploma
 - Advanced Diploma
- Note: For a Diploma of Agriculture specialising in Deer Production at least eight of the units of competency presented for this qualification must relate to deer work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

ELECTIVE UNITS

GROUP A: Beef Production

Code	Title
BSBMGT507A	Manage environmental performance
BSBSBM405A	Monitor and manage business operations
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
RTE5101A	Develop and implement a breeding strategy
RTE5103A	Manage livestock production
RTE5104A	Develop livestock health and welfare strategies
RTE5106A	Develop production plans for livestock
RTE5107A	Identify and select animals for breeding
RTE5516A	Develop a whole farm plan
RTE5524A	Develop and implement sustainable land use strategies
RTE5903A	Plan, implement and review a quality assurance program

GROUP A: Beekeeping

Code	Title
BSBADM504A	Plan or review administration systems
BSBADM506A	Manage business document design and development
BSBEBUS405A	Conduct online financial transactions
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBFLM507A	Manage quality customer service
BSBFLM509A	Promote continuous improvement
BSBFLM511A	Develop a workplace learning environment
BSBMGT507A	Manage environmental performance
BSBSBM405A	Monitor and manage business operations
PSPPOLI601A	Manage policy implementation
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
RTC5801A	Provide specialist advice to clients
RTC5908A	Prepare estimates, quotes and tenders
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTE5101A	Develop and implement a breeding strategy
RTE5103A	Manage livestock production
RTE5106A	Develop production plans for livestock
RTE5205A	Plan and manage infrastructure requirements
RTE5523A	Develop climatic risk management strategies
RTE5525A	Manage trial and/or research material
RTE5526A	Develop an organic management plan
RTE5807A	Manage staff
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5903A	Plan, implement and review a quality assurance program
RTE5906A	Monitor and review business performance
RTE5909A	Develop a sales strategy for rural products
RTE5912A	Plan and monitor production processes
RTE5916A	Prepare and monitor budgets and financial reports
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTE5921A	Market products and services
RTE5923A	Prepare the enterprise for organic certification
RTE5924A	Research and apply rural industry knowledge
RTE6905A	Manage price risk through trading strategy
TDTL1998B	Implement and monitor transport logistics
WRRO5B	Control inventory

Code	Title
WRWPL508A	Improve supply and distribution chains

GROUP A: Deer Production

Code	Title
RTC5701A	Establish and maintain the enterprise OHS program
RTC5913A	Collect and manage data
RTE5103A	Manage livestock production
RTE5104A	Develop livestock health and welfare strategies
RTE5105A	Comply with deer industry national velvet accreditation requirements
RTE5108A	Harvest deer velvet
RTE5516A	Develop a whole farm plan
RTE5902A	Develop and review a business plan
RTE5903A	Plan, implement and review a quality assurance program
RTE5916A	Prepare and monitor budgets and financial reports

Group B

Code	Title
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
BSBEBUS506A	Plan and develop a business website
RTC5702A	Develop and manage a chemical use strategy
RTE5002A	Manage integrated crop and pasture production
RTE5105A	Comply with deer industry national velvet accreditation requirements
RTE5108A	Harvest deer velvet
RTE5304A	Implement a machinery management system
RTE5406A	Manage the implementation of an emergency disease or plant pest control program
RTE5407A	Manage active operational emergency disease or plant pest sites
RTE5523A	Develop climatic risk management strategies
RTE5525A	Manage trial and/or research material
RTE5526A	Develop an organic management plan
RTE5527A	Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs
RTE5902A	Develop and review a business plan
RTE5916A	Prepare and monitor budgets and financial reports
RTE5917A	Arrange livestock purchases
RTE5918A	Arrange marketing of livestock
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTE5923A	Prepare the enterprise for organic certification
RTE5924A	Research and apply rural industry knowledge
RTF5521A	Monitor and manage soils
TDTL1998B	Implement and monitor transport logistics

GROUP B: Beef Production

Code	Title
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS505A	Implement new technologies for business
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTE5002A	Manage integrated crop and pasture production
RTE5304A	Implement a machinery management system
RTE5523A	Develop climatic risk management strategies
RTE5525A	Manage trial and/or research material
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5916A	Prepare and monitor budgets and financial reports
RTE5917A	Arrange livestock purchases
RTE5918A	Arrange marketing of livestock
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTF5521A	Monitor and manage soils
TDTL1998B	Implement and monitor transport logistics

GROUP B: Deer Production

Code	Title
BSBMGT507A	Manage environmental performance
RTE5101A	Develop and implement a breeding strategy
RTE5106A	Develop production plans for livestock
RTE5107A	Identify and select animals for breeding
RTE5205A	Plan and manage infrastructure requirements
RTE5523A	Develop climatic risk management strategies
RTE5524A	Develop and implement sustainable land use strategies
RTE5807A	Manage staff
RTE5901A	Develop a marketing plan
RTE5906A	Monitor and review business performance
RTE5912A	Plan and monitor production processes
RTE5917A	Arrange livestock purchases
RTE5918A	Arrange marketing of livestock
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTE5921A	Market products and services
RTE5922A	Plan production for the whole land/farm based business

RTE50203 Diploma of Irrigation

RTE50203 Diploma of Irrigation

A total of 10 units of competency must be completed.
<ul style="list-style-type: none"> Select four units from Group A below
<ul style="list-style-type: none"> Select four units from Group A and/or B below
<ul style="list-style-type: none"> Select two additional units from Group B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

RTE5601A	Audit irrigation systems
RTE5602A	Design irrigation system maintenance and monitoring programs
RTE5603A	Design irrigation, drainage and water treatment systems
RTE5604A	Develop an irrigation and drainage management plan
RTE5605A	Establish and maintain an irrigation-related environmental protection program
RTE5606A	Manage water systems
RTE5607A	Design drainage systems
RTE5608A	Design water treatment systems
WRRO2B	Manage sales and service delivery
WRRO5B	Control inventory

GROUP B

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS505A	Implement new technologies for business
BSBFLM507A	Manage quality customer service
BSBMGT507A	Manage environmental performance
BSBSBM405A	Monitor and manage business operations
PSPPM502A	Manage projects
RTC5701A	Establish and maintain the enterprise OHS program
RTC5801A	Provide specialist advice to clients

RTC5908A	Prepare estimates, quotes and tenders
RTE5807A	Manage staff
RTE5903A	Plan, implement and review a quality assurance program
RTE5916A	Prepare and monitor budgets and financial reports
RTF5010A	Prepare a landscape project design
RTF5521A	Monitor and manage soils/growing media
WRRO1B	Manage merchandise and store presentation

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV, Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Diploma of Irrigation at least eight of the units of competency presented for this qualification must relate to irrigation work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

RTE50303 Diploma of Production Horticulture

RTE50303 Diploma of Production Horticulture

A total of 10 units of competency must be completed.

- Select four units from Group A below
- Select four units from Group A and/or B below
- Select two additional units from Group B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

BSBMGT507A	Manage environmental performance
RTD5402A	Develop a strategy for the management of target pests
RTE5015A	Manage the harvest of agricultural and horticultural crops
RTE5016A	Develop production plans for crops
RTE5304A	Implement a machinery management system
RTE5807A	Manage staff
RTE5903A	Plan, implement and review a quality assurance program
RTE5916A	Prepare and monitor budgets and financial reports
RTF5001A	Develop a horticultural production plan
RTF5005A	Manage plant health
RTF5521A	Monitor and manage soils/growing media

GROUP B

BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
RTE5006A	Plan and manage long-term weed, pest and/or disease control in crops
RTE5524A	Develop and implement sustainable land use strategies
RTE5525A	Manage trial and/or research material
RTE5602A	Design irrigation system maintenance and monitoring programs

RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5906A	Monitor and review business performance
RTE5921A	Market products and services
RTF5012A	Manage a controlled growing environment
RTF5302A	Develop a plan for a hydroponic system
WRWPL508A	Improve supply and distribution chains

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV, Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Diploma of Production Horticulture at least eight of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Diploma of Production Horticulture:

- 10 units

- between 4 and 8 units from Group A

Group A (refer to the unit list at the end of this section)

- and Maximum of 6 Units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 2 Units from Group C:

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTF03 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTF03 Diploma
- RTE03 Diploma
- RTD02 Advanced Diploma
- RTF03 Advanced Diploma
- RTE03 Advanced Diploma

- and/or other endorsed Training Packages at:

- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Diploma of Production Horticulture at least 8 of the units of competency presented for this qualification must relate to production horticulture work procedures, activities or contexts. In addition, at least 8 of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

or

Specialising in Olive Production

- 10 units

- between 8 and 10 units from Group A

GROUP A: Olive Production (refer to the unit list at the end of this section)

- and Maximum of 2 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTF03 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTF03 Diploma

- RTE03 Diploma
- RTD02 Advanced Diploma
- RTF03 Advanced Diploma
- RTE03 Advanced Diploma
- **and/or other endorsed Training Packages**
 - Certificate III
 - Certificate IV
 - Diploma
 - Advanced Diploma
- Note: For a Diploma of Production Horticulture specialising specialising in Olive Production at least eight of the units of competency presented for this qualification must relate to olive production work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes

ELECTIVE UNITS

Group A

Code	Title
BSBMGT507A	Manage environmental performance
RTD5402A	Develop a strategy for the management of target pests
RTE5015A	Manage the harvest of agricultural and horticultural crops
RTE5016A	Develop production plans for crops
RTE5304A	Implement a machinery management system
RTE5807A	Manage staff
RTE5903A	Plan, implement and review a quality assurance program
RTE5916A	Prepare and monitor budgets and financial reports
RTF5001A	Develop a horticultural production plan
RTF5005A	Manage plant health
RTF5521A	Monitor and manage soils

GROUP A: Olive Production

Code	Title
BSBMGT507A	Manage environmental performance
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
RTC5801A	Provide specialist advice to clients
RTC5913A	Collect and manage data
RTD5402A	Develop a strategy for the management of target pests
RTE5006A	Plan and manage long-term weed, pest and/or disease control in crops
RTE5015A	Manage the harvest of agricultural and horticultural crops
RTE5016A	Develop production plans for crops
RTE5304A	Implement a machinery management system
RTE5523A	Develop climatic risk management strategies
RTE5524A	Develop and implement sustainable land use strategies
RTE5525A	Manage trial and/or research material
RTE5602A	Design irrigation system maintenance and monitoring programs
RTE5807A	Manage staff
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5903A	Plan, implement and review a quality assurance program
RTE5906A	Monitor and review business performance
RTE5916A	Prepare and monitor budgets and financial reports
RTE5921A	Market products and services
RTE5922A	Plan production for the whole land/farm based business
RTE5924A	Research and apply rural industry knowledge
RTF5001A	Develop a horticultural production plan

Group B

Code	Title
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
RTE5006A	Plan and manage long-term weed, pest and/or disease control in crops
RTE5524A	Develop and implement sustainable land use strategies
RTE5525A	Manage trial and/or research material
RTE5602A	Design irrigation system maintenance and monitoring programs
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5906A	Monitor and review business performance
RTE5921A	Market products and services
RTF5012A	Manage a controlled growing environment
RTF5302A	Develop a plan for a hydroponic system
WRWPL508A	Improve supply and distribution chains

RTE50403 Diploma of Rural Business Management

RTE50403 Diploma of Rural Business Management

A total of 10 units of competency must be completed.

- Select four units from Group A below
- Select four units from Group B below
- Select two additional units from Group B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

RTC5701A	Establish and maintain the enterprise OHS program
RTC5908A	Prepare estimates, quotes and tenders
RTE5304A	Implement a machinery management system
RTE5516A	Develop a whole farm plan
RTE5807A	Manage staff
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5906A	Monitor and review business performance
RTE5909A	Develop a sales strategy for rural products
RTE5921A	Market products and services

GROUP B

BSBADM504A	Plan or review administration systems
BSBADM506A	Manage business document design and development
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBFLM507A	Manage quality customer service
BSBFLM511A	Develop a workplace learning environment
BSBMGT507A	Manage environmental performance

BSBSBM405A	Monitor and manage business operations
PSPPOLI601A	Manage policy implementation
RTE5002A	Manage integrated crop and pasture production
RTE5014A	Manage agricultural crop production
RTE5016A	Develop production plans for crops
RTE5101A	Develop and implement a breeding strategy
RTE5103A	Manage livestock production
RTE5104A	Develop livestock health and welfare strategies
RTE5106A	Develop production plans for livestock
RTE5205A	Plan and manage infrastructure requirements
RTE5515A	Manage natural areas on a rural property
RTE5523A	Develop climatic risk management strategies
RTE5524A	Develop and implement sustainable land use strategies
RTE5903A	Plan, implement and review a quality assurance program
RTE5912A	Plan and monitor production processes
RTE5916A	Prepare and monitor budgets and financial reports
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTE5922A	Plan production for the whole farm/land-based business
TDTL1998B	Implement and monitor transport logistics
WRWPL508A	Improve supply and distribution chains

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV, Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Diploma of Rural Business Management at least eight of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Diploma of Rural Business Management:

- 10 units

- 4 Units from Group A

Group A (refer to the unit list at the end of this section)

- and between 4 and 6 units Units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 2 Units from Group C:

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTF03 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTF03 Diploma
- RTE03 Diploma
- RTD02 Advanced Diploma
- RTF03 Advanced Diploma
- RTE03 Advanced Diploma

- and/or other endorsed Training Packages at:

- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

- Note: These units must be relevant to work undertaken in the rural sector.

- Note: 1. For a Diploma of Rural Business Management at least 8 of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least 8 of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

- Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

ELECTIVE UNITS

Group A

Code	Title
RTC5701A	Establish and maintain the enterprise OHS program
RTC5908A	Prepare estimates, quotes and tenders
RTE5304A	Implement a machinery management system
RTE5516A	Develop a whole farm plan
RTE5807A	Manage staff
RTE5901A	Develop a marketing plan
RTE5902A	Develop and review a business plan
RTE5906A	Monitor and review business performance
RTE5909A	Develop a sales strategy for rural products
RTE5921A	Market products and services

Group B

Code	Title
BSBADM504A	Plan or review administration systems
BSBADM506A	Manage business document design and development
BSBEBUS501A	Evaluate e-business opportunities
BSBEBUS504A	Implement an e-business strategy
BSBEBUS505A	Implement new technologies for business
BSBEBUS506A	Plan and develop a business website
BSBFLM507A	Manage quality customer service
BSBFLM511A	Develop a workplace learning environment
BSBMGT507A	Manage environmental performance
BSBSBM405A	Monitor and manage business operations
PSPPOLI601A	Manage policy implementation
RTE5002A	Manage integrated crop and pasture production
RTE5014A	Manage agricultural crop production
RTE5016A	Develop production plans for crops
RTE5101A	Develop and implement a breeding strategy
RTE5103A	Manage livestock production
RTE5104A	Develop livestock health and welfare strategies
RTE5106A	Develop production plans for livestock
RTE5205A	Plan and manage infrastructure requirements
RTE5515A	Manage natural areas on a rural property
RTE5523A	Develop climatic risk management strategies
RTE5524A	Develop and implement sustainable land use strategies
RTE5903A	Plan, implement and review a quality assurance program
RTE5912A	Plan and monitor production processes
RTE5916A	Prepare and monitor budgets and financial reports
RTE5920A	Negotiate and monitor contracts/commercial agreements
RTE5922A	Plan production for the whole land/farm based business
TDTL1998B	Implement and monitor transport logistics
WRWPL508A	Improve supply and distribution chains

RTE50507 Diploma of Commercial Composting

RTE50507 Diploma of Commercial Composting

A total of 10 units of competency must be completed.

- Select four units from Group A below
- Select four units from Group A and/or B below
- Select two additional units from Group B and/or C below

Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

BSBMKG601A	Develop marketing strategies
BSBMKG602A	Develop a marketing plan
PRMWM43B	Develop an environmental management strategy
RTE5903A	Plan, implement and review a quality assurance program
RTE5919A	Identify and secure raw materials supply for compost production
TDTJ798B	Conduct internal quality audits

GROUP B

BSBHR401A	Administer human resource systems
PRMWM45B	Develop site safety plan
RTC5701A	Establish and maintain the enterprise OHS program
RTC5801A	Provide specialist advice to clients
RTE5516A	Develop a whole farm plan
RTE5525A	Manage trial and/or research material
RTE5807A	Manage staff
RTE5909A	Develop a sales strategy for rural products
RTE5924A	Research and apply rural industry knowledge
RTE5916A	Prepare and monitor budgets and financial reports

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Certificate III, IV, Diploma or Advanced

Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For a Diploma of Commercial Composting at least eight of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Diploma of Commercial Composting:

- 10 units

- between 4 and 6 units from Group A

Group A (refer to the unit list at the end of this section)

- and between 4 and 6 units from Group B

Group B (refer to the unit list at the end of this section)

- and Maximum of 3 from Group C

- This group includes other units of competency from

- RTD02 Certificate III
- RTE03 Certificate III
- RTF03 Certificate III
- RTD02 Certificate IV
- RTF03 Certificate IV
- RTE03 Certificate IV
- RTD02 Diploma
- RTF03 Diploma
- RTE03 Diploma
- RTD02 Advanced Diploma
- RTF03 Advanced Diploma
- RTE03 Advanced Diploma

- and/or other endorsed Training Packages

- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma

- Note: For a Diploma of Commercial Composting at least eight of the units of competency presented for this qualification must relate to commercial composting work procedures, activities or contexts. In addition, at least eight of the units selected to make up this qualification must be aligned clearly to Diploma outcomes.

ELECTIVE UNITS

Group A

Code	Title
BSBMKG601A	Develop marketing strategies
BSBMKG602A	Develop a marketing plan
PRMWM43B	Develop an environmental management strategy
RTE5903A	Plan, implement and review a quality assurance program
RTE5919A	Identify and secure raw materials supply for compost production
TDTJ798B	Conduct internal quality audits

Group B

Code	Title
BSBHR401A	Administer human resource systems
PRMWM45B	Develop site safety plan
RTC5701A	Establish and maintain the enterprise OHS program
RTC5801A	Provide specialist advice to clients
RTE5516A	Develop a whole farm plan
RTE5525A	Manage trial and/or research material
RTE5807A	Manage staff
RTE5909A	Develop a sales strategy for rural products
RTE5916A	Prepare and monitor budgets and financial reports
RTE5924A	Research and apply rural industry knowledge

RTE60103 Advanced Diploma of Agriculture

RTE60103 Advanced Diploma of Agriculture

A total of eight units of competency must be completed.

- Select six units from Group B below
- Select two additional units from Group B and/or C below

Units should be selected in accordance with local work undertaken and local industry advice.

GROUP B

RTE6301A	Analyse machinery options
RTE6401A	Plan and oversee an emergency disease or plant pest control program
RTE6402A	Develop a plant pest survey strategy
RTE6403A	Develop a plant pest destruction strategy
RTE6501A	Manage the production system
RTE6503A	Design and conduct field-based research trials
RTE6802A	Lead and manage community or industry organisations
RTE6803A	Manage human resources
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6905A	Manage price risk through trading strategy
RTE6906A	Develop export markets for produce
RTE6907A	Manage capital works
RTE6908A	Design and manage the enterprise quality management system
RTE6909A	Manage estate planning
RTD6502A	Review management plans and strategies
RTD6504A	Coordinate the preparation of a regional resource management plan
RTD6902A	Monitor projects in a program
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS615A	Use online systems to support managerial decision making
BSBMGT603A	Review and develop business plans

BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMKG605A	Evaluate international marketing opportunities
PSPPA601A	Manage public affairs
PUAOPE006A	Control multi-agency emergency situations
PUAOPE008A	Coordinate resources within a multi-agency emergency response
PUAPOL017A	Plan and develop strategies to support organisational policy
SFILEAD04A	Plan and achieve change and results
SFILEAD07A	Provide corporate leadership
SRXGOV001A	Participate as a member of an effective Board of an organisation
SRXGOV002A	Undertake the role of an individual Director of an organisation
SRXGOV003A	Undertake the role of a Chairperson at a Board meeting
SRXGOV004A	Work effectively with the Board of an organisation

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For an Advanced Diploma of Agriculture at least six of the units of competency presented for this qualification must relate to agricultural work procedures, activities or contexts. In addition, at least six of the units selected to make up this qualification must be aligned clearly to Advanced Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Advanced Diploma of Agriculture:

- **8 units :**
 - **between 6 and 8 units from Group B**
Group B (refer to the unit list at the end of this section)
 - **and Maximum of 2 units from Group C**
 - **This group includes other units of competency from**
 - **RTD02 Diploma**
 - **and/or RTE03 Diploma**
 - **and/or RTF03 Diploma**
 - **and/or RTD02 Advanced Diploma**
 - **and/or RTF03 Advanced Diploma**
 - **and/or RTE03 Advanced Diploma**
 - **and/or other endorsed Training Packages**
 - Diploma
 - Advanced Diploma
 - Note: These units must be relevant to work undertaken in the rural sector.
 - Note: 1. For an Advanced Diploma of Agriculture at least 6 of the units of competency presented for this qualification must relate to agricultural work procedures, activities or contexts. In addition, at least 6 of the units selected to make up this qualification must be aligned clearly to Advanced Diploma outcomes.
 - Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

ELECTIVE UNITS

Group B

Code	Title
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS615A	Use online systems to support managerial decision-making
BSBMGT603A	Review and develop business plans
BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMKG605A	Evaluate international marketing opportunities
RTD6502A	Review management plans and strategies
RTD6504A	Coordinate the preparation of a regional resource management plan
RTD6902A	Monitor projects in a program
RTE6301A	Analyse machinery options
RTE6401A	Plan and oversee an emergency disease or plant pest control program
RTE6402A	Develop a plant pest survey strategy
RTE6403A	Develop a plant pest destruction strategy
RTE6501A	Manage the production system
RTE6503A	Design and conduct a field-based research trial
RTE6802A	Lead and manage community or industry organisations
RTE6803A	Manage human resources
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6905A	Manage price risk through trading strategy
RTE6906A	Develop export markets for produce
RTE6907A	Manage capital works
RTE6908A	Design and manage the enterprise quality management system
RTE6909A	Manage estate planning
SFILEAD04A	Plan and achieve change and results
SFILEAD07A	Provide corporate leadership
SRXGOV001A	Participate as a member of an effective board of an organisation
SRXGOV002A	Undertake the role of an individual director of an organisation
SRXGOV003A	Undertake the role of chairperson at a board meeting
SRXGOV004A	Work effectively with the board of an organisation

RTE60203 Advanced Diploma of Rural Business Management

RTE60203 Advanced Diploma of Rural Business Management

A total of eight units of competency must be completed.
<ul style="list-style-type: none"> Select four units from Group A below
<ul style="list-style-type: none"> Select two units from Group A and/or B below
<ul style="list-style-type: none"> Select two additional unit from Groups A, B and/or C below
Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

GROUP A

RTE6803A	Manage human resources
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6905A	Manage price risk through trading strategy
RTE6906A	Develop export markets for produce
RTE6909A	Manage estate planning

GROUP B

BSBEBUS603A	Evaluate new technologies for business
BSBEBUS615A	Use online systems to support managerial decision-making
BSBMGT603A	Review and develop business plans
BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMKG605A	Evaluate international marketing opportunities
RTD6902A	Monitor projects in a program
RTE6301A	Analyse machinery options
RTE6802A	Lead and manage community or industry organisations
RTE6907A	Manage capital works
RTE6908A	Design and manage the enterprise quality management system

SFILEAD04A	Plan and achieve change and results
SFILEAD07A	Provide corporate leadership
SRXGOV001A	Participate as a member of an effective Board of an organisation
SRXGOV002A	Undertake the role of an individual Director of an organisation
SRXGOV003A	Undertake the role of a Chairperson at a Board meeting
SRXGOV004A	Work effectively with the Board of an organisation

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For an Advanced Diploma of Rural Business Management at least six of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least six of the units selected to make up this qualification must be aligned clearly to Advanced Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Advanced Diploma of Rural Business Management:

- **8 units :**
 - **between 4 and 7 units from Group A**
Group A (refer to the unit list at the end of this section)
 - **and Maximum of 4 Units from Group B**
Group B (refer to the unit list at the end of this section)
 - **and Maximum of 2 Units from Group C**
 - **This group includes other units of competency from**
 - **RTD02 Diploma**
 - **and/or RTE03 Diploma**
 - **and/or RTF03 Diploma**
 - **and/or RTD02 Advanced Diploma**
 - **and/or RTF03 Advanced Diploma**
 - **and/or RTE03 Advanced Diploma**
 - **and/or other endorsed Training Packages**
 - Diploma
 - Advanced Diploma
 - Note: These units must be relevant to work undertaken in the rural sector.
 - Note: 1. For an Advanced Diploma of Rural Business Management at least 6 of the units of competency presented for this qualification must relate to rural business work procedures, activities or contexts. In addition, at least 6 of the units selected to make up this qualification must be aligned clearly to Advanced Diploma outcomes.
 - Note: 2. Units should be selected from Group A and Group B in accordance with local work undertaken and local industry advice.

ELECTIVE UNITS

Group A

Code	Title
RTE6803A	Manage human resources
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6905A	Manage price risk through trading strategy
RTE6906A	Develop export markets for produce
RTE6909A	Manage estate planning

Group B

Code	Title
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS615A	Use online systems to support managerial decision-making
BSBMGT603A	Review and develop business plans
BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMKG605A	Evaluate international marketing opportunities
RTD6902A	Monitor projects in a program
RTE6301A	Analyse machinery options
RTE6802A	Lead and manage community or industry organisations
RTE6907A	Manage capital works
RTE6908A	Design and manage the enterprise quality management system
SFILEAD04A	Plan and achieve change and results
SFILEAD07A	Provide corporate leadership
SRXGOV001A	Participate as a member of an effective board of an organisation
SRXGOV002A	Undertake the role of an individual director of an organisation
SRXGOV003A	Undertake the role of chairperson at a board meeting
SRXGOV004A	Work effectively with the board of an organisation

RTE60307 Advanced Diploma of Production Horticulture

RTE60307 Advanced Diploma of Production Horticulture specialising in Olive Production

- A total of eight units of competency must be completed.
- Select six units from Group A below
 - Select two additional units from Group A and/or C below

Units should be selected in accordance with local work undertaken and local industry advice.

GROUP A

BSBEBUS603A	Evaluate new technologies for business
BSBEBUS615A	Use online systems to support managerial decision-making
BSBMGT603A	Review and develop business plans
BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMKG605A	Evaluate international marketing opportunities
RTD6502A	Review management plans and strategies
RTD6902A	Monitor projects in a program
RTE6301A	Analyse machinery options
RTE6501A	Manage the production system
RTE6503A	Design and conduct field-based research trials
RTE6802A	Lead and manage community or industry organisations
RTE6803A	Manage human resources
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6905A	Manage price risk through trading strategy
RTE6906A	Develop export markets for produce
RTE6907A	Manage capital works
RTE6908A	Design and manage the enterprise quality management system

RTE6909A	Manage estate planning
SFILEAD04A	Plan and achieve change and results
SFILEAD07A	Provide corporate leadership
SRXGOV001A	Participate as a member of an effective Board of an organisation
SRXGOV002A	Undertake the role of an individual Director of an organisation
SRXGOV003A	Undertake the role of a Chairperson at a Board meeting
SRXGOV004A	Work effectively with the Board of an organisation

GROUP C

This group includes other units of competency from RTD02 Conservation and Land Management, RTE03 Rural Production, RTF03 Amenity Horticulture and/or other endorsed Training Packages. Units selected must be aligned to Diploma or Advanced Diploma outcomes. These units must be relevant to work undertaken in the rural sector.

QUALIFICATION RULES

For an Advanced Diploma of Production Horticulture specialising in Olive Production at least six of the units of competency presented for this qualification must relate to olive production work procedures, activities or contexts. In addition, at least six of the units selected to make up this qualification must be aligned clearly to Advanced Diploma outcomes.

Qualification Requirements

Note - The following qualification details may be a duplicate of the information above due to the current method of coding packaging rules for the latest release of NTIS (National Training Information Service).

To achieve a Advanced Diploma of Production Horticulture:

Specialising in Olive Production

- **8 units**
 - **between 6 and 8 units from Group A**
GROUP A: Olive Production (refer to the unit list at the end of this section)
 - **and Maximum of 2 Units from Group C**
 - **This group includes other units of competency from**
 - **RTD02 Diploma**
 - **and/or RTE03 Diploma**
 - **and/or RTF03 Diploma**
 - **and/or RTD02 Advanced Diploma**
 - **and/or RTF03 Advanced Diploma**
 - **and/or RTE03 Advanced Diploma**
 - **and/or other endorsed Training Packages**
 - Diploma
 - Advanced Diploma
 - Note: These units must be relevant to work undertaken in the rural sector.
 - Note: For an Advanced Diploma of Production Horticulture specialising in Olive Production at least six of the units of competency presented for this qualification must relate to olive production work procedures, activities or contexts. In addition, at least six of the units selected to make up this qualification must be aligned clearly to Advanced Diploma outcomes.

ELECTIVE UNITS

GROUP A: Olive Production

Code	Title
BSBEBUS603A	Evaluate new technologies for business
BSBEBUS615A	Use online systems to support managerial decision-making
BSBMGT603A	Review and develop business plans
BSBMGT607A	Manage knowledge and information
BSBMGT609A	Manage risk
BSBMGT610A	Manage environmental management systems
BSBMKG605A	Evaluate international marketing opportunities
RTD6502A	Review management plans and strategies
RTD6902A	Monitor projects in a program
RTE6301A	Analyse machinery options
RTE6501A	Manage the production system
RTE6503A	Design and conduct a field-based research trial
RTE6802A	Lead and manage community or industry organisations
RTE6803A	Manage human resources
RTE6901A	Analyse business performance
RTE6903A	Develop and review a strategic plan
RTE6904A	Manage business capital
RTE6905A	Manage price risk through trading strategy
RTE6906A	Develop export markets for produce
RTE6907A	Manage capital works
RTE6908A	Design and manage the enterprise quality management system
RTE6909A	Manage estate planning
SFILEAD04A	Plan and achieve change and results
SFILEAD07A	Provide corporate leadership
SRXGOV001A	Participate as a member of an effective board of an organisation
SRXGOV002A	Undertake the role of an individual director of an organisation
SRXGOV003A	Undertake the role of chairperson at a board meeting
SRXGOV004A	Work effectively with the board of an organisation

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 *Essential Standards for Registration*.

The AQTF 2007 *Essential Standards for Registration* can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007 *Essential Standards for Registration*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 *Essential Standards for Registration*, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 *Essential Standards for Registration*, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 *Essential Standards for Registration*, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 *Essential Standards for Registration*, Standard 2.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 *Essential Standards for Registration*, Standard 3.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website < www.aqf.edu.au>.

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and DEST, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEST cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact www.agrifoodskills.net.au.

Requirements for assessors

Some individual units of competency may be subject to licensing arrangements before training is commenced or before undertaking related work in the industry. Other units may require licences for those responsible for delivery and assessment. Competency standards where licensing arrangements may be relevant include those dealing with:

- operating vehicles, machinery and equipment such as chainsaws, motor vehicles,

- tractors, forklifts and earthmoving machinery
- driving or transporting machinery and equipment on public roads
- firearms
- chemical purchase and use
- access to and activities on private or protected lands
- management activities related to particular animal and plant species
- waste water
- soil disturbance and conservation
- irrigation
- water allocations
- underground water
- landscape construction
- natural bush clearing.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet those additional requirements.

Requirements for candidates

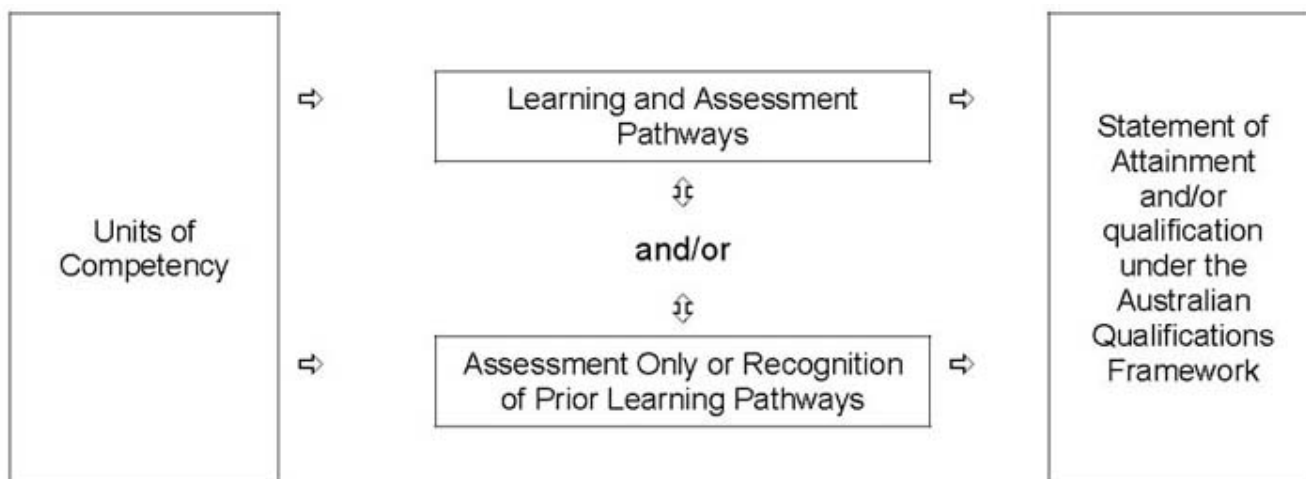
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories

- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4		<i>Training and assessment is delivered by trainers and assessors who:</i>
	a)	<i>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</i>
	b)	<i>have the relevant vocational competencies at least to the level being delivered or assessed</i>
	c)	<i>continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO"s services.</i>

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service < www.ntis.gov.au>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

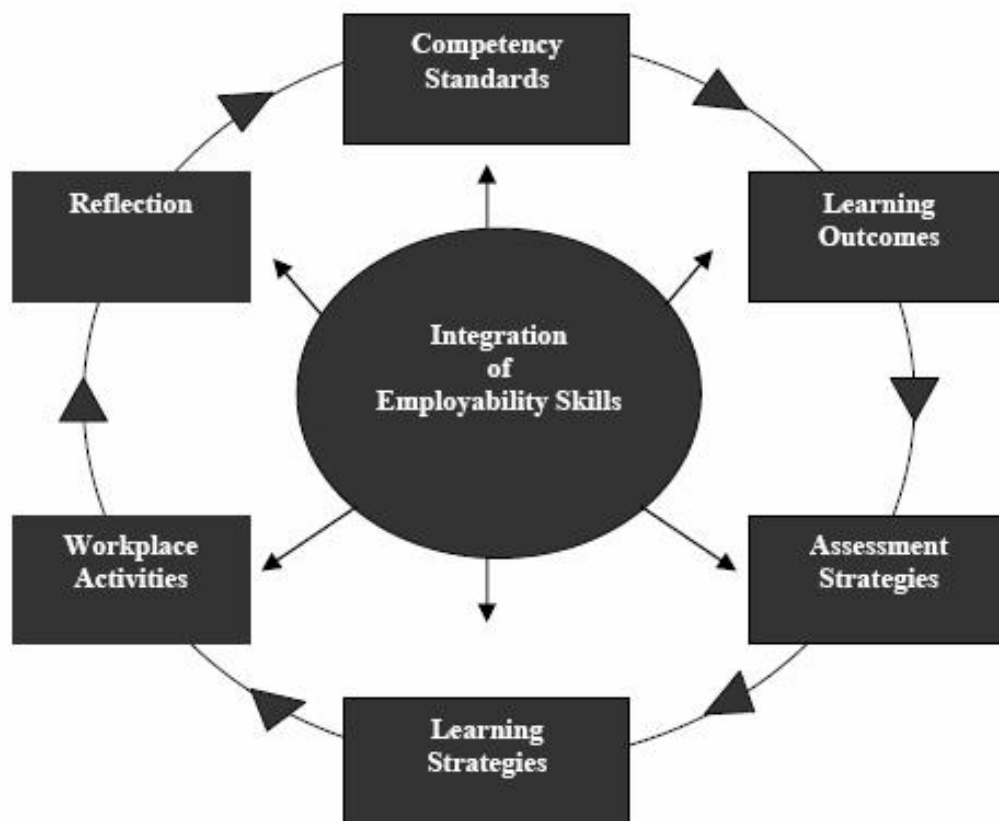
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 *Essential Standards for Registration* are as follows:

1.5		<i>Assessment, including Recognition of Prior Learning:</i>
	a)	<i>meets the requirements of the relevant Training Package or accredited course,</i>
	b)	<i>is conducted in accordance with the principles of assessment and the rules of evidence, and</i>
	c)	<i>meets workplace and, where relevant, regulatory requirements.</i>

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in Agri-Food Industry Skills Council Training Packages go to the Agri-Food Industry Skills Council website at <http://www.agrifoodskills.net.au>.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the *Training Package Development Handbook* (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Contacts

Agri-food Industry Skills Council

7 National Circuit

BARTON ACT 2600

PO Box 5450

KINGSTON ACT 2604

Telephone: (02) 6163 7200

Fax: (02) 6163 7278

Web: www.agrifoodskills.net.au

Email: info@agrifoodskills.net.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A"Beckett Street Post Office

MELBOURNE VICTORIA 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation & Business Skills Australia
Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Web: www.ibsa.org.au
Email: virtual@ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to < www.training.com.au/aqtf2007>

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*.

Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisation (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of

competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the

assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence, and expectations at the AQF qualification level involved

Employability Skills in units of competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	<ul style="list-style-type: none"> • Give formal presentations and take part in meetings (Communication)
Unit Descriptor	<ul style="list-style-type: none"> • This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)
Element	<ul style="list-style-type: none"> • Proactively resolve issues (Problem solving)
Performance Criteria	<ul style="list-style-type: none"> • Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements (Planning and organising)
Range Statement	<ul style="list-style-type: none"> • Software applications may include: <ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, or accounting, packages (Technology).
Required Skills and Knowledge	<ul style="list-style-type: none"> • Modify activities depending on differing workplace contexts, risk situations and environments (Learning) • Work collaboratively with others during a fire emergency (Teamwork)

	<ul style="list-style-type: none"> • Instructions, procedures and other information relevant to the maintenance of vessel and port security (Communication)
<p>Evidence Guide</p>	<ul style="list-style-type: none"> • Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: <ul style="list-style-type: none"> • assess response options to identified crime prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues (Initiative and enterprise).

Competency Standards - Industry Contextualisation

Customisation of Rural Production units of competency

Customising units of competency involves adding or changing specific industry or enterprise information to the units to better reflect the work of a particular industry or workplace.

Customisation involves no major changes to the integrity of the units of competency. The areas where additions or changes to information can be made are in the performance criteria, the evidence guides and/or the range statement.

A customised unit describes a workplace outcome in a specific enterprise or workplace context that is equivalent to the national standard. Customisation should not be so extensive that the assessment and training required to achieve the unit of competency is decreased or substantially increased.

There are three broad principles relating to the customisation of units of competency. Customisation must ensure the integrity of:

- industry skill requirements
- industry portability requirements
- national competency standards system and AQF qualifications.

Customisation can occur in a number of ways:

- **Performance criteria** can have terminology changed to reflect equivalent enterprise criteria. For example, '... according to enterprise procedures' could become '...according to XYZ enterprise's workplace procedures manual'. Generic terms can be replaced with specific terms. For example, 'plant' could become 'seedling' or 'tube stock', 'pest' could become 'weed' or even a specific species such as 'dingo' or 'rabbit' where it is relevant to the performance of that unit. Performance criteria can also be added where additional steps may want to be emphasised by the enterprise. For example, a worker may be required to immediately contact a nominated person on detection of certain plant pests or animals and this can be added as a performance criterion into the unit.

- The **range statement** can similarly be added to or amended to emphasise particular enterprise contexts. Moreover, items in the range statement that are not relevant to an enterprise can be deleted.
- The **evidence guide** can also be changed to suit a specific enterprise context. For example, items under underpinning knowledge and skills can be made more specific or have terminology changed to make them more relevant. Additional knowledge and skill requirements can be added where desired.

Where a unit of competency has been customised, it will be necessary to state equivalence to the original national unit of competency. For example, 'This unit of competency is equivalent to the unit of competency RTE2030A *Assist agricultural crop harvesting*' could be added to the unit descriptor.

Consideration should also be given to customising a unit of competency to allow for alternative communication and to make units culturally appropriate. People seeking to customise a unit of competency for these purposes should refer to the guidance contained in the DEST *Working with Diversity* series of publications available from www.dest.gov.au.

Questions regarding equivalence with customised units of competency in Rural Production should be referred to the Agri-food Industry Skills Council.

RTE1001A

Unit Descriptor

Support agricultural crop work

This competency standard covers the process of supporting agricultural cropping work under supervision. It requires the ability to prepare materials; tools and equipment for cropping work, undertake cropping activities, handle materials and equipment, and clean up on completion of work. Supporting agricultural cropping work requires knowledge of safe work practices, cropping practices and related tools and equipment.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Prepare materials, tools and equipment for agricultural crop work	<p>1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisor's instructions.</p> <p>1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.</p> <p>1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.</p> <p>1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.</p> <p>1.5 Cropping support is provided according to OHS requirements and according to workplace information.</p> <p>1.6 OHS hazards are identified and reported to the supervisor.</p>
2. Undertake agricultural crop work as directed	<p>2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.</p> <p>2.2 Cropping work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3 Interactions with other staff and customers are carried out in a positive and professional manner.</p> <p>2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.</p> <p>2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p>
3. Handle materials and equipment	<p>3.1 Waste material produced during cropping work is stored in a designated area according to supervisor's instructions.</p> <p>3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3 A clean and safe work site is maintained while completing cropping activities.</p>

4. Clean up on completion of cropping work
- 4.1 Materials are returned to store or disposed of according to supervisor's instructions.
 - 4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisors instructions.
 - 4.3 Work outcomes are reported to the supervisor.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other staff in completing tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of farm tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under agricultural crop work?

Assistance with all activities associated with cropping such as land preparation, seeding, fertilising, harvesting, baling, raking, loading and unloading or other relevant duties.

Removing weeds (rouging) or rocks from crops or fields, and routine maintenance of sheds and other workplaces.

What instructions may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.
What tools and equipment may be required for cropping work?	Tools and equipment may include knives, hand tools, rope, sack trucks, fencing tools, augers, and brooms.
What workplace information might be required for this standard?	Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.
What OHS hazards may be associated with cropping work?	Hazards may include, solar radiation, dust, noise, air- and soil-borne micro organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.
What are the personal protective clothing and equipment requirements associated with cropping support?	Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.
What waste materials may apply to this standard?	Plant debris, litter and broken components, plastic, metal, or paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting cropping work requires evidence that cropping activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support cropping work must be transferable to different work environments. For example, this could include different tasks, enterprises, and types of crops.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- farm tools and equipment
- repair and maintenance of structures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for cropping work
- undertake work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1005A

Unit Descriptor

Support horticultural production

This competency standard covers the process of supporting horticultural production under supervision. It requires the ability to prepare materials, tools and equipment for horticultural production work, undertake routine production assistance work, handle materials and equipment, and clean up on completion of work. Supporting horticultural production work requires knowledge of safe work practices relating to basic crop handling techniques including planting, maintaining, picking and packing, loading and unloading, and using associated farm tools and equipment.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare materials, tools and equipment for horticultural production work | 1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisor's instructions .
1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.
1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.
1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.
1.5 Work support is provided according to OHS requirements and according to workplace information .
1.6 OHS hazards are identified and reported to the supervisor. |
| 2. Undertake horticultural production work as directed | 2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.
2.2 Work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.
2.3 Interactions with other staff and customers is carried out in a positive and professional manner.
2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.
2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor. |
| 3. Handle materials and equipment | 3.1 Waste material produced during work is stored in a designated area according to supervisor's instructions.
3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.
3.3 A clean and safe work site is maintained while working. |

4. Clean up on completion of work
- 4.1 Materials are returned to store or disposed of according to supervisor's instructions.
 - 4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisors instructions.
 - 4.3 Work outcomes are reported to the supervisor.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other staff in completing tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under horticultural crop work?

Assistance with all activities associated with horticultural production such as land preparation, seeding/planting, maintaining, loading and unloading, harvesting/picking, sorting, and packing.

Assisting with routine maintenance or cleaning of sheds and other buildings, fences, fixtures and fitting.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.

What tools and equipment may be required for horticultural production work?

Tools and equipment may include knives, secateurs, spades, forks, ladders, hoes, packing equipment, boxes, bins and buckets, hoses and hose fittings.

What workplace information might be required for this standard?

Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.

What OHS hazards may be associated with horticultural production work?

Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.

What are the personal protective clothing and equipment requirements associated with horticultural work?

Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.

What waste materials may apply to this standard?

Plant debris, litter and broken components, plastic, metal, paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting horticultural production work requires evidence that activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support horticultural production work must be transferable to different work environments. For example, this could include different tasks, crops and types of orchards/plantations/farms.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- planting, picking, packing, loading and transporting techniques appropriate to this level
- use of horticultural tools and equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for work
- undertake work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1101A

Unit Descriptor

Support extensive livestock work

This competency standard covers the process of supporting extensive livestock work under supervision. It requires the ability to prepare materials, tools and equipment for livestock work, undertake livestock activities, handle materials and equipment, and clean up on completion of work. Supporting extensive livestock work requires knowledge of safe work practices relating to working with animals and animal husbandry tasks, including the use of related tools and equipment.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare materials, tools and equipment for extensive livestock work | <p>1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisor's instructions.</p> <p>1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.</p> <p>1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.</p> <p>1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.</p> <p>1.5 Work support is provided according to OHS requirements and according to workplace information.</p> <p>1.6 OHS hazards are identified and reported to the supervisor.</p> |
| 2. Undertake extensive livestock work as directed | <p>2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.</p> <p>2.2 Work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3 Interactions with other staff and customers is carried out in a positive and professional manner.</p> <p>2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.</p> <p>2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p> |
| 3. Handle materials and equipment | <p>3.1 Waste material produced during work is stored in a designated area according to supervisor's instructions.</p> <p>3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3 A clean and safe work site is maintained while working.</p> |
| 4. Clean up on completion of work | <p>4.1 Materials are returned to store or disposed of according to supervisor's instructions.</p> <p>4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisors instructions.</p> <p>4.3 Work outcomes are reported to the supervisor.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other staff in completing tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under extensive livestock work?

Assistance with moving livestock, caring for animals, distributing stockfeed, loading and unloading goods and materials, carrying out routine maintenance on buildings, roads, troughs, fences, cleaning yards, sheds, fixtures and fittings.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.

What workplace information might be required for this standard?

Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.

What are the personal protective clothing and equipment requirements associated with extensive livestock support?

Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.

What OHS hazards may be associated with extensive livestock work?

Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.

What waste materials may apply to this standard?

Packaging and broken components, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting extensive livestock work requires evidence that activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support work must be transferable to different work environments. For example, this could include different tasks, animals and types of farms or properties.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- animal handling techniques
- tools and equipment
- maintenance practices for planted areas
- repair and maintenance of features.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for work
- undertake work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1102A

Unit Descriptor

Support intensive livestock work

This competency standard covers the process of supporting intensive livestock work under supervision. It requires the ability to prepare materials, tools and equipment for work, assist with routine livestock activities, handle materials and equipment, and clean up on completion of work. Supporting intensive livestock work requires knowledge of safe work practices relating to working with animals and animal husbandry tasks, including the use of related tools and equipment.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Prepare materials, tools and equipment for intensive livestock work	<p>1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisor's instructions.</p> <p>1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.</p> <p>1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.</p> <p>1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.</p> <p>1.5 Work support is provided according to OHS requirements and according to workplace information.</p> <p>1.6 OHS hazards are identified and reported to the supervisor.</p>
2. Undertake intensive livestock work as directed	<p>2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.</p> <p>2.2 Work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3 Interactions with other staff and customers is carried out in a positive and professional manner.</p> <p>2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.</p> <p>2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p>
3. Handle materials and equipment	<p>3.1 Waste material produced during work is stored in a designated area according to supervisor's instructions.</p> <p>3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3 A clean and safe work site is maintained while working.</p>
4. Clean up on completion of work	<p>4.1 Materials are returned to store or disposed of according to supervisor's instructions.</p> <p>4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.</p> <p>4.3 Work outcomes are reported to the supervisor.</p>

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other staff in completing tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under intensive livestock work?

Generally, this unit covers assistance with regular checking of feed and water supplies for animals and/or birds, mixing and milling standard stockfeed, disposing of deceased animals, loading and unloading animals for transport, carrying out routine maintenance on buildings, cages/pens, cleaning sheds, fixtures and fittings.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.

What tools and equipment may be required for intensive livestock work?	Tools and equipment may include knives, spades, forks, rakes, hoes, spray equipment, augers, buckets, brooms, wheelbarrows, hoses and hose fittings.
What workplace information might be required for this standard?	Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.
What OHS hazards may be associated with intensive livestock work?	Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.
What are the personal protective clothing and equipment requirements associated with intensive livestock support?	Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.
What waste materials may apply to this standard?	Plant debris, litter and broken components, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting intensive livestock work requires evidence that activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support work must be transferable to different work environments. For example, this could include different tasks, enterprises, and types of livestock.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- animal handling techniques
- tools and equipment
- repair and maintenance of buildings, fixtures or fittings.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for work
- undertake work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1103A

Unit Descriptor

Support woolshed activities

This competency standard covers the process of supporting woolshed activities under supervision. It requires the ability to work in a safe manner, undertake woolshed activities as directed, handle materials and equipment, and clean up on completion of woolshed activities. Supporting woolshed activities requires knowledge of safe work practices, sheep breeds and wool types, shearing tools and equipment, basic wool handling practices and relevant industrial awards.

Note: Chemicals can only be used by qualified persons outside the workplace.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Prepare materials, tools and equipment for woolshed activities | 1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisor's instructions .
1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.
1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.
1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.
1.5 Support for woolshed activities is provided according to OHS requirements and according to workplace information .
1.6 OHS hazards are identified and reported to the supervisor. |
| 2. Undertake woolshed activities as directed | 2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.
2.2 Work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.
2.3 Interactions with other workers and owner/classers is carried out in a positive and professional manner.
2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.
2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor. |
| 3. Handle materials and equipment | 3.1 Waste material produced during woolshed activities is stored in a designated area according to supervisor's instructions.
3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.
3.3 A clean and safe work site is maintained while completing woolshed activities. |

4. Clean up on completion of woolshed activities
- 4.1 Materials are returned to store or disposed of according to supervisor's instructions.
 - 4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.
 - 4.3 Work outcomes are reported to the supervisor.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other workers in completing tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and sheep.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of farm tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under woolshed activities?

Assisting with crutching and shearing such as penning and catching sheep, and cleaning up duties as directed by the shearer.

Assisting with wool handling and classing such as sorting crutchings, moving fleece and cleaning up duties as directed by the wool handler or classer.

Assisting with general roustabout duties in a woolshed as directed.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.

What tools and equipment may be required for woolshed activities?

Tools and equipment may include brooms, knives, sack trucks.

What workplace information might be required for this standard?

Workplace information may include procedures for disposing of waste materials, industrial awards impacting on woolshed operations, work instructions or verbal instructions from the supervisor.

What OHS hazards may be associated with woolshed activities?

Hazards may include, dust, noise, air -borne micro-organisms, sharp hand tools and equipment, manual handling, slippery surfaces, obstacles, tripping hazards, presses, overhead gear and other machinery, working shearers, electric leads and cables, changes in floor level, continual bending and reaching, fumes, smoke and exhaust gases from machinery, ammonia from animal urine, and zoonoses.

What are the personal protective clothing and equipment requirements associated with woolshed activities?

Personal protective clothing and equipment may include overalls, gloves, safety glasses, face mask and ear protectors.

What waste materials may apply to this standard?

Wool litter, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting woolshed activities requires evidence that woolshed activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support woolshed activities must be transferable to different work environments. For example, this could include different tasks, supervision and woolsheds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- sheep breeds and wool types
- shearing tools and equipment
- basic wool handling practices
- relevant industrial awards (e.g. Federal Pastoral Industry Award, State Shearing Award of Queensland).

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for woolshed activities
- undertake woolshed activities as directed
- handle materials and equipment
- clean up on completion of woolshed activities.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1104A

Unit Descriptor

Support horse work

This competency standard covers the work required to assist others to safely provide horses with comfortable and clean housing, preparing them for work, grooming horses and cleaning working gear when work is finished.

It requires the ability to assist with the preparation of materials and equipment for work, undertake horse-handling activities, handle materials and equipment, and clean up on completion of work. Supporting horse work requires knowledge of safe work practices relating to working with horses, and horse husbandry tasks including the use of related tools and equipment.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare materials, tools and equipment for horse work | <p>1.1 The required materials, tools and equipment are identified according to lists provided and/or supervisor's instructions.</p> <p>1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.</p> <p>1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.</p> <p>1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.</p> <p>1.5 Work support is provided according to OHS requirements, and according to workplace information.</p> <p>1.6 OHS hazards are identified and reported to the supervisor.</p> |
| 2. Undertake horse work as directed | <p>2.1 Instructions and directions provided by supervisor are followed and clarification sought when necessary.</p> <p>2.2 Work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3 Interactions with other staff and customers is carried out in a positive and professional manner.</p> <p>2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.</p> <p>2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p> |
| 3. Handle materials and equipment | <p>3.1 Waste material produced during work is stored in a designated area according to supervisor's instructions.</p> <p>3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3 A clean and safe work site is maintained while working.</p> |

4. Clean up on completion of work
- 4.1 Materials are returned to store or disposed of according to supervisor's instructions.
 - 4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.
 - 4.3 Work outcomes are reported to the supervisor.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently, in a logical sequence, and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other staff in completing tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under horse work?

Assistance with selecting, catching and tying up horses, grooming and rugging horses, cleaning and maintaining stable gear, caring for horses, feeding horses, loading and unloading goods and materials, carrying out routine maintenance on buildings, roads, troughs, fences, cleaning yards, sheds, fixtures and fittings.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.

What tools and equipment may be required for horse work?

Tools and equipment may include saddles, ropes, reins, breastplates, martingales, bridles, cruppers, saddle bags, headstalls, saddle cloths, feeders, leads and rugs, brushes and combs, clippers, bot knife, scrapers, and soap, hoof picks, knives, rasps, pincers, brushes, and hoof dressings.

What workplace information might be required for this standard?

Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.

What OHS hazards may be associated with horse work?

Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.

What are the personal protective clothing and equipment requirements associated with horse support?

Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.

What waste materials may apply to this standard?

Packaging and broken components, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting horse work requires evidence that activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support work must be transferable to different work environments. For example, this could include different tasks and types of farms or properties.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- horse handling techniques
- horse care
- tools and equipment
- repair and maintenance of features.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for work
- undertake horse work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1105A

Unit Descriptor

Undertake basic shearing and crutching

This competency standard covers basic wool removal as part of a shearing and crutching operation.

Competency requires an awareness of enterprise and legislative requirements with regard to shearing practices and shearing shed procedures. The work would be carried out under direct supervision.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Set-up shearing handpiece as directed | <ul style="list-style-type: none"> 1.1 Potential and existing hazards in the workplace are identified and reported to supervisor. 1.2 Shearing equipment is checked for correct operation. 1.3 Assemble comb and cutter on handpiece. 1.4 Set lead and throw. 1.5 Set tension to enable comb and cutter to cut wool cleanly with minimum friction. 1.6 Lubricate working surfaces and moving parts in line with manufacturers requirements. |
| 2. Follow health and fitness procedures | <ul style="list-style-type: none"> 2.1 Prepare for exercises to warm-up the body. 2.2 Perform back, shoulder, leg, arm, and abdomen stretches. 2.3 Recognise the necessities of hydration, nutrition and rest periods. |
| 3. Catch sheep for shearing | <ul style="list-style-type: none"> 3.1 Suitable personal protective equipment is selected, used and maintained in line with the OHS and workplace. 3.2 Sheep are caught and moved in line with organisational, OHS, industry and animal welfare standards. 3.3 Sheep are moved from the catching pen to the shearing board using safe manual handling techniques. 3.4 Sheep are positioned for shearing/crutching in line with industry agreed method. |
| 4. Remove wool | <ul style="list-style-type: none"> 4.1 Handpiece is activated and positioned readiness for shearing/crutching operations. 4.2 Shear/crutch section of sheep as directed. 4.3 Release sheep safely from the board into the count-out pens. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to shearing procedures and problems associated with contaminated fleece or problem sheep may be discussed with colleagues and reported to the classer and/or overseer/supervisor.	1
Collecting analysing and organising information	Shearing outcomes including information with regard to shorn sheep, problem sheep and contaminated wool may be detailed and tallied, and organised by records and reports.	1
Planning and organising activities	Shearing activities may be planned and co-ordinated with time schedules and numbers of sheep, or sequenced as required.	1
Working with others and in teams	Team work may be applied in treating problem sheep or in arranging for the collection of shorn fleece.	1
Using mathematical ideas and techniques	Mathematics may be applied in the tallying of shorn sheep, mob breaks or cutouts.	1
Solving problems	Contingencies for dealing with problem sheep and contaminated wool may be planned and prepared to minimise disruption to shearing schedules. Alternative planning may also be needed if complications occur when catching or shearing sheep.	1
Using technology	To communicate, record and calculate shearing outcomes and tallies.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What potential and existing hazards may be encountered in the workplace?

Sheep movement and handling, loose boards, obstacles, veterinary chemicals, damaged pens, uneven flooring, uncovered belts, poor drag, unsafe equipment and machinery, and loose clothing.

What may be included in equipment?	Equipment may include friction cone, downtube assembly and shearing handpiece.
What sheep might be subject to the shearing operations?	All ages and genders of sheep, including rams, ewes, wethers, lambs, hoggets and stags.
What may be included in personal protective equipment?	Clothing and footwear that prevents feet crushing, skin abrasions and tangles in machinery.
What processes might be involved in moving sheep?	Sheep may be caught and moved from the catching pen to the board using safe handling techniques.
What organisational, industry and animal welfare standards might apply to sheep shearing?	<p>Organisation may include: Standard Operating Procedures (SOPs), industry standards, production schedules, work notes, work plans, manufacturers specifications, supervisors instructions, and workplace policies and procedures (including recycling, environmental and land management).</p> <p>Industry and animal welfare standards/requirements might include: National codes of practice for the Shearing Industry (Health, Safety and Welfare standards), Environmental Protection Act, and Animal Welfare Act.</p>
What OHS requirements may be applicable to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • safe operation and maintenance of machinery and equipment including guarding of exposed moving parts • the operation and maintenance of hazard-free facilities and equipment • the maintenance of accommodation facilities • handling livestock • safe manual handling, including lifting and carrying • safe fleece/wool harvesting • the protection from electrical hazards, hazardous noise and organic and other dusts • the health and safety of shearing personnel • the appropriate use of personal protective clothing and equipment • animal welfare considerations including disease control.

What range of shearing methods, positions and procedures may be recommended by industry?

This may include detailed procedures for removal of wool from the belly and crutch, first hind leg, wig, first side neck and shoulder, side and back (long blow) second side neck and shoulder last side and last hind leg, positioning of the sheep and shearer in relation to the down tube, use of free hand, safety procedures, how to avoid second cuts and other damage to wool, and damage to sensitive and vulnerable parts of the sheep's anatomy.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to undertake basic shearing and crutching of sheep using industry accepted methods and procedures. It also requires the ability to safely operate shearing equipment and avoid damage to sheep and fleece. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge to shear sheep must be transferable to a different work environment. For example, this could include different sheep breeds, wool types and conditions.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed shearing and crutching techniques, and positions and method of shearing
- safe handling techniques for catching, dragging, shearing and releasing sheep
- anatomy of all types of sheep
- sheep diseases
- animal welfare requirements in relation to sheep
- sheep behaviour
- personal protective clothing and equipment and when and how it should be used
- Federal Pastoral Industry Award, and/or State Shearing Award of Queensland, and/or Western Australian Shearing Contractors Award
- relevant State/Territory legislation and awards, regulations and codes of practice with regard to workplace OHS and animal welfare.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- select and use equipment and materials appropriate for shearing sheep
- avoid contamination, second cuts and damage to wool, sheep and people
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- clean and maintain shearing equipment, site and facilities
- communicate problems, faults and workplace hazards, and to comprehend instructions provided by the owner or overseer

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1106A

Unit Descriptor

Shear sheep to novice level

This competency standard covers the selection, handling and shearing of sheep to novice level of a minimum 40 sheep per day.

It requires the application of skills and knowledge to identify problem sheep and identify shearing complications. Competency requires an awareness of enterprise and legislative requirements with regard to shearing practices and shearing shed procedures. The work would be carried out under routine supervision within enterprise guidelines.

NB: Chemicals must only be applied by qualified persons outside the workplace.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Set-up shearing handpiece | <ul style="list-style-type: none"> 1.1 Potential and existing hazards in the workplace are identified. 1.2 Shearing equipment is checked for correct operation. 1.3 Assemble comb and cutter on handpiece. 1.4 Set lead and throw. 1.5 Set tension to enable comb and cutter to cut wool cleanly with minimum friction. 1.6 Lubricate working surfaces and moving parts in line with manufacturers requirements. |
| 2. Follow health and fitness procedures | <ul style="list-style-type: none"> 2.1 Prepare for exercises to warm-up the body. 2.2 Perform back, shoulder, leg, arm and abdomen stretches. 2.3 Recognise the necessities of hydration, nutrition and rest periods. |
| 3. Catch sheep for shearing | <ul style="list-style-type: none"> 3.1 Suitable personal protective equipment is selected, used and maintained in line with the OHS and workplace. 3.2 Sheep are caught and moved in line with organisational, OHS, industry and animal welfare standards. 3.3 Sheep are moved from the catching pen to the shearing board using safe manual handling techniques. 3.4 Sheep are positioned for shearing in line with industry agreed shearing method. |
| 4. Remove fleece | <ul style="list-style-type: none"> 4.1 Handpiece is activated and positioned readiness for shearing operations. 4.2 Shear section of sheep in position suitable to the individual's competence. 4.3 Shear the six basic positions in sequence. 4.4 Minimise injury to sheep. 4.5 Release sheep safely from the board into the count-out pens. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to shearing procedures and problems associated with contaminated fleece or problem sheep may be discussed with colleagues and reported to the classer and/or overseer/supervisor.	1
Collecting analysing and organising information	Shearing outcomes including information with regard to shorn sheep, problem sheep and contaminated wool may be detailed and tallied, and organised by records and reports.	1
Planning and organising activities	Shearing activities may be planned and co-ordinated with time schedules and numbers of sheep or sequenced as required.	1
Working with others and in teams	Team work may be applied in treating problem sheep, or in arranging for the collection of shorn fleece.	1
Using mathematical ideas and techniques	Mathematics may be applied in the tallying of shorn sheep, mob breaks or cutouts.	1
Solving problems	Contingencies for dealing with problem sheep and contaminated wool may be planned and prepared to minimise disruption to shearing schedules. Alternative planning may also be needed if complications occur when catching or shearing sheep.	1
Using technology	To communicate, record and calculate shearing outcomes and tallies.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What potential and existing hazards may be encountered in the workplace?

Sheep movement and handling, loose boards, obstacles, veterinary chemicals, damaged pens, uneven flooring, uncovered belts, poor drag, unsafe equipment and machinery, and loose clothing.

What may be included in equipment?	Equipment may include friction cone, downtube assembly and shearing handpiece.
What sheep might be subject to the shearing operations?	All ages and genders of sheep including rams, ewes, wethers, lambs, hoggets and stags.
What may be included in personal protective equipment?	Clothing and footwear that prevents feet crushing, skin abrasions, and tangles in machinery.
What processes might be involved in moving sheep?	Sheep may be caught and moved from the catching pen to the board using safe handling techniques.
What organisational, industry and animal welfare standards might apply to sheep shearing?	<p>Organisation may include Standard Operating Procedures, industry standards, production schedules, work notes, work plans, manufacturers specifications, supervisor's instructions, and workplace policies and procedures (including recycling, environmental and land management).</p> <p>Industry and animal welfare standards/requirements might include: National codes of practice for the Shearing Industry (Health, Safety and Welfare standards), Environmental Protection Act and Animal Welfare Act.</p>
What OHS requirements may be applicable to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none">• safe operation and maintenance of machinery and equipment including guarding of exposed moving parts• the operation and maintenance of hazard-free facilities and equipment• the maintenance of accommodation facilities• handling livestock• safe manual handling, including lifting and carrying• safe fleece/wool harvesting• the protection from electrical hazards, hazardous noise and organic and other dusts• the health and safety of shearing personnel• the appropriate use of personal protective clothing and equipment• animal welfare considerations including disease control.

<p>What range of shearing methods, positions and procedures may be recommended by industry?</p>	<p>This may include detailed procedures for removal of wool from the belly and crutch, first hind leg, wig, first side neck and shoulder, side and back (long blow) second side neck and shoulder last side and last hind leg, positioning of the sheep and shearer in relation to the down tube, use of free hand, safety procedures, how to avoid second cuts and other damage to wool, and damage to sensitive and vulnerable parts of the sheep's anatomy.</p>
<p>When safe handling techniques need to be applied?</p>	<p>For catching, dragging, positioning and releasing sheep.</p>
<p>What injury to sheep and damage to wool needs to be avoided?</p>	<p>Injury to the vulnerable areas of the sheep such as teats, pizzles, ears, vulva, wrinkle and skin, eyes, hamstrings, joints, blood vessels and sinewy parts close to the surface. Damage to horns, eartags, second cuts and skin pieces should also be avoided.</p>
<p>What adverse shearing conditions may be applicable to this standard?</p>	<p>These may be extreme temperatures, wet or contaminated wool.</p>
<p>What volume expectations might be met?</p>	<p>Expected volume may be a minimum of 40 sheep per day for a novice shearer.</p>
<p>What contamination might need to be identified?</p>	<p>Amongst the contaminants are lamb pouches, maggot affected wool, urine stains, dung stains, skin pieces, black fibres, loose woolpack fibres, baling twines, man-made fibres and clothing, dermatitis, branding dyes, dags, grease locks, burrs and vegetable matter, shed debris, wet fibre or water stains, cigarette butts, and towels.</p>
<p>How might sheep cuts be treated?</p>	<p>Cuts may be sutured in line with industry standards and animal welfare requirements.</p>
<p>How might flyblown sheep be treated?</p>	<p>Treatment may include the shearing of flyblown wool to skin, marking sheep and informing the owner/classer.</p>
<p>What types of problem sheep might be identified</p>	<p>Wet sheep, diseased sheep, sheep affected by prickly pear, those chemically treated prior to shearing and other problems as listed in the various pastoral awards.</p>

What shearing grievances and difficulties might occur? This might relate to responsibilities of owners, overseers and shearers and just causes and procedures for stopping work as specified within relevant awards.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to handle and shear a minimum 40 sheep per day using industry accepted methods and procedures. It also requires the ability to safely operate shearing equipment, avoid damage to sheep and fleece, meet volume expectations, and recognise problem and diseased sheep. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge to shear sheep must be transferable to a different work environment. For example, this could include different sheep breeds, wool types and conditions, and shearing sheds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed shearing techniques and positions, and method of shearing
- safe handling techniques for catching, dragging, shearing and releasing sheep
- anatomy of all types of sheep
- sheep diseases
- animal welfare requirements in relation to sheep
- sheep behaviour
- personal protective clothing and equipment, and when and how it should be used
- Federal Pastoral Industry Award and/or State Shearing Award of Queensland and/or Western Australian Shearing Contractors Award
- relevant State/Territory legislation and awards, regulations and codes of practice with regard to workplace OHS and animal welfare.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- select and use equipment and materials appropriate for shearing sheep
- avoid contamination, second cuts, and damage to wool, sheep and people
- shear sufficient sheep within eight hours to match novice skill level
- suturing
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- clean and maintain shearing equipment, site and facilities
- work in a team as a team member
- communicate problems, faults and workplace hazards, and to comprehend instructions provided by the owner or overseer
- tally shorn sheep count.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE1107A

Unit Descriptor

Support organic production

This unit of competency specifies the outcomes required to support organic production. The unit requires the ability to prepare materials, tools and equipment for organic production work, undertake routine production assistance work, handle materials and equipment, and clean up on completion of work. Supporting organic production work requires knowledge of the principles of organic production, safe work practices relating to basic crop and livestock handling techniques, and the use of associated farm tools and equipment.

The work would be carried out under routine supervision within enterprise guidelines.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit of competency supports the role of a general assistant or farmhand in a farming enterprise conducted according to the principles of organic farming.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Prepare materials, tools and equipment for organic production work. | <p>1.1 Required materials, tools and equipment are identified according to supervisor instructions.</p> <p>1.2 Checks for serviceability are conducted on all materials, tools and equipment and insufficient or faulty items are reported to supervisor.</p> <p>1.3 Techniques used when loading and unloading materials demonstrate correct manual handling techniques and minimise damage to self, load and vehicle.</p> <p>1.4 Suitable personal protective clothing and equipment are selected and checked prior to use.</p> <p>1.5 Occupational health and safety (OHS) hazards are identified and reported to supervisor.</p> |
| 2. Undertake organic production work as directed. | <p>2.1 Instructions and directions provided by supervisor are followed and clarification is sought when necessary.</p> <p>2.2 Work is undertaken in an environmentally appropriate manner and according to workplace information, principles of organic agriculture, OHS requirements and enterprise guidelines.</p> <p>2.3 Site quarantine, biosecurity protocols and farm and personal hygiene requirements are followed as required by enterprise guidelines.</p> <p>2.4 Where appropriate to enterprise's activities, food safety requirements are met.</p> <p>2.5 Interactions with other staff and customers are carried out in a positive and professional manner.</p> <p>2.6 Enterprise policies and procedures in relation to workplace practices, and handling and disposal of materials are observed.</p> <p>2.7 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p> <p>2.8 Clean and safe work site is maintained while working.</p> |

- | | | | |
|----|---------------------------------|-----|--|
| 3. | Handle materials and equipment. | 3.1 | <i>Waste material</i> produced during work is stored in a designated area according to supervisor instructions. |
| | | 3.2 | Materials, tools and equipment are handled and transported according to supervisor instructions and enterprise guidelines. |
| 4. | Clean up on completion of work. | 4.1 | Materials are returned to store or disposed of according to supervisor instructions. |
| | | 4.2 | Tools and equipment are cleaned, maintained and stored according to manufacturer specifications and supervisor instructions. |
| | | 4.3 | Work outcomes are reported to supervisor. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- cleaning up on completion of work
- handling materials and equipment
- observing interactions between parts of the farm system
- preparing materials, tools and equipment for work
- undertaking work as directed
- where appropriate to enterprise's activities, working safely with and around livestock.

Required knowledge:

- principles of organic agriculture, including as they apply to production or amenity horticulture, as well as to agriculture
- safe work practices relevant to the tasks being undertaken, including safe use of tools and equipment
- where appropriate to enterprise's activities, food safety requirements.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Organic production work may include assistance with:

- activities associated with organic production such as:
 - harvesting and picking
 - land preparation
 - loading and unloading
 - seeding/planting and maintenance
 - sorting and packing
 - working with livestock
- activities associated with routine maintenance or cleaning of:
 - fences
 - fixtures and fittings
 - sheds and other buildings.

Tools and equipment required for organic production work may include:

- bins and buckets
- boxes
- forks and hoes
- hoses and hose fittings
- knives and secateurs
- ladders
- packing equipment
- spades.

Instructions that can be accessed to clarify procedures include:

- enterprise policies and procedures
- manufacturer instructions
- material safety data sheets (MSDS)
- specifications
- standard operating procedures
- verbal or written instructions from manager or supervisor
- work notes.

Personal protective clothing and equipment may include:

- ear protection
- overalls and gloves
- safety goggles and face masks
- steel capped boots/shoes
- sunhats and sunscreen lotion.

OHS hazards relevant to organic production work may include:

- air
- dust and noise
- hazardous substances
- holes and slippery or uneven surfaces
- livestock
- manual handling
- sharp hand tools and equipment
- soil-borne micro-organisms
- solar radiation.

Workplace information may include:

- enterprise guidelines
- procedures for disposing of waste materials
- verbal or written instructions from supervisor.

Principles of organic agriculture may include:

- demonstrating integrity in organics
- integrating the farm
- learning from nature and human culture
- managing soil to increase the health of the whole system
- reading the landscape
- understanding farm ecology.

Waste material:

- encountered in organic production may include:
 - litter and broken components
 - metal or paper-based materials
 - plant debris
 - plastic
- treatment of waste material may involve:
 - disposal according to enterprise procedures
 - recycling
 - return to manufacturer
 - re-use.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit.

The critical requirements for this unit of competency as a whole are listed below.

- Assessment must confirm one's ability to:
 - apply principles of organic agriculture to daily work routines
 - follow supervisor instructions
 - follow OHS procedures and, where appropriate, food safety procedures
 - report any variations from required standards or procedures to supervisor.

Context of and specific resources for assessment

Assessment for this unit of competency is to be largely practical in nature and will most appropriately be assessed on an organic farm or in a situation that reproduces normal work conditions.

For valid assessment, one must have opportunities to participate in exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge required to support organic production. The candidate must also have access to the following resources:

- a farm that is following organic agriculture principles
- personal protective clothing and equipment
- tools and equipment relevant to the tasks undertaken.

Overview of assessment

This unit of competency could be assessed on its own or in combination with other units of competency relevant to the job function. Assessment should also address understanding and application of the principles of organic agriculture to a variety of work tasks.

Guidance information for assessment

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

The skills and knowledge required to support organic production must be transferable to a range of work environments and contexts, including the ability to deal with unplanned events. For example, this could include work on a number of farms producing different commodities or in different agricultural zones.

RTE1601A

Unit Descriptor

Support irrigation work

This competency standard covers the process of supporting the installation, operation and maintenance of watering and drainage systems under direct supervision. It requires the ability to prepare materials, tools and equipment for irrigation work, undertake irrigation activities, handle materials and equipment, and clean up on completion of work. Supporting irrigation work requires knowledge of safe work practices, irrigation work techniques, irrigation tools and equipment, and repair and maintenance of irrigation components and systems.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare materials, tools and equipment for irrigation work | <p>1.1 The required materials , tools and equipment are identified according to lists provided and/or supervisor's instructions.</p> <p>1.2 Checks are conducted on all materials, tools and equipment with insufficient or faulty items reported to the supervisor.</p> <p>1.3 Techniques used when loading and unloading materials demonstrate correct manual handling and minimise damage to the load and the vehicle.</p> <p>1.4 Suitable personal protective equipment (PPE) is selected and checked prior to use.</p> <p>1.5 Irrigation support is provided according to OHS requirements and according to workplace information.</p> <p>1.6 OHS hazards are identified and reported to the supervisor.</p> |
| 2. Undertake irrigation work as directed | <p>2.1 Instructions and directions provided by supervisor are followed, and clarification sought when necessary.</p> <p>2.2 Irrigation work is undertaken in a safe and environmentally appropriate manner according to enterprise guidelines.</p> <p>2.3 Interactions with other staff and customers is carried out in a positive and professional manner.</p> <p>2.4 Enterprise policy and procedures in relation to workplace practices, handling and disposal of materials is observed.</p> <p>2.5 Problems or difficulties in completing work to required standards or timelines are reported to supervisor.</p> |
| 3. Handle materials and equipment | <p>3.1 Waste material and debris produced during irrigation work is stored in a designated area according to supervisor's instructions.</p> <p>3.2 Materials, equipment and machinery are handled and transported according to supervisor's instructions and enterprise guidelines.</p> <p>3.3 A clean and safe work site is maintained while undertaking irrigation activities.</p> |

4. Clean up on completion of irrigation activities
- 4.1 Materials are returned to store or disposed of according to supervisor's instructions.
 - 4.2 Tools and equipment are cleaned, maintained and stored according to manufacturers specifications and supervisor's instructions.
 - 4.3 Site is **made good** according to supervisor's instructions and good environmental practices.
 - 4.4 Work outcomes are reported to the supervisor.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently in a logical sequence and in a timely manner.	1
Working with others and in teams	Good communication and co-operation with other staff in completing irrigation tasks.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling materials, tools and equipment.	1
Solving problems	Problems will require corrective action or consultation with supervisor.	1
Using technology	Technology may be applied in the use of irrigation tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What tasks may be included under irrigation work?

Assisting with installation of irrigation and/or drainage pipes and components for gravity fed or pressurised systems, including digging trenches, back filling of trenches and completing other basic tasks as instructed.

Assisting with maintenance of irrigation and/or drainage systems including clearing blockages, and completing other basic tasks as instructed.

Work with a range of materials including plastic and metal pipes and components using hand tools commonly used in irrigation work.

Associated irrigation activities including assisting in establishing work base, clearing site, erecting barriers and signs, unloading and loading of materials, setting out of works, cleaning up site and disposal of debris and materials.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), enterprise policy and procedures, specifications, work notes, Material Safety Data Sheets (MSDSs), manufacturers instructions, or verbal directions from manager or supervisor.

What tools and equipment may be required for irrigation work?

Tools and equipment may include levelling equipment, wheelbarrow, string lines, tape measures, marking gauges, spades, shovels, crow bars, rakes, brooms, sanding blocks and hacksaws.

What workplace information might be required for this standard?

Workplace information may include procedures for disposing of waste materials, work instructions or verbal instructions from the supervisor.

What OHS hazards may be associated with irrigation work?

Hazards may include, solar radiation, dust, noise, air- and soil-borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, holes, and slippery and uneven surfaces.

What are the personal protective clothing and equipment requirements associated with irrigation support?

Personal protective clothing and equipment may include steel capped boots/shoes, overalls, gloves, sun hat, sunscreen lotion, safety goggles, face mask and ear protectors.

What waste materials may apply to this standard?	Plant debris, litter and broken components, mulches, compost, plastic, metal, and paper-based materials. These may be recycled, re-used, returned to the manufacturer, or disposed of according to enterprise work procedures.
What may occur when a site is made good?	Paths are swept and cleaned, work area is left in a good state, disturbed areas are repaired, all materials, debris, tools and equipment are removed from site, and other signs of disturbance or damage are corrected.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting irrigation work requires evidence that irrigation activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support irrigation work must be transferable to different work environments. For example, this could include different irrigation systems and components, work locations and enterprise policies and procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- preparing for irrigation work and cleaning up on completion
- basic construction techniques
- irrigation tools and equipment
- maintenance practices for planted areas
- basic repair and maintenance of irrigation components and systems.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare materials, tools and equipment for irrigation work
- undertake irrigation work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2002A

Unit Descriptor

Assist with prescribed burning

This competency standard covers the process of assisting with prescribed burning for agricultural or natural resource purposes. It requires the ability to assist with preparations for the burn, support the conduct of the burn and participate in clean up activities. Assisting with prescribed burning requires knowledge of fire behaviour, extinguishing media and equipment, burning tactics and techniques, fire hazards, safety techniques, and organisations operating procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Assist with preparations for the burn | <p>1.1 Machinery and equipment to be used in the burn are prepared for use as directed.</p> <p>1.2 Safety equipment is checked and prepared for use.</p> <p>1.3 Information about contingency plans is read or listened to and clarification sought where required.</p> <p>1.4 Assets requiring protection during the burn are recognised and noted.</p> <p>1.5 Personal role and activities during the burn are checked with supervisor.</p> <p>1.6 Location and extent of the burn is discussed and clarified with the supervisor.</p> |
| 2. Support conduct of burn | <p>2.1 Assistance with pre-burn checks is provided as directed by the supervisor.</p> <p>2.2 Burn operations are undertaken in a safe manner.</p> <p>2.3 Problems or concerns during the burn are raised with the supervisor.</p> <p>2.4 Communication is maintained at all times in accordance with the organisation's procedures.</p> <p>2.5 Conditions at the fire are observed and their effect on fire behaviour and development are noted and reported to the supervisor.</p> <p>2.6 Weather conditions and changes to fire behaviour are observed and reported to the supervisor.</p> <p>2.7 A safe escape route is identified and maintained at all times.</p> <p>2.8 Personal protective equipment is fitted properly and worn throughout the burn.</p> |
| 3. Participate in clean up activities | <p>3.1 Cleaning-up activities are carried out under direction in accordance with the organisation's procedures.</p> <p>3.2 Personal protective equipment is cleaned and returned to storage.</p> <p>3.3 Machinery and equipment used in the burn are cleaned and returned to storage.</p> <p>3.4 Cleaning and maintenance are carried out in accordance with the organisation's procedures.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through radio and hand signals during the burn.	1
Collecting analysing and organising information	Through monitoring weather and condition of fire.	1
Planning and organising activities	According to recognised fire safety practices and procedures.	1
Working with others and in teams	By participation with others in the burn preparation, conducting and cleaning up.	1
Using mathematical ideas and techniques	By determining line of sight for radio communications.	1
Solving problems	Through observing weather and fire conditions and reporting to the supervisor.	1
Using technology	Through use of fire control equipment and communication systems.	3

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What machinery and equipment may be relevant to this competency standard?

Tanker, hand tools, hose, small gear pump, and knapsack.

What assets may need to be protected with prescribed burning

Buildings, utilities (power and telephone lines, water supply structures, communications towers), public lands, area of rare or sensitive flora and fauna, other crops, tree plantations and other property.

What conditions at the fire should be considered?

Wind speed and direction, flame height, rate of spread and smoke development.

What weather conditions may be relevant to this standard? Temperature, relative humidity, wind, and atmospheric stability.

What personal protective equipment may be relevant to this standard? Overalls, gloves, eye protection, hearing protection, respiratory protection, safety boots, and accessories in accordance with the organisation's procedures

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting with prescribed burning requires evidence that there has been active and safe participation in a prescribed burn. The skills and knowledge required to assist with prescribed burning must be transferable to a range of work environments and contexts. For example, this could include different enterprises and reasons for burns.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- fire behaviour
- extinguishing media and equipment
- burning tactics and techniques
- fire hazards, safety techniques
- organisations operating procedures.

What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- assist with preparations for the burn
- support conduct of the burn
- participate in clean up activities.

Are there other competency standards that could be assessed with this one? This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2006A

Unit Descriptor

Carry out canopy maintenance

This competency standard covers the process of manual or mechanised canopy maintenance, and includes the removal of unwanted vegetative growth and the erection and removal of protective covers during the growing period of crops.

Canopy maintenance is likely to be under direct supervision with regular checking. Reporting and recording is undertaken using established enterprise procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare for canopy maintenance activities | <p>1.1 Instructions for canopy maintenance are obtained from and confirmed with the supervisor.</p> <p>1.2 Tools and equipment are collected and prepared for use.</p> <p>1.3 OHS hazards are identified and reported to the supervisor.</p> <p>1.4 Suitable personal protective equipment (PPE) is selected, used and maintained.</p> |
| 2. Carry out basic canopy maintenance | <p>2.1 Unwanted growth is identified and removed according to supervisors instructions.</p> <p>2.2 Pruned material is pulled out of the canopy according to supervisors instructions.</p> <p>2.3 Perform post-pruning treatments on the canopy.</p> <p>2.4 Canopy is shaped, supported or positioned according to instructions.</p> <p>2.5 Control measures to regulate exposure of the crop to sun and to protect crop from damage are applied according to supervisors instructions.</p> <p>2.6 Equipment is operated and maintained according to work instructions and enterprise OHS procedures.</p> |
| 3. Complete canopy maintenance activities | <p>3.1 Tools and equipment are cleaned, sharpened and stored according to enterprise housekeeping, hygiene and site quarantine procedures.</p> <p>3.2 Pruned material is disposed of according to enterprise environmental procedures.</p> <p>3.3 Problems and anomalies are identified and reported to the supervisor.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information about the job, tasks and problems may need to be discussed with other members in the work team and the supervisor. Supervisors directions must be interpreted and applied, and further clarification sought where necessary.	1
Collecting analysing and organising information	Performing basic canopy maintenance according to enterprise guidelines will require information about techniques, equipment and plant requirements to be gathered as directed.	1
Planning and organising activities	Performing daily canopy maintenance work involves observing safety precautions and enterprise guidelines to complete daily work routines in a systematic and efficient manner.	1
Working with others and in teams	Canopy maintenance usually involves working with other members of a team to co-ordinate specified tasks and maximise production schedules.	1
Using mathematical ideas and techniques	Mathematical concepts may apply when calculating tallies and working hours.	1
Solving problems	Problems relating to insects, diseases, mechanical damage, irrigation problems, frost, wind, workplace safety and other team members may arise during canopy maintenance activities.	1
Using technology	Technology may be applied in the preparation, use and maintenance of tools and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What instructions may be given for basic canopy maintenance?

Instructions may include Standard Operating Procedures (SOP), specifications, work notes, or verbal directions from manager, supervisor or senior operator.

What tools and equipment may be relevant to this standard?	Tools and equipment may include hand secateurs, knives, hand saws, pneumatic secateurs, and saws, whipper snippers, brush cutters, mowers and tractor-mounted pruners.
What OHS hazards may be associated with basic canopy maintenance?	Hazards may include sharp hand tools and equipment, falling tree limbs, strain on the back and neck, wood dust and shavings falling into the eyes, cuts and bruises, exposure to sunlight, spike injuries, insect attacks (e.g. wasps, bees and ants), spider or snake bites, ladders, or repetitive strain injury (RSI).
How might OHS hazards be dealt with?	OHS hazards may be dealt with by actions such as cleaning, maintaining and storing tools and equipment; appropriate use of PPE including sun protection, drinking to avoid dehydration; safe operation of tools and equipment; correct manual handling; basic first aid; personal hygiene, and identifying and reporting hazards to supervisors.
What PPE may be required to pick a crop?	PPE may include boots, overalls, gloves, facemask, goggles, sun hat and sunscreen lotion.
What types of unwanted growth may have to be removed to maximise crop production?	Unwanted growth may include non-fruiting wood such as suckers and water shoots; damaged limbs or those that have died back; congested shoots, excessive fruit, flowers, or leaves.
What post-pruning treatments may apply to the canopy?	Post pruning treatments may include treating pruning cuts with fungicides or paint to prevent diseases entering the pruned surface.
How might the canopy be correctly positioned?	Correct positioning of the canopy may include removing branches or leaves, and manipulating shoots along a plant support system.
What types of control measures may be used?	Control measures may include leaf removal, branch removal, applying or removing shade cloth, bird or hail netting, lifting and lowering of trellises, and positioning canes and branches.
What enterprise housekeeping and hygiene standards may apply?	Enterprise housekeeping and hygiene standards may include returning tools and equipment to appropriate storage areas, correctly disposing of pruned material, disinfecting pruning tools and equipment, treating pruning wounds or cuts, personal hygiene, and site quarantine procedures.

How will enterprise environmental procedures affect the disposal of pruning materials?

Enterprise environmental procedures may include location of disposal site, methods of disposal such as burning or mulching, and procedures to minimise cross contamination by infected and diseased plant material.

What sorts of problems and anomalies may need to be identified?

Problems and anomalies may include presence of insects, diseases, mechanical damage, and irrigation problems.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in carrying out basic canopy maintenance requires evidence that a person can identify and remove unwanted growth according to enterprise standards, apply measures to control exposure of the crop from sunlight and protect it from damage, and maintain enterprise hygiene standards.

The skills and knowledge required to carry out basic canopy maintenance must be transferable to a different work environment. For example, if the skills and techniques are used to perform basic canopy maintenance tasks for stone fruit trees, it must be evident that they could also be used for citrus trees or grapevines, following induction to the new workplace. In addition, OHS standards must be observed at all times.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- basic canopy maintenance techniques and their importance in relation to the desired quality of fruit the enterprise is aiming to produce
- difference between fruiting and non-fruiting wood
- the effect of different climatic conditions on canopy maintenance requirements
- the importance of hygiene and quality control when performing basic canopy maintenance activities
- OHS responsibilities of employees when maintaining a canopy.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- use and maintain basic hand and power tools and equipment
- interpret instructions and communicate with team members and supervisor, and calculate hours and personal production rate
- participate in teams and contribute to team objectives
- dispose of pruning waste in an environmentally aware and sensitive manner, e.g. sort waste for mulching and minimise risk of cross contamination from infected/infested material.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2010A

Unit Descriptor

Establish horticultural crops

This competency standard covers the process of planting and establishing crops such as fruit, vegetables, flowers, foliage, plants and herbs. Crop planting and establishment is likely to be under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency at this level requires the application of knowledge and skills to a range of planting tasks, including site clearance and preparation, the handling and planting of a range of planting materials, and the care of young plants. Crop establishment activities are usually undertaken within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare for crop establishment operations | <p>1.1 Instructions about establishing the crop are interpreted and clarified with the supervisor.</p> <p>1.2 Machinery, equipment and tools are selected and prepared for the task being undertaken.</p> <p>1.3 OHS hazards are identified, risks assessed and reported to the supervisor.</p> <p>1.4 The environmental implications of the crop establishment program are identified and discussed with the supervisor.</p> <p>1.5 Suitable personal protective equipment (PPE) is selected, used and maintained.</p> |
| 2. Prepare the site for planting | <p>2.1 Old crop and other waste materials are removed and disposed of in full consideration of environmental implications.</p> <p>2.2 Where soil is the growing media, samples are taken for testing according to established industry procedures.</p> <p>2.3 Where soil is the growing media, soil treatment/amendments are applied according to soil test results and supervisors instructions.</p> <p>2.4 Growing media is prepared according to the crop establishment plan.</p> <p>2.5 Crop protection is implemented according to enterprise guidelines.</p> <p>2.6 The planting pattern is marked out according to the crop establishment plan.</p> <p>2.7 Machinery, equipment and tools are operated according to enterprise guidelines.</p> |
| 3. Carry out planting operations | <p>3.1 Planting material is selected according to the type of crop and enterprise quality standards.</p> <p>3.2 Planting material is treated according to the crop and supervisors instructions.</p> <p>3.3 Planting material, waiting to be planted is maintained under conditions that will ensure maximum viability.</p> <p>3.4 Planting material is handled and transported to the site with no signs of transport damage.</p> <p>3.5 Planting is carried out according to the planting plan.</p> |

4. Care for young plants
- 4.1 **Treatments** are applied to plantings according to the supervisors instructions.
 - 4.2 **Water is applied** to plantings according to the irrigation schedule and established sustainable farming practices.
 - 4.3 Plantings are **trained** according to the supervisors directions.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information relating to preparation, planting and crop care, and problems encountered should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	Enterprise work procedures, such as a daily planting plan, mulching, fertilising and water requirements of crops, should be consulted, interpreted and applied to crop establishment activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Materials, tools, equipment and work activities for crop establishment routines may need to be arranged around seasonal requirements, and there may be some responsibility for co-ordinating work activities with other members of the work team.	1
Working with others and in teams	Crop establishment activities may involve working with other members of a team to complete operations within the daily work routine.	1
Using mathematical ideas and techniques	Calibrating spray equipment and determining quantities and application rates for treatment. Fertiliser or mulching of crops will require mathematical application.	1
Solving problems	Problems relating to site preparation, crop planting, treatments, watering, machinery and equipment, workplace safety, and other team members may arise during the establishment of crops, which may require problem-solving skills.	1
Using technology	Technology may be applied in the preparation, use and maintenance of horticultural equipment and machinery used for spreading of fertiliser or other crop treatments.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

<p>What instructions may be relevant to this standard?</p>	<p>Instructions may include Standard Operating Procedures (SOPs), company policy and procedures in regard crop establishment, specifications, work notes, Material Safety Data Sheets, manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.</p>
<p>What machinery, equipment and tools are likely to be used for plant maintenance?</p>	<p>Machinery, equipment and tools may include tractors, rotary hoes, cultivators, fertiliser spreaders, surveying and measuring equipment, seeding or planting machinery.</p>
<p>What OHS hazards may be associated with crop establishment?</p>	<p>Hazards may include the use of machinery, moving machinery and machinery parts, falling trees and plant debris, chemicals and hazardous substances, manual handling, solar radiation, dust, and noise.</p>
<p>What are the environmental implications associated with crop establishment?</p>	<p>Negative environmental implications may include the contamination of off-site ground water or soils from solids, debris, nutrients or chemicals; land disturbance, spread of noxious weeds, and water run-off.</p>
<p>What PPE may be required to undertake horticultural crop establishment work?</p>	<p>PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion and hardhat.</p>
<p>How may the waste materials be disposed of?</p>	<p>Waste disposal may include disinfestation, ploughing organic waste into the soil, mulching or composting of plant material, bagging and removal of seed heads, and disposing of noxious or poisonous material at approved disposal sights.</p>
<p>What tests may be carried out on soil samples?</p>	<p>Tests may include pH, salinity, water repellence, slaking, proportion of organic matter.</p>
<p>What soil treatments/ amendments may apply to this standard?</p>	<p>Soil treatments/amendments may include gypsum, organic matter, artificial fertilisers or the planting of a temporary or permanent cover crop. It does not include fumigation as this has a licensing requirement in some States.</p>

What type of crop protection may be required for crop establishment?

Crop protection may include wind protection such as artificial structures, permanent shelter belts or temporary plantings of cereals, bana grass or sudax; trellises and stakes; and mulch, including straw, plastic, cover crop or any vegetative material.

What types of planting material may be used to establish a crop?

Planting material may include seeds, seedlings, runners, cuttings or bare rooted trees.

How might planting material be treated before planting?

Pre-plant treatments may include fungicide dips, fungicide dusts for seeds, root trimming, shoot trimming, crown gall dips and anti-transpirants.

What treatments may apply to the care of young plants?

Treatments may include pest and disease prevention and control, weed prevention and control, frost, fertilisers, and mulch.

How might planting material be maintained while waiting to be planted?

Maintaining plants may include keeping seeds and tubers dry and cool, keeping plants and plantlets cool and moist to prevent dehydration.

How may water be applied to plants?

Water may be applied using irrigation systems, which may include drips; overheads, central pivot, micro irrigation, under tree, and flood.

In what way may plants be trained?

Training may involve thinning, trimming, staking or trellising.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing crops requires evidence that a person can interpret a site map, clear the site of old plantings, prepare the soil and site for plantings, prepare the plants, plant the crop and maintain the new crop.

The skills and knowledge required to establish crops must be transferable to a different work environment. For example, if a person can establish a citrus crop in South Australia they should be able to establish a mango crop in Queensland following a period of induction.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- principles of sustainable horticultural practices
- importance of field hygiene and quality control in regard to crop establishment
- principles and operations of a range of irrigation systems used for field crops
- nutritional, water and other requirements of the crop
- the importance of correct timing and procedures for crop planting
- range of pre-planting soil treatments and their importance
- methods of waste disposal causing minimal impact on the environment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- communicate with team members and supervisor
- read and interpret a range of workplace information
- calibrate equipment
- measure quantities of treatment
- calculate spacings and planting patterns
- operate machinery to manufacturers specifications and enterprise procedures
- safely apply appropriate agricultural chemicals.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2011A

Unit Descriptor

Assist agricultural crop establishment

This competency standard covers the assistance provided to others in preparing for agricultural crop establishment. This assistance is likely to be under routine supervision with intermittent checking. Competency at this level requires the application of limited knowledge and skills to a range of agricultural crop establishment tasks, including assistance with vehicle and machinery preparation and in some cases i.e., sugar, the handling and planting of a range of planting materials (billets). The work undertaken is usually within established routines, methods and procedures.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for agricultural crop establishment operations	<p>1.1 Instructions about planting are interpreted and clarified with the supervisor.</p> <p>1.2 Machinery, equipment and tools are selected and prepared for the task being undertaken.</p> <p>1.3 OHS hazards are identified, risks assessed and reported to the supervisor.</p> <p>1.4 The environmental implications of the crop production plan are identified and discussed with the supervisor.</p> <p>1.5 Suitable personal protective equipment is selected, used and maintained.</p>
2. Prepare the site for crop establishment	<p>2.1 Old crop and other waste materials are removed and disposed of in full consideration of environmental implications.</p> <p>2.2 Soil treatment/amendments are applied according to soil test results and the supervisor's instructions.</p> <p>2.3 Site is worked according to the crop production plan.</p> <p>2.4 Crop protection is implemented according to enterprise guidelines.</p> <p>2.5 The planting pattern is marked out according to the crop production plan.</p> <p>2.6 Machinery, equipment and tools are operated according to enterprise guidelines.</p>
3. Carry out establishment operations	<p>3.1 Planting material is selected according to the type of crop and enterprise quality standards.</p> <p>3.2 Planting material is treated according to the crop and supervisors instructions.</p> <p>3.3 Planting material is handled and transported to the site with no signs of transport damage.</p> <p>3.4 Planting is carried out according to the planting plan.</p>
4. Complete establishment operations	<p>4.1 Tools and equipment are cleaned and sterilised according to the manufacturers specifications, enterprise procedures and regulations.</p> <p>4.2 All containers, leftover fluids, waste and debris are disposed of safely and appropriately.</p> <p>4.3 All required workplace records are completed accurately and promptly in accordance with enterprise requirements.</p>

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information relating to preparation, planting and crop care, and problems encountered, should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	Enterprise work procedures, such as a daily planting plan should be consulted, interpreted and applied to crop establishment activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Materials, tools, equipment and work activities for crop establishment routines may need to be arranged around seasonal requirements and there may be some responsibility for co-ordinating work activities with other members of the work team.	1
Working with others and in teams	Crop establishment activities may involve working with other members of a team to complete operations within the daily work routine.	1
Using mathematical ideas and techniques	Calibrating seeding equipment and determining quantities and application rates for treatment or fertiliser will require mathematical applications.	1
Solving problems	Problems relating to site preparation, crop planting, treatments, machinery and equipment, workplace safety, and other team members may arise during the establishment of crops, which may require problem-solving skills.	1
Using technology	Technology may be applied in the preparation, use and maintenance of agricultural equipment and machinery used for land preparation, seeding, spreading of fertiliser or other crop treatments.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What agricultural crops does this unit cover?

Agricultural crops covered by this unit include wheat and coarse grains, cotton, grain legumes, oilseeds, sugar, temperate and tropical pastures.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), company policy and procedures in regard to crop establishment, specifications, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.

What machinery, equipment and tools are likely to be used?

Machinery, equipment and tools may include tractors and associated land preparation and seeding equipment, cultivators, fertiliser spreaders, seeding or planting machinery, bagged or bulk seed, fuel, field tool boxes, cane knives, and planting trailers.

What OHS hazards may be associated with crop establishment?

Hazards may include use of machinery, moving machinery and machinery parts, plant debris, chemicals and hazardous substances, manual handling, solar radiation, dust, and noise.

What are the environmental implications associated with agricultural crop establishment?

Environmental implications may include the contamination of off-site ground water or soils from solids, debris, nutrients or chemicals; land disturbance, spread of noxious weeds and water run-off.

What personal protective equipment may be required to undertake turf renovation?

Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, and sunscreen lotion.

What activities are associated with assisting with agricultural crop establishment

Agricultural crop establishment includes preparation of machinery, tools and equipment, assisting with land preparation tasks, (ploughing, seeding, cultivating, land shaping and forming) and communicating with other staff regarding the progress of work.

How may the waste materials be disposed of?

Waste disposal may include disinfestation, ploughing organic waste into the soil, mulching or composting of plant material, bagging and removal of seed heads, and disposing of noxious or poisonous material at approved disposal sights.

What soil treatments/amendments may apply to this standard?	Soil treatments/amendments may include gypsum, lime, organic matter, fertilisers, or the planting of a temporary or permanent cover crop.
What does working the site include?	Working the site may include any sustainable production technique that produces a clean, weed free paddock of appropriate tilth ready to receive the crop.
What type of crop protection may be required for crop establishment?	Crop protection may include wind protection such as permanent shelter belts or temporary plantings of cereals, bana grass or sudax; and mulch, including straw, cover crop or any vegetative material.
What types of planting material may be used to establish a crop?	Planting material may include wheat and other coarse grain seed, legume seed; pasture seed, cottonseed, oilseed, and cane as billets or whole sticks.
How might planting material be treated before planting?	Pre-plant treatments may include fungicide dips or fungicide dusts for seeds.
What treatments may apply to the care of young plants?	Treatments may include pest and disease prevention and control, weed prevention and control, frost, fertilisers, and mulch.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing crops requires evidence that a person can interpret a site map, clear the site of old plantings, prepare the soil and site for plantings, prepare the plants, plant the crop and maintain the new crop.

The skills and knowledge required to establish crops must be transferable to a different work environment. For example, this could include different crops, regions, soil types and enterprises.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- importance of field hygiene and quality control in regard to crop establishment
- operations of a range of crop establishment machinery
- the importance of correct timing and procedures for crop planting
- range of pre-planting soil treatments and their importance
- methods of waste disposal causing minimal impact on the environment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- communicate with team members and supervisor
- read and interpret a range of workplace information
- calibrate equipment
- measure quantities of treatment
- determine spacings and planting patterns
- operate machinery to manufacturers specifications and enterprise procedures
- safely apply appropriate agricultural chemicals.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2018A

Unit Descriptor

Regulate crops

This competency standard covers the process of regulating crops by thinning and pruning flower, fruit or vegetable crops to control yield and quality.

Regulating crops work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Competency requires the application of knowledge and skills to a range of crop regulation tasks. Regulating crops is usually undertaken within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Identify crop regulation requirements | <ul style="list-style-type: none"> 1.1 Plants that require crop regulation are identified according to enterprise work procedures. 1.2 The purpose and methods of crop regulation are determined according to enterprise work procedures. 1.3 Services are located using site plans and in consultation with the supervisor. 1.4 Access to the site is determined in consultation with the supervisor. 1.5 OHS hazards are identified, risks assessed and reported to the supervisor. |
| 2. Prepare for crop regulation | <ul style="list-style-type: none"> 2.1 Crop regulation tools, equipment and machinery are selected according to enterprise work procedures. 2.2 Pre-operational and safety checks are carried out on crop regulation tools, equipment and machinery according to manufacturers specifications and enterprise work procedures. 2.3 Chemicals to be used for crop regulation are selected and prepared according to manufacturers specifications and enterprise work procedures. 2.4 Suitable safety and personal protective equipment (PPE) are selected, used and maintained. |
| 3. Undertake crop regulation | <ul style="list-style-type: none"> 3.1 Safety equipment is erected around the crop regulation site during and between work periods. 3.2 The plant material to be thinned or pruned is identified according to the crop regulation program. 3.3 The crop regulation program is undertaken according to enterprise work procedures and OHS requirements. 3.4 Crop regulation tools, equipment and machinery are operated safely and effectively. 3.5 Signs of diseases and pests are recorded and reported to the supervisor. |

- 4. Complete crop regulation
 - 4.1 **Waste material** removed from the site is disposed of in an environmentally aware and safe manner according to enterprise work procedures.
 - 4.2 Correct manual handling techniques are used when lifting or moving heavy loads.
 - 4.3 Crop regulation tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.
 - 4.4 A **clean and safe work area** is maintained throughout and on completion of work.
 - 4.5 Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information relating to crop regulation activities and problems encountered should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	The crop regulation site and surrounding area should be inspected visually and the information gained discussed with the work team and the supervisor. Enterprise work procedures and site plans should be consulted, interpreted and applied to co-ordinate crop regulation activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Equipment, materials and work procedures for crop regulation will need to be arranged before and between work periods, and there may be some responsibility for co-ordinating work with others.	1
Working with others and in teams	The crop regulation program may involve working with other members of a team to complete the program.	1
Using mathematical ideas and techniques	Measuring distance, calculating areas, volume, ratios and application rates, calibrating machinery and estimating quantities of materials will require mathematical application.	1
Solving problems	Problems in applying crop regulation methods or achieving crop regulation levels, workplace safety and other team members may arise during the crop regulation activities.	1
Using technology	Technology may be applied in the preparation, use and maintenance of crop regulation tools, equipment and machinery.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What does crop regulation involve at this standard?	Crop regulation may include the thinning and pruning of crops.
What enterprise work procedures may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, the crop regulation program, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
For what purpose may crops be regulated?	<p>The goals of pruning may include to shape, form, correct or control growth, provide clearance for services, access or cultural practices, prevent disease or damage, promote health, control capacity and vigour, manage the canopy and fruit and flower production, and to control yield and quality to meet market requirements.</p> <p>The goal of thinning is to control yield and quality to meet market requirements.</p>
What methods of crop regulation are appropriate for this standard?	Crop regulation methods may include thinning by removal of flowers or crops using hands, sticks, shakers and thinning sprays, and pruning methods such as winter or summer pruning, minimal pruning and hand clean up after machine pruning.
What services may need to be located?	Services may include above ground outlets for water supply, irrigation fittings, low overhead power (electricity) and telecommunications lines.
How may OHS hazards be identified?	Hazards may be identified through visual inspection of the area, understanding of site plans, and enterprise work procedures.
What OHS hazards may be associated with crop regulation?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, chemicals and hazardous substances, manual handling, moving vehicles, machinery and machinery parts, sharp tools and equipment, uneven surfaces, and flying and falling objects.

What crop regulation tools equipment and machinery may be used?

Tools, equipment and machinery may include rubber mallets, sticks, spray equipment, knives, handsaws, hand and battery-powered secateurs, pneumatic snips and compressors, hedge trimmers both manual and powered, small chainsaws, chippers, ladders, picking platforms, powered ladders and scissor lifts.

What safety equipment may be required?

Safety equipment may include signage and barriers.

What PPE may be required to carry out crop regulation?

PPE may include hat, boots, overalls, gloves, halter, waterproof or spray clothing, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.

What OHS requirements may be relevant to this standard?

OHS requirements may include identifying hazards; assessing and reporting risks; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; basic first aid; personal hygiene and reporting problems to supervisors.

What waste material may be generated during crop regulation?

Waste material may include small to medium branches, foliage, leaves, sticks, buds, flowers, fruit, bark, plant debris and chipped material.

How may a clean and safe work area be maintained?

Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of crop regulation activities; safely storing materials on site; using signage and safety barriers during crop regulation and removing them after activities are completed; and swiftly and efficiently removing and processing debris and waste from the work area.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in regulating crops requires evidence that a person using appropriate techniques and equipment can effectively support the achievement of the crop yield and quality desired by individual enterprises.

The skills and knowledge required to regulate crops must be transferable to different work environments. For example, pruning techniques are required for a range of stages of plant growth in a number of horticultural sectors, including production, amenity horticulture, arboriculture and nurseries. The practical knowledge of techniques used to remove canes in a viticultural enterprise may be applied in a different context to removing wood from roses after flowering in a floricultural enterprise.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- principles of thinning and pruning and the methods used to achieve crop regulation goals
- effects on plant growth, habit and production levels of thinning and pruning operations in relation to the market goals of the enterprise
- the purpose of tools, equipment and machinery used for crop regulation and the correct and safe use and care of these tools, equipment and machinery
- the effect of outdoor climatic conditions (e.g., rain, hail, total fire ban days, or very high ultraviolet radiation), which may prevent or impede crop regulation activities, or influence the selection of crop regulation tools, equipment and safety equipment to minimise the hazards presented.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- communicate orally with work team members and supervisors
- utilise proforma recording, reporting and work procedure documents
- interpret site plans and crop regulation specifications
- measure quantities, estimate quantities of plant material to be regulated such as counting buds, flowers or fruit to be retained along a branch or cane, and numbers of branches to be retained per plant or bay, calculate material requirements, area, volume, ratios and application rates, and calibrate machinery
- co-ordinate own activities with the work group
- monitor enterprise plants for quality
- minimise noise, dust, high activity vehicle traffic and water run-off to prevent nuisance-level environmental disturbance.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2021A Unit Descriptor

Support horticultural crop harvesting

This competency standard covers the process of crop picking and related tasks such as routine assessment of crop readiness for harvest, basic sorting, bunching and grading, and transportation of the crop from the field.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Crop harvesting is usually carried out within established company procedures. Competency at this level is demonstrated by the application of knowledge and skills to a range of crop harvesting tasks and roles.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Perform routine assessment of plant products for harvest | <p>1.1 Crop maturity is determined according to supervisors instructions and enterprise work procedures.</p> <p>1.2 Analysis is reported to the supervisor according to enterprise work procedures.</p> <p>1.3 The crop selected for harvesting conforms to enterprise market requirements.</p> |
| 2. Prepare equipment for harvesting | <p>2.1 Tools, equipment and machinery appropriate to the task being undertaken are selected.</p> <p>2.2 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.</p> <p>2.3 OHS hazards are identified, risks assessed and reported to the supervisor.</p> <p>2.4 Suitable personal protective equipment (PPE) is selected, used and maintained.</p> |
| 3. Harvest the crop | <p>3.1 Harvesting practices employed minimise plant damage and reflect efficient use of time, resources and labour as per enterprise work procedures.</p> <p>3.2 Harvesting the crop is undertaken according to OHS requirements.</p> <p>3.3 Basic sorting and grading of the crop is carried out according to enterprise work procedures.</p> <p>3.4 Harvesting tools, equipment and machinery are cleaned and maintained according to enterprise work procedures.</p> <p>3.5 Problems are reported to the supervisor.</p> |
| 4. Transport the crop | <p>4.1 Safe manual handling techniques are employed when handling containers.</p> <p>4.2 Containers are moved and stacked in such a way that minimises damage to the crop.</p> <p>4.3 Temperature of the crop is maintained at the levels set by industry and enterprise work procedures.</p> <p>4.4 The crop is transported from the field to the processing or storage area.</p> <p>4.5 Containers are maintained in good working order.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about crop selection, crop maturity standards, harvesting procedures, grading requirements and transportation methods should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	Enterprise work procedures should be consulted, interpreted and applied to crop harvesting activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Tools, equipment and machinery, harvesting schedule, own work activities and co-ordination in the work team should be organised according to enterprise work procedures such as supervisors instructions and production schedules.	1
Working with others and in teams	Crop harvesting usually involves co-ordination and participation with other members of a production team to complete specified tasks and maximise production schedules.	1
Using mathematical ideas and techniques	Mathematical concepts may be used in counting; tallying and calculating individual and team harvesting output or hours worked.	1
Solving problems	Problems relating to harvesting techniques, processes, the crop, workplace safety and other team members may arise during the harvesting of a crop.	1
Using technology	Technology may be applied in the preparation, use and maintenance of harvesting tools, equipment and machinery.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

How is the maturity of a crop determined?	Maturity parameters may include size, weight, length, shape, colour, ripeness, texture, skin condition, ease of removal and moisture content. These characteristics may be measured by observation and maturity testing tools and equipment such as knives, sizing rings, colour charts, refractometers, and penetrometers and produce firmness testers. The results are interpreted and analysed by comparison with specification charts and enterprise and industry maturity standards.
What enterprise work procedures may apply to this standard?	Work procedures will be based on sound horticultural principles and practices and may include supervisors oral or written instructions, harvest program or production schedule, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What types of crop may be harvested?	Fruit, vegetable, flower, foliage and bulb crops may be included.
What enterprise market requirements may influence the crop being harvested?	Enterprise market requirements may include variety, size, weight, length, shape, colour, health and quality depending on seasonal and market forces.
What tools, equipment and machinery may be used to carry out crop harvesting procedures?	Tools, equipment and machinery may include secateurs, knives, machetes, rubber bands, string, callipers or sizing rings, specification charts or aids, gloves, bags, ladders, tractors, trailers, forklifts, powered ladders, containers, buckets, dip tins and bins.
What OHS hazards may be associated with harvesting a crop?	Hazards may include solar radiation, noise, dust, pollen, pests, sharp hand tools and equipment, manual handling, ladders, slippery or uneven surfaces, potholes and moving machinery and vehicles.
What personal protective equipment (PPE) may be required to support crop harvesting?	Personal protective equipment may include boots, overalls, gloves, goggles, face mask, hearing protection, and sun hat and sunscreen lotion.

What harvesting practices may be employed to harvest a crop?

Harvesting practices may include correct use of equipment, select picking, reporting or recording tallies, removing out-of-type plants and removing rotten or immature fruit. Plant and crop damage may be minimised by wearing gloves, cutting fingernails, maintaining sharp tools, placing rather than dropping the crop into containers, observing fill heights or packing instructions for containers, and correctly stacking containers on transport.

What OHS requirements may be relevant to this standard?

OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools, equipment and machinery, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.

What does sorting and grading of the crop involve?

Sorting and grading may include removing out-of-type plants, or physically damaged, unhealthy, rotten or immature fruit and vegetables. The crop may be graded according to variety, size, length, colour, maturity, blemishes, bud count and quality, which are subject to seasonal and market forces. Crop in doubt is checked with the supervisor. Any out-of-standard produce should be disposed of according to enterprise policy.

What problems may arise when harvesting a crop?

Problems may include hazards, pests, tools, equipment and machinery, crop quality, other team members, climate or plant health.

What types of containers may be used in crop harvesting?

Containers may include boxes, trays, crates, bulk bins or net bags.

How is the temperature of a crop maintained in the field and upon delivery at the processing or storage area?

Crops may need to be stored in the shade, in water-filled or covered containers in the field. In the shed storage may occur in a temperature-controlled environment such as a cool room. These may include forced air cool rooms for table grapes, hydro cool rooms for stone fruit and vacuum cool rooms for mushrooms.

How is the crop transported from the field to the processing area?

Produce is picked into containers and transported by tractor, trailer, truck or forklift. Team members involved in the operation of vehicles should comply with operators manuals, and enterprise work and OHS procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting crop harvesting requires evidence that the trainee can perform routine assessment of plant products for harvest in accordance with enterprise market requirements, harvest a crop and transport it according to enterprise procedures and OHS requirements.

The skills and knowledge required to support crop harvesting must be transferable to a different work environment. A person who can support the harvesting of a crop should be able to transfer that knowledge and skill to another workplace although different crops may be present. For example, if a crop is harvested on a property growing vegetables, it should be evident that a crop could be harvested on a property where flowers are grown, following induction to the new workplace.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- recognition of the maturity parameters of a range of crops
- enterprise quality procedures and characteristics of a crop relative to varying market requirements
- grading characteristics of each crop
- the importance of maintaining quality of produce including cooling requirements and quick transport from field to processing areas
- the effect of adverse climatic conditions (e.g., rain, hail, extreme wind with dust, or very high ultraviolet radiation), which may downgrade the quality of affected crop, prevent or impede harvest operations or severely influence the time taken to complete the harvest program.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- read and interpret work procedures
- communicate with team members and supervisor
- calculate tallies and production rates
- dispose of out-of-standard plant material in an environmentally aware and sensitive manner, such as the careful disposal of rotten produce to minimise smell and the spread of insect pests and disease.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2028A

Unit Descriptor

Undertake field budding and grafting

This competency standard covers the process of undertaking budding and grafting of trees, shrubs, vines and other plant types in nurseries or in field situations. It requires the ability to access workplace information to identify grafting requirements, select appropriate material for budding/grafting and prepare materials for budding/grafting plants according to instructions. Budding and grafting requires knowledge of basic plant physiology, parts of the plant, rootstocks and scion stock, stages of the budding/grafting procedure and their purpose.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Prepare parent material for budding and grafting | <p>1.1 Parent plant is prepared and the method of taking budding or grafting material is employed suitable to the species and in accordance with organisational procedures.</p> <p>1.2 Tools and equipment are free from contamination, and hygiene practices are followed in accordance with organisational guidelines.</p> <p>1.3 Tools appropriate to the task being undertaken are chosen, used in accordance with organisation guidelines, and safe working practices are employed.</p> |
| 2. Prepare budding and grafting materials | <p>2.1 Budding/grafting material is selected for propagation in accordance with organisational guidelines and supervisors instructions.</p> <p>2.2 Viability of materials is maintained by appropriate storage in accordance with the requirements of the species.</p> <p>2.3 Discarded material is disposed of in accordance with organisational waste disposal guidelines and/or procedures.</p> <p>2.4 Stock is prepared in accordance with species and organisational guidelines.</p> <p>2.5 Budding/grafting materials and stock are handled in a way that prevents damage.</p> |
| 3. Bud/graft scion | <p>3.1 Budding/grafting method is in accordance with species and organisational guidelines.</p> <p>3.2 Bud/graft is sealed according to instructions.</p> <p>3.3 Labels and identification are correct and applied in accordance with organisational guidelines.</p> <p>3.4 Records are completed accurately and at the required time in accordance with organisational guidelines.</p> <p>3.5 Out-of-specification process and equipment performance is identified, rectified and/or reported.</p> |

4. Complete budding/grafting activities
- 4.1 Equipment is cleaned as required.
 - 4.2 Unused grafting material is disposed of/stored according to company procedures.
 - 4.3 Waste generated by both the grafting and cleaning procedures is collected, treated, disposed of or recycled according to company procedures.
 - 4.4 **Workplace information** is recorded in the appropriate format.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through access to workplace information and reporting to the supervisor.	1
Collecting analysing and organising information	Through recording details of completed work according to enterprise guidelines.	1
Planning and organising activities	According to requirements of enterprise and weather/seasonal considerations for budding and grafting.	1
Working with others and in teams	Through budding and grafting as part of a team.	1
Using mathematical ideas and techniques	Through counting of work completed.	1
Solving problems	Through reporting non-compliance to supervisors.	1
Using technology	Through use of communication systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

Which budding or grafting materials may be relevant for this standard?

Materials may include cuttings, buds, dormant or green material, nursery rootstock, rootlings, and mature plants.

What equipment may be required?

Equipment may include secateurs and grafting knife.

What budding/grafting methods may be applicable to this standard?

Budding/grafting methods may include T buds, chip, wedge, and side bark.

What seals may be used on bud/graft union?

Seals may include tape, fungicides, paint, and wax.

What workplace information may be relevant to this competency standard?

Workplace information can include standard operating procedures (SOPs), specifications, production schedules/instructions, routine maintenance schedules, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions or verbal direction from the manager, supervisor or senior operator.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in budding and grafting in field situations requires evidence that plants have been successfully budded and grafted according to enterprise standards. The skills and knowledge required to bud and graft in field situations must be transferable to a range of work environments and contexts. For example, this could include different budding and grafting techniques, plant materials and enterprise requirements.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- basic plant physiology including the principles of transpiration, water intake, nutrient uptake, photosynthesis, respiration and translocation
- parts of the root, trunk, shoot and fruit systems of the plant, their role in how the plant works and their contribution to flower/fruit/foilage quality
- root stocks and scion stock
- importance of selection and use of rootstock
- stages of the budding/grafting procedure and their purpose
- common problems and corrective action required
- operation, components and purpose of budding/grafting and equipment
- maintenance requirements of equipment
- procedures and responsibilities for reporting problem
- environmental issues and controls
- cleaning requirements of work area and equipment
- recording requirements and procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- access workplace information to identify grafting requirements
- select, fit and use appropriate personal protection clothing and/or equipment
- select appropriate material for budding/grafting
- prepare material for grafting
- select and prepare equipment as required
- bud/graft plants according to instructions
- operate equipment safely
- treat plants after budding/grafting
- store unused grafting material
- take corrective action in response to out-of-specification results or non-compliance
- sort, collect, treat, recycle or dispose of waste as required
- clean equipment after use.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2029A

Unit Descriptor

Assist agricultural crop maintenance

This competency standard covers the assistance provided to others in agricultural crops. This assistance is likely to be under routine supervision with intermittent checking. Competency at this level requires the application of limited knowledge and skills to a range of agricultural crop maintenance tasks including assistance with vehicle and machinery preparation. The work undertaken is usually within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Prepare for agricultural crop maintenance operations | <ul style="list-style-type: none"> 1.1 Instructions about crop maintenance activities are interpreted and clarified with the supervisor. 1.2 Machinery, equipment and tools are selected and prepared for the task being undertaken. 1.3 OHS hazards are identified, risks assessed and reported to the supervisor. 1.4 The environmental implications of the crop maintenance plan are identified and discussed with the supervisor. 1.5 Suitable personal protective equipment is selected, used and maintained. |
| 2. Prepare for crop maintenance operations | <ul style="list-style-type: none"> 2.1 Machinery and vehicles are fuelled and routine checks are made for oil levels, tyre pressures, water levels and greasing points. 2.2 Instructions are received concerning location of the day's work, special operating instructions or work procedures. |
| 3. Carry out maintenance operations | <ul style="list-style-type: none"> 3.1 Assistance is provided with the crop weed control program. 3.2 Assistance is provided with the crop pest and disease control program. 3.3 Assistance is provided with the crop nutrition program. 3.4 Assistance is provided with paddock maintenance duties. 3.5 Assistance is provided with irrigation duties where appropriate. |
| 4. Complete maintenance operations | <ul style="list-style-type: none"> 4.1 Tools and equipment are cleaned and sterilised according to the manufacturers specifications, enterprise procedures and regulations. 4.2 All containers, leftover fluids, waste and debris are disposed of safely and appropriately in accordance with enterprise requirements. 4.3 All required workplace records are completed accurately and promptly in accordance with enterprise requirements. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information relating to preparation, planting and crop care, and problems encountered should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	Enterprise work procedures, such as a daily planting plan should be consulted, interpreted and applied to crop maintenance activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Materials, tools, equipment and work activities for crop maintenance routines may need to be arranged around seasonal requirements, and there may be some responsibility for co-ordinating work activities with other members of the work team.	1
Working with others and in teams	Crop maintenance activities may involve working with other members of a team to complete operations within the daily work routine.	1
Using mathematical ideas and techniques	Calibrating seeding equipment and determining quantities and application rates for treatment or fertiliser will require mathematical application.	1
Solving problems	Problems relating to site preparation, crop planting, treatments, machinery and equipment, workplace safety and other team members may arise during the maintenance of crops, which may require problem-solving skills.	1
Using technology	Technology may be applied in the preparation, use and maintenance of agricultural equipment and machinery used for land preparation, seeding, spreading of fertiliser or other crop treatments.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What agricultural crops does this unit cover?	Agricultural crops covered by this unit include wheat and coarse grains, cotton, grain legumes, oilseeds, sugar, temperate and tropical pastures.
What instructions may be relevant to this standard?	Instructions may include Standard Operating Procedures (SOPs), company policy and procedures in regard crop maintenance, specifications, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.
What machinery, equipment and tools are likely to be used?	Machinery, equipment and tools may include tractors and associated crop maintenance machinery such as fertiliser spreaders, spray rigs and irrigation equipment.
What OHS hazards may be associated with crop maintenance?	Hazards may include use of machinery, moving machinery and machinery parts, and plant debris, chemicals and hazardous substances, manual handling, solar radiation, dust and noise.
What are the environmental implications associated with agricultural crop maintenance?	Environmental implications may include the contamination of off-site ground water or soils from solids, debris, nutrients or chemicals; land disturbance, spread of noxious weeds and water run-off.
What personal protective equipment may be required to undertake turf renovation?	Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, and sunscreen lotion.
What activities are associated with assisting in agricultural crop maintenance?	Agricultural crop maintenance includes preparation of machinery, tools and equipment, and assistance with crop maintenance tasks such as fertiliser application, spraying, irrigation and routine crop or paddock maintenance.
How may the waste materials be disposed of?	Waste disposal may include disposing of drums, containers, and bags by approved methods at approved collection locations.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing crops requires evidence that a person can interpret a site map, clear the site of old plantings, prepare the soil and site for plantings, prepare the plants, plant the crop and maintain the new crop.

The skills and knowledge required to establish crops must be transferable to a different work environment. For example, this could include different crops, maintenance practices, and enterprise procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- communicate with team members and supervisor
- read and interpret a range of workplace information
- calibrate equipment
- measure quantities of treatment
- operate machinery to manufacturers specifications and enterprise procedures
- safely apply appropriate agricultural chemicals.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2030A**Unit Descriptor****Assist agricultural crop harvesting**

This competency standard covers the assistance provided to others in harvesting agricultural crops. This assistance is likely to be under routine supervision with intermittent checking. Competency at this level requires the application of limited knowledge and skills to a range of agricultural crop harvesting tasks including assistance with vehicle and machinery preparation. The work undertaken is usually within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Prepare for agricultural crop harvesting operations | <ul style="list-style-type: none"> 1.1 Instructions about crop harvesting activities are interpreted and clarified with the supervisor. 1.2 Machinery, equipment and tools are selected and prepared for the task being undertaken. 1.3 OHS hazards are identified, risks assessed and reported to the supervisor. 1.4 Suitable personal protective equipment is selected, used and maintained. |
| 2. Prepare harvesting machinery and vehicles for crop harvesting operations | <ul style="list-style-type: none"> 2.1 Harvesting machinery and vehicles are fuelled and routine checks are made for oil levels, tyre pressures, and water levels and greasing points. 2.2 Instructions are received concerning location of the day's harvesting program, special operating instructions or work procedures. |
| 3. Complete harvesting operations | <ul style="list-style-type: none"> 3.1 Harvesting machinery and vehicles are cleaned according to enterprise procedures and the manufacturers specifications. 3.2 All containers, leftover fluids, waste and harvest debris are disposed of safely and appropriately. 3.3 All required workplace records are completed accurately and promptly in accordance with enterprise requirements. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information relating to crop harvesting and crop care, and problems encountered, should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	Enterprise work procedures, such as a daily harvesting plan should be consulted, interpreted and applied to crop harvesting activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Materials, tools, equipment and work activities for crop harvesting routines may need to be arranged around seasonal requirements, and there may be some responsibility for co-ordinating work activities with other members of the work team.	1
Working with others and in teams	Crop harvesting activities may involve working with other members of a team to complete operations within the daily work routine.	1
Using mathematical ideas and techniques	Calibrating seeding equipment and determining quantities and application rates for treatment or fertiliser will require mathematical application.	1
Solving problems	Problems relating to site preparation, crop planting, treatments, machinery and equipment, workplace safety and other team members may arise during the harvesting of crops, which may require problem-solving skills.	1
Using technology	Technology may be applied in the preparation, use and harvesting of agricultural equipment and machinery used for land preparation, seeding, spreading of fertiliser or other crop treatments.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

What agricultural crops does this unit cover?

Agricultural crops covered by this unit include wheat and coarse grains, cotton, grain legumes, oilseeds, sugar, temperate and tropical pastures.

What instructions may be relevant to this standard?

Instructions may include Standard Operating Procedures (SOPs), company policy and procedures in regard to crop harvesting, work locations, work notes, Material Safety Data Sheets (MSDS), manufacturers instructions, product labels, or verbal directions from the manager, supervisor, or senior operator.

What machinery, equipment and tools are likely to be used?

Harvesting machinery, equipment and tools may include harvesters, tractors, trucks, utilities, field bins, augers and associated crop harvesting machinery.

What OHS hazards may be associated with crop harvesting?

Hazards may include use of machinery, moving machinery and machinery parts, and plant debris, chemicals and hazardous substances, manual handling, solar radiation, dust, and noise.

What are the environmental implications associated with agricultural crop harvesting?

Environmental implications may include.

What personal protective equipment may be required to undertake turf renovation?

Personal protective equipment may include hat, boots, overalls, gloves, goggles, respirator or face mask, hearing protection, sunscreen lotion.

What activities are associated with assisting in agricultural crop harvesting?

Agricultural crop harvesting includes preparation of machinery, tools and equipment, driving trucks and vehicles, using field augers, moving field storage bins, communicating with other staff regarding the progress of work.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing crops requires evidence that a person can interpret a site map, clear the site of old plantings, prepare the soil and site for plantings, prepare the plants, plant the crop and maintain the new crop.

The skills and knowledge required to establish crops must be transferable to a different work environment. For example, this could include different crops, regions, harvesting methods and enterprise procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- participate in teams and contribute to team objectives
- communicate with team members and supervisor
- read and interpret a range of workplace information
- calibrate equipment
- measure quantities of treatment
- operate machinery to manufacturers specifications and enterprise procedures
- safely apply appropriate agricultural chemicals.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2102A

Unit Descriptor

Brood poultry

This competency standard covers brooding all poultry species and breeds produced in an intensive environment. Competency in this standard includes monitoring ventilation and drafts to ensure brooders fully expand, minimizing mortality. At the completion of the work described in this standard, young birds should have started their life well, ensuring good health, optimum immune system function and future performance.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. Monitoring of brooding conditions of poultry is performed within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|----------------------------------|---|
| 1. Prepare for brooding | <p>1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management/supervisor.</p> <p>1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the production process.</p> <p>1.3 Tools and equipment required for the work to be undertaken are selected, checked, and serviced if necessary.</p> <p>1.4 OHS hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.5 Suitable personal protective equipment is selected, used and maintained.</p> |
| 2. Carry out brooding operations | <p>2.1 Temperatures are monitored and recorded accurately according to supervisors instructions.</p> <p>2.2 Day old chickens are placed in the shed according to workplace instructions and handled with care.</p> <p>2.3 Shed temperatures are adjusted in accordance with supervisor or manager instructions and the observed activity of the birds.</p> <p>2.4 Observed changes are recorded and reported.</p> <p>2.5 Dead or culled young birds are removed and disposed of according to establishment practice and code of welfare, and recorded in appropriate record.</p> <p>2.6 Brooding area is extended as young birds grow, if required and according to instructions, to provide an optimal stocking density and avoid crowding.</p> <p>2.7 Black-out training of young birds/hatchlings is regularly carried out according to establishment practice.</p> |

3. Shed operations
- 3.1 All debris and waste material is removed from the site and disposed of in an environmentally aware and safe manner according to **organisation work procedures**.
 - 3.2 Tools, machinery and equipment are cleaned, maintained and stored according to organisation work procedures.
 - 3.3 A **clean and safe area** is maintained throughout and on completion of work.
 - 3.4 Work outcomes are recorded or reported to the supervisor according to **organisation work procedures**.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In communicating with management about brooding performance.	1
Collecting analysing and organising information	By collecting, analysing and recording mortality information.	1
Planning and organising activities	In scheduling lights-on periods.	1
Working with others and in teams	In working with others to assist with cleaning and feeding.	1
Using mathematical ideas and techniques	In calculating mortality percentages and medication rates.	1
Solving problems	When working with equipment which is not working optimally.	1
Using technology	Using new brands/types of equipment to monitor and maintain temperature and lighting.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What OHS requirements may be relevant to this standard?

Safe systems and procedures such as:

- safe bird handling systems and procedures including prevention of zoonotic infection
- systems and procedures to protect from gases and organic dusts
- safe manual handling systems and procedures
- selection, use and maintenance of relevant personal protective clothing and equipment
- safe systems and procedures in maintaining house keeping to reduce slip and trip hazards
- feed may be distributed by hand, often in buckets
- bucket weights should not exceed OHS requirements.

What personal protective equipment may be relevant to this standard?

This may include boots, hats/hard hat, overalls, gloves, protective eyewear, hearing protections, respirator or face mask, and sun protection (sun hat, sun screen).

What relevant information might be recorded and reported?

The following information may be recorded:

- chicken condition at arrival and after one hour
- dates, times and periods of operation and maintenance and readings from temperature, humidity and flow-rate gauges
- mortalities should be carefully recorded to provide information on the transport and hatchery, egg hygiene, brooding at placement, and vaccine reactions.

What observed situations require intervention?

Operators must react to situations that are detrimental to bird well-being and include draughts, overheating, chilling, lack of feed, lack of water, running out of medication, and drops in gas pressure.

What maintenance is required?

Servicing of gas, hot water, electric or solar brooding equipment is required before each batch or birds.

What is blackout training?

Daily blackout training is carried out to gradually accustom young birds/hatchlings to sudden changes in light conditions, e.g., power failures that may cause losses due to crowding and smothering.

How may a clean and safe area be maintained?	Tasks may include keeping public access paths clear of debris, waste, tools, equipment and machinery, disabling equipment and machinery after use, and removing debris and waste from the work area swiftly and efficiently.
What organisation work procedures may apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, enterprise standard operating procedures, specifications, routine maintenance schedules, work notes, product labels and Material Safety Data Sheets, manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in brooding chickens requires evidence that the temperatures in the brooders are maintained at the appropriate levels, and that the brooding area is kept hygienic and safe.

The skills and knowledge required to brood chickens must be transferable to a different work environment, for example across a range of shed types, as well as bird breeds and classes.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- the relationship between bird behaviour and brooding temperature
- the effect of litter quality and depth on chicken activity and or productivity
- the impact that feed, water and floor space has on uniformity and subsequent flock performance
- how live respiratory vaccines impact on bird behaviour and how to manage this
- the need to maximise hygiene practices and awareness
- environmental controls and codes of practice applicable to the enterprise
- the organisation's livestock production and management plans
- sound management practices and processes to minimise noise, odours and debris from the livestock operations
- relevant procedures relating to waste and environment management and animal health and welfare
- relevant OHS legislation, regulations and codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- recognise feed types
- observe, identify and react appropriately to environmental implications and OHS
- perform routine hygiene maintenance activities as required by the employer or unit manager and more frequently on demand
- monitor and record temperature, times, humidity and bird numbers
- handle brooding chickens and hatchlings with strict accordance to the codes of welfare.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTE2141A Set up shed for placement of day-old chickens

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2103A

Unit Descriptor

Carry out milking shed routines

This competency standard covers the processes of milking on site. Milking shed routines include milking machine assessment during milking, in order to accurately establish operational efficiency. Appropriate partnerships need to be established as a part of the performance of this unit. Communication and co-operation with other milking equipment personnel and dairy industry professionals should be established to identify, diagnose and remedy milk-harvesting problems.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Operate a farm dairy and milking plant | <p>1.1 Farm dairy operations are conducted including the arrangement of plant, animals, yards and animal movements.</p> <p>1.2 Milking plant operations are performed safely according to manufacturers guidelines and farm policy.</p> <p>1.3 OHS hazards associated with milking plant operations are identified, risks assessed and reported to the supervisor.</p> |
| 2. Milk a dairy herd | <p>2.1 A complete milking is carried out in accordance with industry standards, guidelines, and farm policy.</p> <p>2.2 Hygiene protocols are strictly observed.</p> <p>2.3 Abnormal behaviour or activity in cows is recognised and reported.</p> <p>2.4 Animal health routines are carried out in accordance with farm policy and industry guidelines.</p> <p>2.5 Dairy shed is set up for herd recording as instructed.</p> <p>2.6 OHS hazards associated with milking are identified, risks assessed and reported to the supervisor.</p> |
| 3. Carry out routine maintenance of farm dairy equipment | <p>3.1 Common malfunctions are identified from their signs/symptoms and repairs or adjustments are made which correct malfunctions not requiring specialist attention.</p> <p>3.2 Advice and assistance are sought from other industry professionals and qualified sources when required according to the nature of the malfunction.</p> <p>3.3 Milking equipment is visually assessed during milking to identify deteriorating conditions or conditions that increases safety risk.</p> <p>3.4 Malfunctions are reported and recorded in accordance with farm policy.</p> <p>3.5 Programmed daily maintenance routines are carried out in accordance with farm policy, manufacturers' guidelines and industry standards.</p> |

4. Clean and maintain farm dairy equipment
- 4.1 Farm dairy plant including the vat and cooling equipment is cleaned in accordance with farm policy and manufacturers guidelines.
- 4.2 **Detergents** are selected and used appropriately in accordance with manufacturers' recommendations.
- 4.3 The use of detergents and the disposal of used containers and waste are carried out in full knowledge of the **environmental implications** of those actions.
- 4.4 **Cleaning and maintenance** are carried out in accordance with OHS requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	The effective identification and rectification of milk harvesting problems can only be carried out through effective communication with the farmer (or shed manager), factory field staff, veterinarians and other industry professionals.	3
Collecting analysing and organising information	Information will be collected from observation and measurement and recorded on industry standard test report forms. Manufacturers machine specifications, manuals on milking machine performance, together with farm and the herd records will also be utilised as information sources.	3
Planning and organising activities	These activities will be scheduled to coordinate with daily milking routines.	2
Working with others and in teams	All the basic requirements of team work need to be applied to minimise the interferences to the milking shed routines.	2
Using mathematical ideas and techniques	Milking equipment performance evaluation requires a range of mathematical calculations to tabulate performance.	3
Solving problems	Equipment breakdown as well as all the symptoms of poor milking performance requires a range of diagnostic and problem-solving skills.	3
Using technology	A range of vacuum, and airflow measuring equipment will be utilised to measure vacuum, pump speeds, etc., in the performance of this unit.	2

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What is meant by farm dairy operations?

This includes setting up the plant, making operating adjustments and controlling animal movements, start up and shut down procedures including cleaning systems, monitoring of water quality/quantity and the use of detergents for cleaning.

What are the OHS hazards and risk control systems associated with milking?

OHS hazards include mechanical injury associated with plant and machinery, confined spaces, animal handling, the risk of zoonoses including leptospirosis and Q Fever, hot water and steam.

Safe working systems include:

- isolation of workers from exposed moving parts of machines and intact hot water lines
- safe animal handling systems and procedures including leptospirosis control measures
- electrical safety systems and procedures
- protection from scalds
- selection, use and maintenance of relevant personal protective clothing and equipment.

Should a complete milking be carried out?

Milking a dairy herd may include a full or part milking.

Hygiene protocols - what are they?

These include the use of appropriate detergents and udder treatments and compliance with prescribed machine cleaning programs.

What sort of abnormal behaviour in cows may indicate machine malfunction?

Restlessness or agitation of cows, cup slip, cups dropping off, kicking, sore teats or udder.

What sort of animal health routines are carried out in the milking shed?

These may include identifying and recording cows in oestrus, and the application of mastitis or 'dry cow' treatments. Oestrus may be identified by drop in milk production by the individual cow, mounting other cattle, frequent urination, aggressiveness, and vulval changes or discharges.

What sorts of sheds should be included in the performance of this unit?

Milking may be carried out in herringbone, conventional or rotary dairies.

If herd recording is carried out what should an operator be able to accomplish?

Herd recording requires that equipment be set up and the process of milk sampling - including the labelling of samples be managed correctly.

What sorts of routine maintenance procedures are carried out on a daily basis?

These may include filling oilers, checking belt tensions or checking and/or changing air and milk filters, rubberware or inflations.

What are the symptoms of machine malfunction that are seen as cows are milked?

Malfunctions may be identified by evidence of abnormal cow behaviour, cup slip, milk slugging, faulty vacuum, liner failure, rubberware damage, irregular pulsation, incomplete milking.

Are there other industry professionals who can help with the diagnosis of milk harvesting problems?

The diagnosis and solving of milk harvesting problems may include partnerships between any or all of the following groups:

- milking machine technicians
- veterinarians
- dairy factory field officers
- herd test personnel
- detergent and chemical company representatives
- regulatory authority personnel
- dairy farmer or shed manager.

What are the visual assessments of the milking equipment that can be made during milking?

This may include assessing the condition of belts and rubberware, air leakage tests, vacuum tests, measuring motor and pump shaft speeds and safety checks for correct guarding of pulleys and belts.

Are there any industry standards for the construction and testing of milking equipment?

All testing should be carried out in line with the ISO Standards for Milking Machine Installations *ISO5707 Construction and Performance* and *ISO6690 Mechanical Tests*.

Specified test points may include locations at the receiver, milkline at first entry, milkline at last entry, furthest point from the receiver in the airline, claw outlet, short milk tube.

What types of detergents are used to clean milking machines?

Detergents utilised may include those that are acid, alkaline, chlorinated alkalis, sanitisers.

Are there any environmental implications in the performance of this unit?

The use of detergents and other chemicals as a part of dairy routines raises all the issues of safe usage, but more importantly, the safe disposal of containers and other debris from these operations. The operation of milking equipment also has the potential to cause noise concerns to neighbours and all shed personnel.

What are the OHS requirements associated with cleaning and maintenance?

OHS requirements associated with cleaning and maintenance includes protection from scalds, use of personal protective equipment for hazardous substances and safe work in confined spaces.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in carrying out milking shed routines and ensuring milking machines operate efficiently requires evidence that an individual can work across a range of installations and shed configurations.

The skills and knowledge that are required to carry out milking shed routines including the operating of the dairy shed and the identification of faults must be transferable to a different work environment. For example, these skills must be able to be utilised equally effectively in a large rotary dairy and in a small walk through system.

Evidence should also include evidence of reporting of OHS hazards to the supervisor.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- an awareness of the requirements of daily dairy routines including the milking set up, operation and cleaning processes
- an understanding of the impact of milking procedures on the living animal
- the physiology of the cow's udder and the interactions of machine influences such as excess vacuum
- bombardment of the teat by milk droplets can cause a range of levels of teat damage and an awareness of evidence of teat damage from this and other causes is critical in the performance of this unit
- common malfunctions that can be identified from their signs/symptoms
- repairs or minor adjustments which can be made to correct malfunctions not requiring specialist attention
- basic principles of machine cleaning including the effects of water quality, temperature and differing cleaning chemicals
- the applicable industry minimum standards recommendations as specified by the Australian Milking Machine Trade Association and based on the **International Standards** for Milking Machines ISO5707 *Construction and Performance* and ISO6690 *Mechanical Tests*.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- calmly and effectively carry out machine milking in a commercial industry environment
- recognise abnormal machine functions and demonstrate acquired diagnostic abilities
- carry out repairs or minor adjustments not requiring specialist attention which can be made to correct minor malfunctions of milking equipment
- communicating effectively with the dairy manager and other industry professionals
- handle live animals humanely and efficiently.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2104A

Unit Descriptor

Carry out regular horse observation

This competency standard covers the processes of dealing with horse injuries and emergencies when they occur. It includes providing support to professional health practitioners.

When the requirements of this standard are achieved, horses are regularly checked in the paddock or stable, emergencies and procedures are efficiently and calmly completed, and symptoms of ill health or injury are identified, reported and actioned promptly.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|--|
| 1. Prepare to work with horses | <p>1.1 Work to be undertaken is interpreted from work program, where necessary, and confirmed with management.</p> <p>1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process.</p> <p>1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.</p> <p>1.4 Suitable personal protective equipment is selected, used and maintained.</p> |
| 2. Carry out horse checks | <p>2.1 All horses are routinely checked for signs of ill health.</p> <p>2.2 Horses are examined for signs of lameness or soreness and abnormalities reported in the methods prescribed in the organisations work procedures.</p> <p>2.3 Evidence of heat or swelling in legs is reported to manager or foreman and treated under instruction.</p> <p>2.4 Hooves cleaned and shoes are examined for wear and damage.</p> <p>2.5 Faulty, broken or loose shoes removed and farriery assistance is called, when required, in line with the organisations work procedures.</p> <p>2.6 While handling the horses, OHS hazards are continually identified, risks assessed and suitable controls implemented.</p> <p>2.7 Horses are handled safely and all required horse restraints are within the organisations and industry guidelines for animal health and welfare.</p> |

- | | |
|---|---|
| 3. Deal with horse emergencies | <p>3.1 Common signs of injury or life threatening conditions are detected and the situation quickly analysed before notification or action is taken.</p> <p>3.2 Life threatening ailments requiring emergency treatment are notified to the trainer, manager or veterinarian and immediate assistance is called.</p> <p>3.3 Basic emergency and/or First Aid procedures are carried out until professional help arrives.</p> <p>3.4 Cast horse is calmed and returned to its feet in a safe manner.</p> <p>3.5 Serious cuts and abrasions are promptly shown to the veterinarian and assistance provided, as required, during professional treatment.</p> |
| 4. Provide veterinary procedure support | <p>4.1 Cuts, abrasions and bruises are treated under instruction from the veterinarian, manager or foreman.</p> <p>4.2 Horse is examined for signs of distress of soreness after work or mating procedures, and all abnormalities are reported.</p> <p>4.3 Appropriate hoof care treatment is applied as instructed by the manager or foreman.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In working with others in the stables, including animal health practitioners, and in determining the requirements of regular health routines.	2
Collecting analysing and organising information	By making daily observations of horses in order to identify changes in health, energy, or reactions to diet.	2
Planning and organising activities	When making requests of animal health practitioners to attend ill or injured horses.	1
Working with others and in teams	In working alongside others in the stable to achieve collective goals.	2
Using mathematical ideas and techniques	In calculating quantities for feed ingredients or medications.	1
Solving problems	When dealing with as yet undiagnosed problems in horses.	2
Using technology	When calculating quantities and times, when communicating with co-workers and supervisors, and in monitoring horse health.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What personal protective equipment may be relevant to this standard?

This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What checks might be included in the procedures for determining ill health?

Included may be the checking of nasal passages, vaginal or rectal discharge, rectal temperature, coughing, abnormal coat conditions, changes to pulse, respiration changes, abnormal behaviour, vices such as weaving, depraved appetite, or other boredom conditions that may reflect on the health of stabled horses.

Why might a check of rectal temperature be undertaken prior to work?

In some organisations, the taking of rectal temperature prior to work may identify a range of preclinical symptoms of respiratory infection or other illness which would not otherwise be identified.

What organisation work procedures may apply to this standard?

They will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets; manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.

What actions could be taken to eliminate or minimise the OHS risk?

Relevant OHS hazards identification, risk assessment and risk control measures include safe work systems and procedures for:

- reducing kicks, bites and crushing injuries from horses - this will include using calm and positive actions to avoid alarming stock
- manual handling systems and procedures
- preventing infection from injured/sick stock
- systems and procedures for outdoor work, including protection from solar radiation
- selecting, using and maintaining relevant personal protective equipment
- clear communication between workers, especially when working together within a close proximity.
- All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare.

What are some of the restraint devices?	Rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.
What might some of the life threatening ailments be that are found in the horses?	These may include twisted bowel/colic, malpresentation of foals, or bleeding.
In what situations might emergency First Aid procedures may be used?	In situations where bleeding, cast horses, trauma, or leg injuries are discovered.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in carrying out regular horse observation requires evidence that ill health or injury does not go unchecked or tended to in the stables.

The skills and knowledge required to carry out regular horse observation must be transferable to a different work environment. For example, across a range of horse breeds, sizes and uses.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- horses of all classes and horse husbandry
- the range of ailments that may occur or affect horses in the property
- the application of a range of basic treatments under veterinary supervision
- environmental controls and codes of practice applicable to the enterprise
- the organisations livestock production and management plans
- sound management practices and processes to minimise noise, odours and debris from the horse operations
- relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle horses
- handle horses and duties around them in a firm but calm, gentle and unhurried manner
- identify signs of ill health or injury, or signs of abnormal or depressed appetite
- observe, identify and react appropriately to environmental implications and OHS hazards.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2105A

Collect, store and handle eggs from breeder flocks

Unit Descriptor

This competency standard covers the process of assessing, grading, cleaning, storing and fumigating fertile eggs. This standard applies to all poultry species and breeds produced in all breeder systems.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. The work undertaken is usually within established routines, methods and procedures. Competency at this level involves the application of knowledge and skills in bird handling, maintenance of facilities, tools, and equipment.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---------------------------|---|
| 1. Prepare to handle eggs | <p>1.1 Occupational health & safety hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.2 Suitable personal protective equipment is selected, used and maintained.</p> <p>1.3 Eggs are collected and quality monitored.</p> <p>1.4 Egg machinery is operated according to manufacturers instructions.</p> <p>1.5 All required information recorded and reported accurately and promptly in accordance with organisational requirements.</p> |
| 2. Prepare eggs | <p>2.1 Egg collection times and frequency required by the enterprise are noted.</p> <p>2.2 Eggs are sorted according to workplace requirements.</p> <p>2.3 Eggs are washed using approved equipment.</p> <p>2.4 All lifting and bending is done according to safe working practices and using the available safety and lifting equipment.</p> <p>2.5 Records of all collections are completed clearly and accurately to monitor production levels.</p> |
| 3. Assess and grade eggs | <p>3.1 Eggs are sorted according to industry standards and organisation quality assurance program.</p> <p>3.2 Eggs graded into appropriate weight according to enterprise practices.</p> <p>3.3 Handling problems are recognised and reported to the supervisor according to organisation procedures.</p> |

- 4. Pack and store eggs
 - 4.1 Eggs are placed in correct trays and assembled, stacked, and labelled as required by organisation procedures.
 - 4.2 Labels are clear and accurate and contain all information required by the industry and organisation.
 - 4.3 Eggs are **transferred** to **storage** in order of age, grade or dispatch.
 - 4.4 Cool room and equipment is cleaned, sanitised and checked for efficient operation if appropriate.
 - 4.5 Eggs are fumigated according to approved industry practice.
 - 4.6 Temperature and humidity are recorded to ensure optimum storage conditions are maintained.
 - 4.7 Where appropriate packing, labelling and cleaning problems are recognised and reported to the supervisor according to organisation procedures.

- 5. Clean and disinfect equipment
 - 5.1 All machines and equipment used are cleaned hygienically and disinfected or sanitised according to organisations quality assurance program and health regulations.
 - 5.2 All chemicals used in the cleaning process are handled safely and measured according to occupational health and safety requirements and organisation procedures.
 - 5.3 Egg handling areas and **structures** are cleaned hygienically and disinfected or sanitised according to organisations quality assurance program and health regulations.
 - 5.4 Samples are taken and prepared for testing as required by organisation procedures and analysing body.
 - 5.5 All waste containers, fluids and run-off are disposed of, or managed, according to organisation environmental management requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In dealing with employees from provider organisations and with employees and management in own organisation.	1
Collecting analysing and organising information	In using stated criteria to assess and grade eggs.	1
Planning and organising activities	In following procedures for fumigating and cleaning sheds.	1
Working with others and in teams	In working alongside other employees in the poultry shed.	1
Using mathematical ideas and techniques	In obtaining and measuring the correct amounts of cleaners and fumigants for the particular job at hand.	1
Solving problems	In dealing with eggs of poor quality or difficulties in obtaining the appropriate standard of hygiene.	1
Using technology	Operating shed monitoring equipment..	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What occupational health & safety requirements may be relevant to this standard?

Safe systems and procedures such as:

- Safe bird handling systems and procedures, including prevention of zoonotic infection
- Systems and procedures to protect from gases and organic dusts
- Safe manual handling systems and procedures including job rotation to reduce RSI problems
- Selection, use and maintenance of relevant personal protective equipment
- Safe systems and procedure in maintaining house keeping to reduce slip and trip hazards
- The operation and maintenance of machinery and equipment, including hydraulics and guarding of exposed moving parts
- Operation of machinery - automatic egg collection equipment in particular
- Optimum hygiene using prescribed sanitation agents required at all times.

What personal protective equipment may be relevant to this standard?

This may include boots, hats/hard hat, overalls, gloves, protective eyewear, hearing protections, and sun protection (sun hat, sun screen).

What may the quality monitored of eggs on collection refer to?

It may refer to dating and age, number, any special instructions to do with health status, that the eggs are dry, donor flock source, accuracy of documentation.

What relevant information might be recorded and reported?

Dates, times, chemicals and other substances used, including quantities and methods, readings from temperature and flow-rate gauges, and collection dates, times and locations.

Weights of groups of birds, average weight, representative results collected from locations around the shed, dates, times and periods of operation and maintenance, chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges.

Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

How might eggs be cleaned?	They may be washed using a machine and approved liquid/detergent mixtures. Eggs are dry cleaned for preference in line with the Model National Code of Practice for Shell Egg Production, Grading, Packing and Distribution.
What does the Organisation Quality Assurance cover?	It covers procedures written for each activity, an ISO 9000 program, an SQF 1100 quality program, HACCP analysis manuals supplied by customers, Shell Egg Code of Practice and industry quality assurance programs.
What variations may be observed when the eggs are graded?	Size variations, which can be related to egg age and breed, and shell quality which can vary depending on nutrition and disease factors.
What may cause shell quality to vary?	Eggshell quality can vary depending on nutrition and disease factors.
What factors are considered when eggs are sorted?	Factors considered are based on of age of eggs, type, size, shape, shell quality, stains, cracks and other defects.
What has to be considered when eggs are in storage?	When storing eggs, humidity, temperature and egg age must be considered.
What structures should be hygienically maintained?	In areas where eggs are graded, washed or further processed, it applies to clean walls, doors, roofs, operational doors, lights, dust removed from high areas, lights dusted, areas pooling water drained, wall/floor junctions sealed so as not to harbour micro-organisms, walls treated so as to be impervious..

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in collecting and fumigating fertile eggs requires evidence that the origin and description of all eggs are clearly recorded and tracked throughout their journey through the production shed. It also requires that the hygiene and temperatures of all equipment and storage locations is maintained to industry standards.

The skills and knowledge required to collect and fumigate fertile eggs must be transferable to a different work environment. For example, across a range of different egg grades and bird types.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Egg hygiene
- Hygiene in egg cool rooms
- The need to maximise hygiene practices and awareness
- Importance of temperature and humidity with egg storage
- Environmental controls and codes of practice applicable to the enterprise
- Relevant procedures relating to waste and environment management and animal health and welfare
- Egg grading and sizes
- Hazard analysis and quality assurance
- Sanitisers and activity, and measurement
- The need to maximise hygiene practices and awareness.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Observe small differences in shell quality and relate this to specific instructions for grading
- Perform routine hygiene maintenance activities as required by the employer or unit manager and more frequently on demand
- Record readings and observations using workplace systems and procedures
- Observe, identify and react appropriately to environmental implications and occupational health & safety hazards
- Calculate figures for stocktakes and quantities of eggs in storage at any specific time
- Maintain premises in a hygienic condition both structurally and operationally

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2106A

Unit Descriptor

Care for and train working dogs

This competency standard covers the process of selecting, training and caring for working dogs in the rural industry. It requires the application of skills and knowledge to implement appropriate training methods to meet the requirements of the enterprise, and maintain the health and welfare requirements of the working dog. Competence requires an awareness of enterprise and legislative requirements with regard to animal welfare. The work functions in this standard involve the application of some judgement and discretion and would be carried out under limited supervision within enterprise guidelines.

Unit Sector No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Identify role and select working dog | <p>1.1 Working dog requirements for the enterprise are identified and confirmed in line with enterprise requirements.</p> <p>1.2 Suitable canine breeds are researched and availability determined through appropriate breeders.</p> <p>1.3 Candidate dog is inspected for suitability and selected to meet role and enterprise requirements.</p> |
| 2. Develop and implement training program | <p>2.1 Training needs are identified, appropriate methods selected, resources confirmed and included in the development of a training program.</p> <p>2.2 A systematic approach to training is carried out, reviewed and modified as necessary.</p> <p>2.3 Training is conducted in a safe environment in line with animal welfare and OHS requirements.</p> <p>2.4 Existing and potential hazards in the workplace are identified, risk assessed and controlled in line with enterprise requirements.</p> |
| 3. Maintain welfare of working dog | <p>3.1 Health, condition and status is monitored and maintained in line with breeders recommendations and animal welfare requirements.</p> <p>3.2 Diet is provided to meet nutritional requirements in consideration of work/training program and breeders recommendations.</p> <p>3.3 Preventative health treatments are arranged and administered as required in line with breeders and veterinarians recommendations.</p> <p>3.4 Facilities and equipment needs are provided and maintained in line with animal welfare requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information and ideas with regard to the selection of a suitable breed to meet enterprise requirements may be discussed with breeders and the supervisor.	1
Collecting analysing and organising information	Information with regard to canine breeds, breeders and training methods may be researched and collected for analysis and applied in the development of a training program.	1
Planning and organising activities	Training activities may be planned and co-ordinated around work schedules or sequenced as required.	1
Working with others and in teams	Team work may be applied in the development and implementation of a training program.	1
Using mathematical ideas and techniques	Mathematics may be applied in the measurement and calculation of area dimensions, livestock numbers, and dietary quantities and rates.	1
Solving problems	Arrangements for additional training may be required for poorly trained or disobedient dogs.	1
Using technology	To research and develop training methods, communicate and record training process and outcomes.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What range of roles may be considered in determining the working dog requirements of an enterprise?

This may include heading/paddock, backing/yarding, droving, and guard duties.

What enterprise requirements may apply to this standard?	This may include enterprise standard operating procedures, industry standards, production schedules, work notes, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and training plans.
What might be involved in the inspection for suitability of a working dog?	Aspects of suitability may include general health and condition, temperament (non-biting), eye/bark, sex, breed, age and size.
What training needs might be identified?	This may include basic training commands of sit, come and stay. It may also include training to work livestock, which could involve the initial introduction of the dog to a small number of livestock in a controlled area, with gradual introduction to larger numbers of livestock in a large open area.
How might a systematic approach to training be undertaken?	This may include defined training objectives, sequenced training activities, monitoring and assessment processes.
What OHS requirements may be applicable to this standard?	This may include safe systems and procedures for handling animals, including zoonoses control measures (hydatid, tetanus), identify hazards, assess and report risks, manual handling systems and procedures, systems and procedures for handling and storage of veterinary chemicals, and safe systems and procedures for outdoor work including protection from solar radiation.
What existing and potential OHS hazards may be encountered in the workplace?	Livestock movement and handling, solar radiation, dust, noise, veterinary chemicals, and moving machinery and vehicles.
How might a dog's health, condition and status be assessed?	General observation of coat condition, weight, and alertness; routine health checks for mange, eczema, fleas and worms, relevant vaccinations and boosters are recorded and up-to-date, and registration compliance requirements are met.
What might diet consist of?	Prepared dog foods, scraps, vegetables, meat, cooked offal, cereals, and dry food.
What preventative health treatments might be provided?	Roundworm, heartworm, tick and flea treatments, vaccinations for distemper and parvovirus and other canine diseases.

What facilities and equipment might be required?

This may include collar, chain, identity discs, water, shade cover, kennels and a safe environment.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in caring for working dogs requires evidence of the ability to select and match a working dog to an identified role, develop and implement effective training programs, and maintain the health, welfare and status of the dog. It also requires the ability to employ safe handling procedures with working dogs and livestock, recognise poor health or abnormal behaviour and arrange appropriate treatment, provide adequate nutritional requirements, and maintain facilities and environment to industry and enterprise standards. The skills and knowledge required must be transferable to a different work environment. For example, if competence is evident in caring for and training a dog to work sheep in a close environment, it must also be evident in training a dog to work cattle in an open paddock environment.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- canine breeds and behaviour, health and nutritional requirements
- effective canine training systems and procedures
- safe animal handling methods and techniques

- canine preventative health treatments
- State/Territory legislative and regulatory requirements with regard to OHS, animal welfare, and the registration and care of domestic dogs
- hazards associated with training and caring for working dogs and appropriate control measures
- enterprise policies with regard to working dogs and recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These include the ability to:

- select working dog to meet enterprise requirements
- develop training programs and apply effective training procedures
- maintain health and welfare requirements and recognise abnormalities
- arrange and administer preventative health treatments
- demonstrate safe workplace and animal handling practices
- monitor and minimise impacts to the environment associated with the use and disposal of veterinary chemicals
- maintain clean and safe facilities and workplace environment
- research, read and interpret canine breeds, behaviour and nutritional requirements
- assess and calculate work area dimensions, and measure dietary requirements and preventative health treatments.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2107A

Unit Descriptor

Crutch sheep

This competency standard is concerned with the functions involved in crutching sheep in an agricultural environment. It requires the application of skills and knowledge to select, catch, control and crutch sheep. It also requires skills and knowledge to identify problem sheep and to deal with crutching complications. Competency requires an awareness of enterprise and legislative requirements with regard to crutching practices and shearing shed procedures, workplace safety and positive environmental practices. The work functions in this standard involve the application of some judgement and discretion, and would be carried out with minimal supervision within enterprise guidelines and within specified timeframes.

Safe and efficient crutching of sheep is essential in providing for the health of the sheep and the quality of the clip.

Note: Chemicals must only be applied by qualified persons outside the workplace.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------------|---|
| 1. Prepare for crutching operations | <p>1.1 Crutching equipment is checked for correct operation prior to crutching session.</p> <p>1.2 Sheep to be crutched are identified, caught and moved in line with organisational, OHS, industry, and animal welfare standards.</p> <p>1.3 Sheep are positioned for crutching in line with organisation determined and industry agreed crutching methods.</p> <p>1.4 Potential and existing hazards in the workplace are identified and reported to the supervisor.</p> <p>1.5 Suitable personal protective equipment is selected, used and maintained in line with OHS and workplace procedures.</p> |
| 2. Perform crutching operations | <p>2.1 Handpiece is activated and positioned in readiness for crutching.</p> <p>2.2 Wool is shorn from face, crutch or belly as instructed and in line with industry standards.</p> <p>2.3 Crutching methods are used to ensure that injury to the sheep and damage to the fleece is avoided.</p> <p>2.4 Safe handling techniques are used at all times.</p> |
| 3. Respond to complications | <p>3.1 Contamination is identified during crutching and reported to wool handlers in line with enterprise requirements.</p> <p>3.2 Cuts are treated in accordance with industry standards and animal welfare requirements.</p> <p>3.3 Flyblown sheep are identified and reported in line with industry standards and animal welfare requirements.</p> <p>3.4 Problem sheep are identified and reported in line with enterprise and industry requirements.</p> |

4. Complete crutching operation
- 4.1 Wool is placed to avoid contamination and for wool handlers to collect in line with enterprise and industry requirements.
 - 4.2 Handpiece is switched off and re-positioned to non-operational position.
 - 4.3 Sheep are safely released from the board into the count out pens.
 - 4.4 Crutching **grievances and difficulties** are reported in line with enterprise and industry requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information and ideas with regard to crutching procedures, identification of problem sheep and contaminated wool may be discussed with colleagues and the classer and/or overseer /supervisor.	1
Collecting analysing and organising information	Information with regard to crutched sheep; problem sheep and contaminated wool may be recorded and/or tallied.	1
Planning and organising activities	Activities involving crutching sheep may be planned and co-ordinated around time schedules or sequenced as required.	1
Working with others and in teams	Team work may be applied in reporting problem sheep and contaminated wool. It may also apply in arranging for the collection of shorn fleece.	2
Using mathematical ideas and techniques	Mathematics may be applied in the tallying of shorn sheep, mob breaks or cut-outs.	1
Solving problems	Contingencies for dealing with problem sheep and contaminated wool may be planned and prepared to minimise disruption to shearing schedules. Alternative planning may also be needed if complications occur when catching or crutching sheep.	1
Using technology	To communicate, record and calculate crutching outcomes and tallies, in using handpieces and crutching equipment, and advances in manufacturing machinery and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What does crutching involve?

Full crutching covers shearing the inside parts of the legs and around the tail. In addition, when required it includes:

- wiggling
- ringing
- blow above teats
- removing wool that has been struck by blow-fly; and/or
- lifting the bottom leg and shearing that leg prior to turning the sheep around and above the tail; and/or
- giving up to two blows above the tail.
- 'Sale Crutch' or 'Bung Hole' crutching requires a minimum amount of wool to be removed from the backside, being careful not to shear above the tail.

(Note: Some owners prefer shearers not to go out to the extreme ends of the legs, as the 'hair' on the hocks is of no value.)

What may be included in equipment?

Equipment may include friction cone, downtube assembly and shearing handpiece.

What sheep might be subject to the crutching operations?

All ages and genders of sheep, including rams, ewes, wethers, lambs, hoggets, and stags.

What processes might be involved in moving sheep?

Sheep may be caught and moved from the catching pen to the board using safe handling techniques.

What organisational, industry and animal welfare standards might apply to sheep crutching?

Organisation may include: Standard Operating Procedures (SOPS), industry standards, production schedules, work notes, work plans, manufacturers specifications, supervisors instructions, and workplace policies and procedures (including recycling, environmental and land management).

Industry and animal welfare standards/requirements might include: National Codes of Practice for the Shearing Industry (health, safety and welfare standards), Environmental Protection Act, and Animal Welfare Act.

What OHS requirements may be applicable to this standard?

Safe systems and procedures for:

- safe operation and maintenance of machinery and equipment including guarding of exposed moving parts
- the operation and maintenance of hazard-free facilities and equipment
- the maintenance of accommodation facilities
- handling livestock
- safe manual handling, including lifting and carrying
- safe fleece/wool harvesting
- the protection from electrical hazards, hazardous noise and organic and other dusts
- the health and safety of shearing personnel
- outdoor work including protection from solar radiation
- the appropriate use of personal protective clothing and equipment
- animal welfare considerations including disease control.

What adverse crutching conditions may be applicable to this standard?

These may be extreme temperatures, wet or contaminated wool.

How might sheep be positioned for crutching?

For across the board crutching, sheep are initially positioned as for shearing in the last side position relative to the downtube so the crutcher can remove facewool, ring pizzles and wool from the crutch.

For cradle crutching, sheep are positioned according to the specifications of the particular type of cradle being used.

For race crutching, sheep are positioned in the standing position, according to the particular race type.

What potential and existing hazards may be encountered in the workplace?

Sheep movement and handling, loose boards, obstacles, veterinary chemicals, damaged pens, uneven flooring uncovered belts, poor drag, and unsafe machinery.

What may be included in personal protective equipment?

Clothing and footwear that prevents feet crushing, skin abrasions, and tangles in machinery.

What methods of crutching might be used?

They may be across the board, race crutching, or crutching cradles.

What injury to sheep and damage to wool needs to be avoided?

Injury to the vulnerable areas of the sheep such as teats, pizzles, ears, vulva, wrinkle and skin, eyes, hamstrings, joints, blood vessels and sinewy parts close to the surface. Damage to horns, eartags, second cuts and skin pieces should also be avoided.

What safe handling techniques need to be applied?

Techniques for catching, dragging, positioning and releasing sheep.

What contamination might need to be identified?

Amongst the contaminants are lamb pouches, maggot affected wool, urine stains, dung stains, skin pieces, black fibres, loose woolpack fibres, baling twines, man-made fibres and clothing, dermatitis, branding dyes, dags, grease locks, burrs and vegetable matter, shed debris, wet fibre or water stains, cigarette butts, and towels.

How might cuts be treated?

They may be sutured in line with industry standards and animal welfare requirements.

How might flyblown sheep be treated?

Treatment of flyblown sheep would involve shearing of flyblown wool to skin, marking sheep and informing the owner/classer.

What types of problem sheep might be identified?

Wet sheep, those with diseases, those affected by prickly pear, those chemically treated prior to crutching and other problems as listed in the various pastoral awards.

What grievances and difficulties might occur?

Grievances and difficulties might relate to responsibilities of owners, overseers and shearers, and just causes and procedures for stopping work as specified within relevant awards.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in crutching sheep requires evidence that all of the required wool is removed cleanly and safely according to the requirements of the organisation and the standards of the industry.

The skills and knowledge required to crutch sheep must be transferable to a different work environment. For example, across a range of shed types and sizes and breeds of sheep.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

A basic working knowledge of:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed crutching techniques, positions and methods of crutching
- safe handling techniques for catching, dragging, crutching and releasing sheep
- anatomy of all types of sheep
- sheep diseases
- animal welfare requirements in relation to sheep
- sheep behaviour
- personal protective clothing and equipment, and when and how it should be used
- Federal Pastoral Industry Award and/or State Shearing Award of Queensland or Western Australian Shearing Contractors Award
- relevant State/Territory legislation and awards, regulations and codes of practice with regard to workplace OHS and animal welfare.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- select and use equipment and materials appropriate for crutching sheep
- avoid contamination, second cuts and damage to wool, animals and people
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- clean and maintain crutching equipment, site and facilities
- read and interpret manufacturers specifications, work and maintenance plans
- work in a team as a team member
- communicate problems, faults and workplace hazards, and to comprehend instructions provided by the owner or overseer
- tally crutched sheep count.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2108A

Unit Descriptor

Identify and sex birds

This competency standard covers the functions involved in identifying and sexing all poultry species and breeds produced in an intensive environment. Competency in this standard includes the clear identification of birds and treating them with minimal stress and under hygienic conditions. It also includes the identification of male and female numbers in a flock.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Identification and sexing of chickens is usually performed within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|------------------------------------|--|
| 1. Prepare to sex birds | <p>1.1 Work to be undertaken is interpreted from a work program where necessary, and confirmed with management.</p> <p>1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the production process.</p> <p>1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.</p> <p>1.4 OHS hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.5 Suitable personal protective equipment is selected, used and maintained.</p> |
| 2. Identify and sex chickens birds | <p>2.1 Criteria for identification are sought and clarified from the production program and supervisor or management instructions.</p> <p>2.2 Procedures to control and sort chickens are conducted with due care.</p> <p>2.3 Identification method is carried out according to the given criteria and the marking requirements of the organization.</p> <p>2.4 Birds are handled with care strictly according to the code of welfare.</p> <p>2.5 Birds are sexed, beak trimmed if appropriate, separated and placed according to organisational work procedures and instructions.</p> <p>2.6 Existing and potential hazards in the workplace are recognised, risk assessed and controlled in line with OHS requirements.</p> |

3. Complete hygiene and administration activities
- 3.1 All debris and waste material is removed from the site and disposed of in an environmentally aware and safe manner according to organisation work procedures.
 - 3.2 Tools and equipment are cleaned, maintained and stored according to organisation work procedures.
 - 3.3 A **clean and safe** area is maintained throughout and on completion of work.
 - 3.4 Work outcomes are **recorded or reported** to the supervisor according to organisation work procedures.
 - 3.5 Unit records are completed as required and reported to the hatchery manager.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In clarifying the specific identification procedures to be used.	1
Collecting analysing and organising information	In swiftly gathering the information from each chicken as to its identification requirements and its sex.	1
Planning and organising activities	In sequencing the activities to be undertaken within a given period or in maintaining organisation standards for sexing.	1
Working with others and in teams	In working alongside others in the poultry shed to achieve workplace requirements.	1
Using mathematical ideas and techniques	In counting chickens and calculating their performance.	1
Solving problems	In recognising low numbers of birds and determining the steps to be taken.	2
Using technology	In trimming beaks, as well as in making calculations and reports.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What birds does this unit cover?

Birds covered by this unit include meat or egg producing poultry, turkeys, quail, pigeons, ostriches, or emus.

What tools and equipment might be used in the conduct of this unit?	Identification devices and associated application equipment such as beak trimmers.
What OHS requirements may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • handling livestock including zoonoses control • operating handling equipment • hazard and risk control • manual handling • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective clothing and equipment.
What personal protective clothing and equipment may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
How is chicken sexing performed?	Chicken sexing is carried out in two ways - vent sexing and feather sexing. Vent sexing operations can be carried out by a contractor with the operator only being involved in presenting the chickens for the contractor or machine. Feather sexing assesses male colour or wing feather configuration. Some breeds of birds are colour sexed.
When and to what stock is beak trimming performed?	Beak trimming is usually performed on layer or breeding stock. Trimming at day-old is sometimes considered stressful and is delayed until the bird is older.
What organisational work procedures may apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisational standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets, manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.
What existing and potential hazards may be encountered in the workplace?	Livestock movement and handling, solar radiation, organic and other dusts, hazardous noise, and moving machinery and vehicles.

How may a clean and safe area be maintained?	Tasks may include keeping public access paths clear of debris, waste, tools, equipment and machinery; disabling equipment and machinery after use; and removing debris and waste from the work area swiftly and efficiently.
What relevant information might be recorded and reported?	Livestock numbers, details of administered preventative health treatments and outcomes, appraisal results, back fat test results, conformation, temperament and performance details, weight and condition scoring and any observed abnormalities. Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in identifying and sexing chickens requires evidence that the chickens are accurately identified, separated, and debeaked in preparation for sexing.

The skills and knowledge required to identify and sex chickens must be transferable to a different work environment. For example, across a range of breeds and birds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- hygienic maintenance and use of machinery
- the key indicators of gender in a range of birds
- welfare implications of poor beak trimming
- avian reproductive anatomy
- the need to maximise hygiene practices and awareness
- environmental controls and codes of practice applicable to the enterprise
- the organisation's livestock production and management plans
- sound management practices and processes to minimise noise, odours and debris from the livestock operations
- relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors
- relevant OHS legislation, regulations and codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- operate marking and debeaking equipment
- identify the key features used to sex chickens using a variety of techniques
- perform routine hygiene maintenance activities as required by the employer or unit manager and more frequently on demand

- observe, identify and react appropriately to environmental implications and OHS hazards
- count sexed birds
- share information and observations with fellow workers and supervisors
- read and interpret written instructions prepared by the organisation, industry bodies, and/or manufacturers
- complete sexing at a rate acceptable to the industry and the organisation.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2109A

Unit Descriptor

Incubate eggs

This competency standard covers the process of receiving and storing eggs, preparing eggs for hatching and monitoring the incubation of eggs. It ensures that the incubation cycle occurs in a standardised repeatable environment and that a high hatch percentage is consistently obtained to ensure lowest cost per egg hatching cost.

This standard applies to all poultry species and breeds produced in an intensive environment.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. Preparing and monitoring incubation is usually within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------|---|
| 1. Receive eggs into hatchery | <p>1.1 Occupational health & safety hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.2 Suitable personal protective equipment is selected, used and maintained.</p> <p>1.3 Eggs are unloaded at hatchery and quality monitored.</p> <p>1.4 Delivery vehicle is monitored to ensure door remains sealed.</p> <p>1.5 All required information recorded accurately and promptly in accordance with organisational requirements.</p> |
| 2. Store eggs | <p>2.1 Eggs are stored as instructed with regard to position, temperature, humidity and period of storage according to industry standards.</p> <p>2.2 Eggs are transferred from delivery dollies/trolleys to setter dollies/trolleys.</p> <p>2.3 Eggs are attached to the turning machine to ensure maximum viability is maintained.</p> <p>2.4 All lifting and bending is done according to safe working practices and using the available safety and lifting equipment.</p> <p>2.5 Egg stock is managed to minimise egg age on setting.</p> <p>2.6 Temperature, humidity and airflow are monitored to maintain required settings.</p> |
| 3. Prepare to incubate eggs | <p>3.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management.</p> <p>3.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the production process.</p> <p>3.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.</p> |

- | | | | |
|----|--|-----|---|
| 4. | Monitor and operate setter | 4.1 | Setter readings are accurately taken and recorded. |
| | | 4.2 | Alarms are recognised and specified sequence of operations carried out during a breakdown as set out by the employer. |
| | | 4.3 | Setter is operated, repaired and maintained according to establishment practice. |
| | | 4.4 | Temperature probes are calibrated with known standards. |
| 5. | Transfer eggs to hatcher | 5.1 | Dollies moved to the egg handling/transfer area safely and in the sequence required by the organisation. |
| | | 5.2 | Temperature, humidity and airflow are checked to ensure specified equipment operation and adjustment. |
| | | 5.3 | Where required by the organisation, fumigant is measured and placed according to label instructions and safe work practices. |
| | | 5.4 | Hatcher is fumigated and gases exhausted according to manufacturers instructions. |
| | | 5.5 | Eggs are transferred to hatching trays in sequence according to organisation procedures. |
| 6. | Fumigate setter or hatcher | 6.1 | Need for fumigation is determined from supervisors instructions, production/hygiene management plan, or management practice. |
| | | 6.2 | Occupational health & safety hazards are identified, risks assessed and suitable controls are implemented. |
| | | 6.3 | Fumigant and apparatus are prepared according to manufacturers instructions and in line with established safe working procedures. |
| | | 6.4 | Setter or hatcher is sealed and fumigated to ensure maximum exposure of the fumigant to disease-causing organisms. |
| | | 6.5 | Shed is aired to ensure evacuation of toxicants prior to re-entry of staff, re-installation of equipment, and placement of eggs. |
| 7. | Monitor and operate hatcher | 7.1 | Manual readings are accurately taken and recorded. |
| | | 7.2 | Adjustments to temperature, humidity and airflow are carried out when instructed according to establishment standards. |
| | | 7.3 | Alarms are recognised and a correct sequence of operations carried out during a breakdown as set out by employer. |
| 8. | Complete hygiene and administration activities | 8.1 | Waste material is removed from the incubation area and disposed of in an environmentally aware and safe manner according to organisational work procedures . |
| | | 8.2 | Tools, equipment and machinery are cleaned, maintained and stored according to organisational work procedures. |
| | | 8.3 | A clean and safe area is maintained throughout and upon completion of work according to organisational work procedures. |
| | | 8.4 | Work outcomes are recorded or reported to the supervisor according to organisational work procedures. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In communicating with hatchery staff, supervisors and management representatives.	1
Collecting analysing and organising information	In making observations on machine performance and recording the resultant data.	2
Planning and organising activities	In scheduling and performing equipment operation and maintenance.	2
Working with others and in teams	In working alongside other staff to ensure smooth operation and workflow.	1
Using mathematical ideas and techniques	In reading and recording temperatures, including the conversions between Centigrade and Fahrenheit.	1
Solving problems	In recognising the reasons for alarms and malfunctions and dealing appropriately with them.	3
Using technology	Through the use of the setter and hatcher themselves, and when recording and documenting observations.	2

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What occupational health & safety requirements may be relevant to this standard?

Safe systems and procedures for:

- handling chickens including zoonoses control
- operating handling equipment
- hazard and risk control
- manual handling
- handling, application and storage of hazardous substances
- outdoor work including protection from solar radiation, dust and noise
- the appropriate use and maintenance of personal protective equipment.

What personal protective equipment may be relevant to this standard?	This may include boots, hats/hard hat, overalls, gloves, protective eyewear, hearing protections, respirator or facemask, and sun protection (sun hat, sun screen).
What does the quality monitored of eggs on arrival refer to?	It refers to grade, dating and age, number, any special instructions to do with health status, eggs are dry, donor flock source, accuracy of documentation.
How might information be recorded?	Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.
What relevant information might be recorded and reported?	Dates, times and periods of operation and maintenance and readings from temperature, humidity and flow-rate gauges.
What has to be considered when eggs are stored?	When storing eggs, humidity, temperature and egg age must be considered.
Prior to transfer, will any other processes occur?	In some organisations, eggs may be pulped. In this case, strict pasteurization, hygiene and health regulations apply.
What factors are considered when managing egg stock?	Factors considered are based on standards of age of eggs, type, size, shape, shell quality, stains, cracks and other defects.
Does the hatchery temperature, humidity and airflow have to be changed?	Hatchery machines have a range of designs, but the basic temperature and humidity standards remain the same. Air flow and hatchery temperatures are important in ensuring predictable machine performance.
When are dollies moved to the transfer area?	Unloading setters is usually carried out between 16 and 18 days.
What aspects of the egg handling areas should be checked and cleaned?	<p>In areas where eggs are washed or further processed, it applies to clean walls, doors, roofs, operational doors, lights, dust removed from high areas, lights dusted, areas pooling water drained, wall/floor junctions sealed so as not to harbour micro-organisms, walls in egg handling areas treated so as to be impervious, birds excluded.</p> <p>Structural hygiene also includes maintaining vermin and fly proofing precautions. This might require checking that fly zappers are operational, flies are not contacting eggs, fly screens intact, rat bait stations in place and baits kept fresh, doors with self closers operate.</p>

Is fumigant use necessary on transfer?

Fumigant is not used in all hatcheries on transfer.

What organisational work procedures may apply to this standard?

Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisational standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets; manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and occupational health & safety procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in incubating eggs requires evidence that incubation is conducted appropriately and effectively with regular monitoring.

The skills and knowledge required to incubate eggs must be transferable to a different work environment. For example, across a range of breeds and bird types.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

A basic working knowledge of:

- Airflow and aerodynamics of machines in hatchery
- Servicing requirements
- The need to maximise hygiene practices and awareness
- Environmental controls and codes of practice applicable to the organisation
- Sound management practices and processes to minimise noise, odours and debris from the livestock operations
- Relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors
- Relevant occupational health & safety legislation, regulations and codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- monitor setters and hatchers for constant performance
- to maintain operational standards
- maintain airflows, construction standards
- replace fan motors
- fix alarms and investigate causes
- calibrate temperature and humidity probes
- operate and interpret data from multi channel recorders
- complete manual monitoring sheets
- perform routine hygiene maintenance activities as required by the employer or unit manager and more frequently on demand

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2110A

Unit Descriptor

Maintain livestock water supplies

This competency standard covers the functions required to perform maintenance procedures on a range of water supply systems and equipment where specialist skills of another trade are not warranted or available.

It requires a working knowledge of maintenance procedures and components of water supply systems and the application of skills to identify and rectify minor faults and carry out minor repairs. The work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|--|
| 1. Identify maintenance requirements | <p>1.1 Livestock water supplies are checked for quality and inspected for signs of contamination or deterioration, and low or interrupted supply.</p> <p>1.2 Components of water supply systems are checked for wear, deterioration or malfunctions.</p> <p>1.3 Identified maintenance requirements are checked and confirmed according to the maintenance plan.</p> |
| 2. Prepare for maintenance | <p>2.1 Tools, equipment and materials appropriate to the job requirements are selected and checked for serviceability according to manufacturers specifications.</p> <p>2.2 Faulty or unsafe tools are identified and segregated for repair or replacement and reported according to enterprise requirements.</p> <p>2.3 Existing and potential hazards to health and safety are identified and reported according to OHS requirements.</p> |
| 3. Carry out maintenance procedures | <p>3.1 Suitable personal protective equipment is selected, used and maintained according to OHS requirements.</p> <p>3.2 Maintenance to water systems and equipment are carried out to manufacturers specifications and according to the maintenance plan.</p> <p>3.3 Maintenance and repair of motors where necessary, including fault finding, is carried out under the supervisors direction.</p> <p>3.4 More complex faults and repair requirements are reported to the supervisor according to enterprise requirements.</p> |
| 4. Complete maintenance activities | <p>4.1 Worksite, tools and materials are cleaned, returned to operating order and stored according to OHS and enterprise requirements.</p> <p>4.2 Malfunctions, faults, and wear or damage to tools is reported for repair or replacement according to enterprise requirements.</p> <p>4.3 Unwanted materials and waste from maintenance activities is collected, treated and disposed or recycled according to enterprise environmental requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Procedures for carrying out maintenance on water supply systems may be discussed and confirmed with the supervisor.	1
Collecting analysing and organising information	Information with regard to testing and analysing water quality may be detailed and organised by records and reports.	1
Planning and organising activities	Maintenance activities may be planned and co-ordinated around livestock watering routines or sequenced as required.	1
Working with others and in teams	Team work may be applied in the communication and co-ordination of tasks to achieve specified work requirements to facilitate the continual supply of water to livestock.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation of depth, flow rates and water requirements for livestock.	1
Solving problems	Faults diagnosis and identification of best remedies for faults and malfunctions will require the application of problem-solving skills.	1
Using technology	Technology may be used to communicate, and calculate volumes and capacities.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

How might livestock water supplies be provided?

Provision may be through external reticulated water supply, dams or storage tanks, troughs, channel supply, rivers, and pumped or flowing bores.

What might be determined in the testing of water quality?

Water quality testing may include salinity levels and pH levels.

What relevant information may be assessed from inspections of livestock and water supplies?	This may include the observation of water availability, quantity, flow rate, and the presence of algal bloom. It may also include the number of livestock using the water point, bogging around water supply points and the location of where livestock are grazing and under utilised feed.
What range of components of water supply systems may be checked?	This may include pumps, windmills and bores, pipes, troughs, timber dividing structures, air bleeders in long lines, line junctions or connections, and stone flagged areas around troughs.
How might malfunctions or deterioration of piped water supplies be checked?	This may include the need to examine the condition of bore, equipment and fencing, locate leaks and exposure of leaks, repair leak or breakage and reassemble and test for operation.
What information may be included in a maintenance plan?	This may include details of scheduled maintenance and servicing requirements and procedures, tools and supplies required to undertake maintenance tasks, power sources, pre-start and safety checks for tools and machinery, mechanical diagnostic procedures, common mechanical faults and adjustment or repair procedures, current operational details, supervisors instructions and reporting requirements.
What tools, equipment and materials may be used for maintenance activities?	This may include hand tools, hand-held power tools, grease guns, spare machinery and equipment parts, cleaning and maintenance supplies including grease, fuel, oil, chemicals, water, steam, air and power supplies. Other equipment may include spare joiners, connectors, valves and taps. Power sources may include electricity, diesel or petrol engines and wind.
What enterprise requirements may be applicable?	Standard operating procedures (SOPs), industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What hazards may be encountered?	Hazards may include exposure to loud noise and fumes, solar radiation, dust, and hazardous substances. It may also include oil and grease spills; electricity associated with powered tools and equipment, mechanical malfunctions and exposed moving mechanical parts.

What OHS requirements may be relevant to this standard?

Safe systems and procedures for:

- the operation and maintenance of vehicles, machinery and equipment, including hydraulics and guarding of exposed moving parts
 - hazard and risk control
 - use of hand and power tools
 - safe lifting, carrying and handling
 - handling, application and storage of hazardous substances
 - outdoor work including protection from solar radiation, dust and noise
 - the appropriate use and maintenance of personal protective equipment.
- The servicing of windmills requires the need to ensure that sails are locked off before personnel are allowed onto the tower, and particular attention should be paid to the avoidance of hand injuries when using pipe handling equipment and tools.

What personal protective equipment may be relevant to this standard?

Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What maintenance procedures may be carried out?

This may include changing oils, lubricants and fluids and cleaning and lubricating components and performing adjustments. It may also include checking systems and serviceable components for wear or damage, and remove or replace accordingly. Servicing of windmills may include greasing, checking oil baths and topping up as required. Servicing bore pumps (including windmills) may include pulling of the bore suction.

What environmental implications may be associated with maintenance activities?

Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oils containers, chemical residues) and hazardous substances. Unsafe cleaning and servicing activities may negatively impact in soil disturbance, dust problems and increased run-off flows.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to select the correct tools and equipment and apply appropriate methods to carry out routine servicing and minor repairs on a range of water supply systems and equipment. It also requires the ability to recognise minor and major faults, refer complex repairs for specialist advice, carry out water quality testing and analysis and test and monitor machinery and equipment for correct operation. Evidence must also be demonstrated in the application of safe workplace and environmentally responsible practices.

The skills and knowledge required must be transferable to a different work environment. For example, if competence is evident in maintaining water supplies for a dairy enterprise, it must also be evident in the maintenance of water supplies in a sheep and wool production enterprise.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- livestock requirements and average and peak demand for water
- operational principles of various pumps and pumping systems
- functions and components of a range of water supply systems
- operation and maintenance of diesel and petrol engines
- factors which affect water quality, various water contaminants and remedial action
- advantages and disadvantages of different types of water supply systems
- OHS legislative requirements
- relevant legislative requirements with regard to property water supply systems
- Environmental Code of Practice associated with maintenance activities.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- operate vehicles safely and efficiently
- use hand and power tools safely
- arrange water supply system components and materials
- work as part of a contract team as required
- demonstrate safe and positive environmental working practices
- identify the components of a range of water supply systems
- test water quality as directed
- read and interpret a water supply plan
- communicate verbally with work team and supervisor
- measure and calculate lubrication requirements.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2111A

Unit Descriptor

Identify and mark livestock

This competency standard covers the functions required to prepare for and carry out the identification and marking of young animals. It requires knowledge of identification and marking methods and techniques, and the application of skills to handle animals in a safe and humane manner. Competency requires an awareness of animal welfare legislative requirements. The work is likely to be carried out under limited supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare to identify and mark animals | <p>1.1 Equipment and materials for identifying and marking animals are selected and checked for correct operation according to manufacturers specifications and enterprise requirements.</p> <p>1.2 Suitable marking sites and facilities are identified and prepared according to enterprise requirements.</p> <p>1.3 Animal preventative health treatments are prepared according to manufacturers specifications and supervisors instructions.</p> <p>1.4 Potential and existing hazards to health and safety are identified, risks assessed and controlled according to OHS and enterprise requirements.</p> |
| 2. Identify and mark animals | <p>2.1 Suitable personal protective clothing and equipment (PPE) is selected, used and maintained according to OHS requirements.</p> <p>2.2 Animals are safely mustered and young animals are identified, drafted and moved to marking site in readiness for identifying and marking.</p> <p>2.3 Animal identifying and marking operations are safely carried out according to enterprise and animal welfare legislative requirements.</p> <p>2.4 Animal preventative health treatments are administered to manufacturers specifications and recorded according to enterprise requirements.</p> <p>2.5 Environmental implications associated with identifying and marking animals are recognised, assessed and reported to the supervisor.</p> |

3. Complete identifying and marking operations
- 3.1 **Animal count** is conducted and accurately recorded according to enterprise requirements.
 - 3.2 Animals are **prepared** and **moved** along a planned route without damage to person, livestock, property or environment.
 - 3.3 Identifying and marking equipment, materials and facilities are cleaned and maintained according to OHS and enterprise requirements.
 - 3.4 Equipment faults or malfunctions are detailed and reported according to enterprise requirements.
 - 3.5 **Animal residues** and waste are disposed of according to OHS and enterprise environmental practices.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to the preparation and application of preventative health treatments to animals may be checked and confirmed with the supervisor.	1
Collecting analysing and organising information	Information with regard to animal identifying and marking processes and outcomes may be monitored and detailed for analysis and organised by records and reports.	1
Planning and organising activities	Activities involving administering preventative health treatments may be planned and co-ordinated with identifying and marking schedules or sequenced as required.	1
Working with others and in teams	Team work may be applied in the muster, draft and movement of animals.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation and measurement of preventative health treatments, and the conduct of animal counts.	1
Solving problems	Contingency procedures in the event of adverse weather conditions may be planned and followed to minimise disruption to identifying and marking schedules.	1
Using technology	To communicate, calculate and record information.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What activities do identifying and marking in this unit cover?

Identifying and marking includes tagging, tailing, mulesing, pizzle dropping, notching, tattooing, micro-chipping, branding, dehorning, and trimming eye teeth. It may also include identifying abnormalities or faults and identifying and marking animals for culling.

NOTE: All castrating is covered in unit *RTE2127A Castrate livestock*.

What equipment and materials may be used for identifying and marking animals?

This may include marking cradles, mulesing shears, portable gates and yards, eartags, tag guns and gas guns, grinding stones, ear marking pliers, wire, methylated spirits, first aid kit, tattoo brands, freeze brands, dehorning, microchips, and branding irons.

What animals may be covered by this standard?

Animals may include cattle, horses, sheep, pigs, camels, alpacas, deer, donkeys and goats.

What enterprise requirements may be applicable to this standard?

Standard operating procedures (SOPs), industry standards, production schedules, MSDSs, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.

What features may be considered in determining a suitable marking site for animals?

This may include the disease status of site, vegetation status and drainage, proximity to animals, hygienic nature of site, and available weather protection for animals.

What might be involved in preparing facilities for identifying and marking operations?

Preparation may involve the erection of yards and marking cradles, the removal of rubbish and settling of dust, and the disinfection of operating areas.

What preventative health treatments may be prepared for livestock?

This may include the preparation of disinfectants, antiseptics (liquid and powder) and blowfly powders. Antibiotics and vaccines may be prepared and administered at the same time as marking is carried out.

<p>What hazards to health and safety may be identified in the workplace?</p>	<p>Animal movement and handling, solar radiation, dust, hazardous substances (veterinary chemicals) and moving machinery.</p>
<p>What OHS requirements may be relevant to this standard?</p>	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • animal handling including zoonoses control (Q Fever) • hazard and risk control • manual handling • handling, application and storage of hazardous substances • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective clothing and equipment.
<p>What PPE may be relevant to this standard?</p>	<p>This may include boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).</p>
<p>How might the safe mustering of animals be carried out?</p>	<p>In the application of controlled and calming techniques (including the restraint of working dogs where used) to minimise stress to animals and prevent risks of smothering young animals.</p>
<p>What environmental implications may be associated with identifying and marking operations?</p>	<p>Negative environmental impacts may result from the unsafe use and disposal of veterinarian chemicals and any consequent residual chemicals. Impacts may also result from high concentrations of animals in confined areas causing loss of ground cover, increased run-off flows, pugging, dust problems, weed seeds in animal manure, contamination of ground and surface water supplies.</p>
<p>What may be involved in carrying out an animal count?</p>	<p>An animal count may include both adult and young animals, male and female, and will generally be conducted as animals are moved after identifying and marking operations.</p>
<p>What may be involved in preparing animals for movement post-marking?</p>	<p>This may involve allowing animals adequate time to settle and mother-up prior to moving animals in a controlled and calm manner along a planned route.</p>
<p>What animal residues may be disposed of?</p>	<p>Residues may include skin, testes, and carcasses, and may be disposed of by burning, burying or removal to a safe site.</p>

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to muster animals, draft young animals and carry out identifying and marking operations safely and humanely. It also requires the ability to prepare appropriate identifying and marking sites and facilities to industry standards, operate and maintain equipment, determine identifying and marking methods, prepare and administer preventative health treatments and monitor animals behaviour post-marking for health and well-being. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to identify and mark animals must be transferable to a different work environment. For example, if competence is evident in carrying out identifying and marking operations in the goat production industry, it must also be evident in the adaptation of those skills and knowledge to other animal industries.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- components and functions of identifying and marking equipment and materials
- identifying and marking methods and techniques
- animal identification systems
- animal preventative health requirements and procedures
- animal behaviour and basic health and nutritional requirements
- environmental codes of practice with regard to animal production
- relevant provisions of OHS and animal welfare legislation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle animals in a safe and humane manner
- monitor animal behaviour and recognise abnormalities
- mother-up animals and their young
- demonstrate safe and environmentally responsible workplace practices
- apply contingency measures in the event of adverse weather conditions
- maintain identifying and marking sites, facilities and equipment to industry standards
- read and interpret manufacturers specifications, work plans and MSDSs
- communicate effectively and maintain accurate reports and records
- calculate and record animal numbers and measure dosage and quantities of preventative health treatments.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTE2127A Castrate livestock

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2112A

Unit Descriptor

Milk livestock

This competency standard covers the process of milking livestock.

It requires the application of skills and knowledge to prepare dairy facilities and equipment to safe and hygienic standards, according to enterprise quality assurance standards, and to operate milking equipment in an effective and efficient manner. Also required is an awareness of legislative requirements with regard to milk quality standards and animal health and welfare. This work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|--|
| 1. Prepare for milking | <ul style="list-style-type: none"> 1.1 Dairy sheds; yards and equipment are prepared for milking operations according to supervisors instructions and industry requirements. 1.2 Teat sprays are prepared according to manufacturers specifications and supervisors instructions. 1.3 Livestock are moved and yarded in readiness for milking operations. 1.4 Existing and potential hazards are identified and reported to the supervisor according to OHS and enterprise requirements. |
| 2. Carry out milking | <ul style="list-style-type: none"> 2.1 Livestock are moved into position and checked and prepared for milking according to industry and hygiene standards. 2.2 Livestock unsuitable for milking are segregated and reported to the supervisor. 2.3 Milking is conducted hygienically and is monitored to prevent over-milking. 2.4 Unsuitable milk is identified and isolated from bulk supplies according to industry standards and the supervisor's direction. 2.5 Livestock health problems such as mastitis are identified and reported to the supervisor for treatment. 2.6 Livestock on heat should be reported to the supervisor if required. 2.7 Safe workplace practices are observed according to OHS and enterprise requirements. |
| 3. Complete milking operations | <ul style="list-style-type: none"> 3.1 Livestock are safely moved and returned to paddocks without causing undue stress or injury to animal or handler. 3.2 Suitable detergents and cleaning supplies are selected according to the supervisor's instructions. 3.3 Basic cleaning procedures are carried out to maintain hygiene standards of dairy facilities according to OHS, industry and enterprise requirements. 3.4 Machinery and equipment malfunctions are identified and reported to the supervisor for repair or replacement. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to milking procedures and dairy policy may be discussed with other personnel.	1
Collecting analysing and organising information	Information with regard to individual livestock and milking performance may be monitored and reported to the supervisor.	1
Planning and organising activities	Cleaning activities may be planned and arranged after milking operations or sequenced as required.	1
Working with others and in teams	In the application of methods and procedures to complete milking operations and maximise production.	1
Using mathematical ideas and techniques	Mathematical techniques may be used to calculate production and livestock numbers.	1
Solving problems	Isolating affected animals and arranging for the application of appropriate treatment may resolve health problems, such as mastitis.	1
Using technology	Technology may be used to carry out and complete milking process.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What equipment may be prepared?

This may include:

- milk harvesting equipment
- milk cooling and refrigeration equipment
- emergency drive source equipment
- yard washing equipment
- waste management system equipment
- feeding equipment
- dairy herd drenching equipment
- teat spray equipment
- hot water service
- fly control systems.

What livestock may be relevant to this standard?

Livestock may include dairy cattle, sheep or goats.

What potential and existing hazards may be associated with milking operations?

Hazards may include livestock movement and handling, damaged yards, obstacles, uneven ground, and mechanical malfunctions including exposure to moving parts and hydraulics.

What enterprise requirements may apply to this standard?

Standard Operating Procedures (SOPs), industry standards, Total Quality Management standards, product labels, manufacturers specifications, MSDS, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use) and supervisors oral or written instructions.

What OHS requirements may be relevant to this standard?

Safe systems and procedures for:

- the operation and maintenance of machinery and equipment including hydraulics and guarding of moving exposed machine parts
- livestock handling including zoonosis and leptospirosis control
- the protection against electrical hazards
- handling hot water and protection from scalds
- outdoor work including protection from solar radiation
- use of relevant personal protective equipment.

What dairy facilities may be cleaned?

This may include yards, pens, milk lines and equipment.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to safely and humanely handle livestock and utilise the components and controls of milking machinery to milk livestock. It also requires the ability to clean dairy facilities and equipment to industry standards, recognise and isolate unsuitable milk, and identify sickness or abnormal behaviour in livestock. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to milk livestock must be transferable to a different work environment. For example, this could include different animals or milking routines.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- functions, capacities and cleaning requirements of milking machinery and equipment
- identify machinery faults and malfunctions
- livestock behavioural characteristics and handling techniques
- identification of animal health problems encountered during milking such as mastitis
- lactation and milking routines
- udder development and secretion of milk
- milk quality attributes and quality assurance standards
- dairy hygiene requirements
- reporting requirements and procedures
- OHS legislative requirements
- relevant codes of practice with regard to environmentally safe disposal of waste.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- identify abnormal behaviour or health problems in livestock including mastitis
- interpret and apply task instructions
- read and comprehend written information and instructions
- converse effectively with the supervisor and staff
- calculate livestock numbers and measure milk production.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2113B

Unit Descriptor

Monitor livestock to parturition

This unit of competency specifies the outcomes required to monitor animal health, wellbeing and welfare during gestation.

Competency requires the application of knowledge and skills to observe livestock health and wellbeing from joining and to maintain appropriate nutritional and environmental requirements. The work is likely to be carried out under routine supervision within enterprise guidelines.

Pregnancy testing of animals is covered by other units of competency.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|------------------------------------|--|
| 1. Check health status of animals. | <p>1.1 Condition and health status of animals is checked and confirmed against enterprise health strategies and records.</p> <p>1.2 Signs of poor health and condition or abnormal behaviour are recognised and reported to the supervisor for remedial action.</p> <p>1.3 Preventative health treatments are arranged and administered according to manufacturer specifications and the supervisor's instructions.</p> <p>1.4 Existing and potential hazards in the workplace are identified and risk is assessed and controlled according to OHS requirements.</p> <p>1.5 Environmental implications associated with production are identified, assessed and reported to the supervisor.</p> |
| 2. Identify pregnant animals | <p>2.1 Animals are identified and separated on basis of pregnancy status according to enterprise guidelines.</p> <p>2.2 Dry animals are identified and procedures implemented according to enterprise requirements.</p> <p>2.3 Additional assistance required for assessing pregnancy status is reported to the supervisor for remedial action.</p> |
| 3. Feed pregnant animals. | <p>3.1 Nutritional needs of pregnant animals are identified and confirmed against the feeding plan according to enterprise requirements.</p> <p>3.2 Animals with special feeding needs are identified and given preferential feeding, and are recorded according to enterprise requirements.</p> <p>3.3 Supplementary feeding is implemented as required and recorded according to enterprise requirements.</p> <p>3.4 A safe and secure environment for pregnant animals is maintained according to enterprise requirements.</p> <p>3.5 Handling is conducted with minimum stress and discomfort to the animals without excessive yarding or shedding according to animal welfare and enterprise requirements.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- administer preventative health treatments
- calculate animal numbers, measure feed, assess rate and frequency of feeding, and calculate animal gestation
- carry out basic repairs to paddocks, shelter, and housing
- communicate orally and in writing animal behaviour and identified abnormalities
- control environmental impacts associated with animal production
- dispose of sharps, other contaminated items and unused prepared chemicals or medication safely and in an environmentally correct manner
- handle pregnant animals with due care
- observe and accurately report animal behaviour
- observe local climatic conditions.

Required knowledge:

- effects of adverse weather conditions and inadequate nutrition on pregnant animals and their newborn
- effect of local climatic conditions on the timing of shearing, separating and transporting pregnant animals
- environment codes of practice with regard to animal production
- handling techniques for dry and pregnant animals
- health and nutritional requirements for pregnant animals
- housing requirements for intensively produced animals
- livestock identification methods
- OHS and animal welfare legislative requirements
- pregnant animals behaviour and abnormalities
- pregnancy checking and confirmation procedures (including scanning)
- preventative health treatments, procedures and methods.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

What aspects of animals' ***condition and health status*** might be assessed?

This may include weighing and condition scoring, the presence of flystrike, pregnancy toxemia, any occurrences of abortion, identifying animals in oestrus, and the observation of general condition, animal soundness and wellbeing.

Which ***animals*** are covered?

Animals covered may include cows and heifers (beef and dairy cattle), ewes (sheep), alpaca, does (goats), and brood mares (horses), pigs (sows and gilts).

<p>What relevant information may be detailed in records?</p>	<p>Relevant information may include current and historical details of condition and health status, feeding plan including supplementary feeding requirements, administered health treatments, pregnancy status (including estimated date of birthing, parentage identification), pedigrees, and stud book entries. Relevant information may also include the number of pregnant animals in enterprise, the number of abortions, newborn deaths, twins, multiple births, assisted births and predator attacks.</p>
<p>What remedial action might be taken?</p>	<p>This may include sourcing advice and information from veterinary professionals, and the Departments of Agriculture and Primary Industries.</p>
<p>What preventative health treatments might be administered?</p>	<p>Vaccinations, drenching, and blowfly control for sheep.</p>
<p>Which existing and potential hazards may be encountered in the workplace?</p>	<p>Animal movement and handling, solar radiation, organic and other dusts, excessive noise, hazardous substances (veterinary chemicals), moving machinery and vehicles.</p>
<p>Which OHS requirements may be relevant?</p>	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • animal handling including zoonoses control (Q Fever, leptospirosis) • hazard and risk control • manual handling including lifting • horse and working dog handling • the operation of motorcycles and other vehicles • handling, application and storage of hazardous substances (drenches, vaccines) • safe and environmentally correct disposal of unused prepared chemicals or medications, sharps and other contaminated items • protocols for notification of needle stick injuries • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment.
<p>Which environmental implications may be associated with production?</p>	<p>Negative environmental impacts may result from the unsafe use and disposal of veterinarian chemicals. Impacts may also result from high concentrations of animals, particularly in holding or confined areas, causing odours, increased run-off flows, loss of ground cover, soil disturbance, pugging, dust problems, weed seeds in animal manure, and contamination of ground and surface water supplies.</p>

How might pregnancy be determined in animals?	This may include conducting pregnancy ultrasound scanning, or the observation of typical signs of pregnancy.
Which enterprise procedures might apply to dry animals?	This may include rejoining procedures or being run separately.
Which enterprise requirements may be applicable?	Standard operating procedures (SOPs), industry standards, enterprise quality assurance manual, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
How might the nutritional needs of pregnant animals vary?	This may depend on the breed, weight and condition of the animals, stage of pregnancy, number of embryos, condition of pasture and weather conditions.
What might be included in a feeding plan ?	Target weights, amount and type of feed, feed supplements or trace element nutrition requirements, feeding frequency and rates, feeding methods and procedures, weed control strategy, supervisors instructions, reporting and recording requirements.
What type of feed supplements might be provided?	Hay, grain, predetermined rations, trace elements, vitamins and sources of nutrients including silage, paddock feed, grain legumes, mineral blocks, protein meals, calcium and other nutrient supplements, and specific purpose feeds.
What provisions might be made for a safe and secure environment for animals?	This may include the provision of paddocks and yards suitable to the size of the herd/flock with secure fencing, farrowing housing, the provision of a safe and predator-free environment, the provision of shelter and housing for protection against adverse weather conditions, and the availability of adequate and clean feed and water supplies.
How might animals be appropriately handled ?	Procedures may include the appropriate use of handling equipment with minimum force, a reasonable amount of time for animals to complete movement, and the use of positive and calming techniques to foster the physical and mental wellbeing of animals. Dogs may also be used to assist in the controlling and directing of animals.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What evidence is required to demonstrate competence for this unit as a whole?

Competence in this unit requires evidence of the ability to effectively observe and report animals' condition, health and behaviour during gestation, and maintain nutritional requirements. In addition, it requires the ability to recognise and report abnormalities for remedial action and to provide a safe and secure environment for the promotion of the welfare and wellbeing of pregnant animals through to birthing. Evidence must also be demonstrated in the employment of positive environmental, safe workplace practices and humane animal handling methods.

The skills and knowledge required to monitor animals to parturition must be transferable to another rural workplace. For example, if competence is evident in providing and maintaining appropriate nutritional and environmental requirements for cows during gestation, it should also be evident in providing care for pregnant sheep and goats.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (1) be applied?
 - Animals' abnormal behaviour may be observed and accurately reported to the supervisor for remedial action.
- How can information be collected, analysed and organised (1)?
 - Details of animals' condition and health status, gestation, and feeding routines may be observed and monitored for analysis and organised by records and reports.
- How are activities planned and organised (1)?
 - Animal monitoring activities may be planned and organised to ensure regular and effective observation.
- How can team work (1) be applied?
 - Team work may be applied in methods and procedures for handling animals to administer preventative health treatments.
- How can the use of mathematical ideas and techniques (1) be applied?
 - Mathematics may be applied to calculate gestation periods, and to measure feed and feed supplements provisioning.
- How can problem-solving skills (1) be applied?
 - Animal feeding abnormalities may require remedial action to maintain adequate nutrition ingestion.
- How can the use of technology (1) be applied?
 - To communicate, calculate and record animal gestation data.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2114A**Unit Descriptor****Monitor water supplies**

This competency standard covers the process of monitoring the supply of potable water for livestock from water storages and sources. It requires the ability to record and report water supply information, activities and system performance, read and follow manufacturers' procedures, identify blockages, check flow rates and follow OHS procedures. Monitoring the supply of water requires knowledge of water delivery systems and components and their operation, enterprise procedures for carrying out inspections, recording and reporting water information and system performance and OHS requirements for working outdoors, with water supplies. This work is undertaken under routine supervision.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Monitor water supplies | <ul style="list-style-type: none"> 1.1 Routine inspections of water supplies are carried out in accordance with enterprise policy and procedures 1.2 High and low water levels are recognised and reported 1.3 Where water quality problems or pathogens are found, treatment is carried out in accordance with enterprise procedures 1.4 Information on water supplies is recorded and reported in accordance with enterprise policy and procedures |
| 2. Inspect and clear intake and outlet points | <ul style="list-style-type: none"> 2.1 Intakes and outlets are inspected 2.2 Potential blockages are reported and actual blockages are cleared in accordance with safe working procedures 2.3 Water filters are checked and replaced as required. 2.4 Intake lines are repositioned as necessary to ensure unobstructed suction 2.5 Strainers are cleared of debris and sludge |
| 3. Operate water delivery equipment | <ul style="list-style-type: none"> 3.1 Water delivery equipment is prepared and checked in accordance with enterprise procedures 3.2 Water delivery equipment operated in accordance with manufacturers procedures and OHS requirements 3.3 Outflow is checked to ensure water delivery equipment is operating correctly 3.4 Water delivery equipment is shut down as required in accordance with enterprise procedures 3.5 Activities and water delivery equipment function are reported in accordance with enterprise procedures |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through verbal and written reports of water levels, activities and pump function.	1
Collecting analysing and organising information	Recording data for water supplies and sources.	1
Planning and organising activities	Checking operation of water supply on a daily basis.	1
Working with others and in teams	Co-ordinating monitoring activities with others.	1
Using mathematical ideas and techniques	Estimating water level depths and recognising when these are low.	1
Solving problems	Identifying potential blockages and repositioning intake lines.	1
Using technology	Preparing records and reports.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What is covered under routine inspections?

Routine inspections may include water levels, water quality, colloids, salts and water supplies may also need to be tested for evidence of pathogens.

Checks are made of medication tanks, drinker lines, filters, fogging systems, pumping systems, dams or town supplies as applicable.

What water supplies may need to be monitored?

Water supplies may include rivers, dams, ponds, bores, tanks, town or mains water, and recycled water.

What might be included in enterprise policy and procedures?

These may include operating manuals, recording and reporting requirements and OHS procedures for outdoor work such as protection from solar radiation, dust and noise, protection from drowning in rivers or dams and procedures for working at heights to monitor water levels in tanks.

How might water need to be treated?	Where pathogens are found to be present, water should be sanitised before being provided to livestock. In line water medicators should be checked if applicable. Hand dosing of water supply may also be necessary.
What information on water supplies may be recorded?	Information may include water levels, water quality problems such as presence of gross pollutants, oil and plant/algal growths, evidence of pathogens.
What blockages might need to be cleared?	Blockages may be caused by vegetation overgrowth, sludge, animal carcasses and debris.
What safe working procedures might be relevant to clearing blockages?	These might include the selection and use of relevant personal protective clothing and equipment, safe use of hand tools, relevant manual handling procedures, protection against contamination and safe disposal of materials causing pump blockages.
What strainers are relevant to this standard?	Strainers include only those external to the pump. Livestock water supply systems may incorporate water filter systems which need to be regularly checked.
What types of water delivery equipment may be relevant to this standard?	Water delivery equipment may include pumps types such as centrifugal, submersible, rotor, jet, diaphragm, piston, windmill and multi-stage centrifugal types, and axial flow.
What OHS requirements relate to starting pumps?	OHS requirements may include procedures for prevention of electrical injury and protection of hearing, working outdoors, and working in confined spaces.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in monitoring water supplies and pumps requires evidence that a person can inspect and report on water supplies with only routine supervision, inspect equipment for blockages, and clear them using safe working procedures.

The skills and knowledge required to monitor water supplies must be transferable to a different work environment. For example, this could include maintenance, monitoring and operation of different bores, pumps and water supply systems.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Water delivery systems and components and their operation
- Enterprise procedures for carrying out inspections, recording and reporting water information and system performance
- OHS requirements for working outdoors, with water supplies

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Record and report water supply information, activities and system performance
- Read and follow manufacturers procedures
- Problem solve to identify potential as well as actual blockages
- Check outflow rates
- Follow OHS procedures relating to outdoor work, water supplies

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2115A

Unit Descriptor

Muster and move livestock

This competency standard covers the functions required to work as part of a team in the mustering and movement of livestock.

It requires a working knowledge of livestock behaviour, health and nutritional requirements and the application of safe and humane livestock handling skills. Competency requires an awareness of legislative requirements with regard to animal welfare. The work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------|--|
| 1. Prepare for muster | <p>1.1 Muster plan is accessed and requirements identified and confirmed.</p> <p>1.2 Transport requirements are arranged according to the muster plan and checked and confirmed for operation.</p> <p>1.3 Additional information relevant to the muster plan is identified and accessed.</p> <p>1.4 Potential and existing hazards to health and safety are identified, risk assessed and controlled according to OHS requirements.</p> |
| 2. Carry out muster | <p>2.1 Suitable personal protective equipment is selected, used and maintained according to OHS requirements.</p> <p>2.2 Livestock identified in the muster plan are located and aggregated in preparation for movement.</p> <p>2.3 Muster processes are conducted according to the muster plan and enterprise requirements.</p> <p>2.4 Environmental implications associated with livestock activity are recognised, assessed and reported to the supervisor.</p> |
| 3. Move livestock | <p>3.1 Livestock movement is conducted with minimal stress to livestock without damage to person, property or environment.</p> <p>3.2 Livestock welfare is monitored and maintained during movement with adequate provision of rest, water and feeding points.</p> <p>3.3 Mustering processes are maintained during movement of livestock and any problems are addressed according to the supervisor's instructions.</p> <p>3.4 Livestock are confined and pastured at destination, counted and recorded according to enterprise requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identified hazards or problems encountered during the muster and movement process may be communicated to the muster team and the supervisor.	2
Collecting analysing and organising information	Information with regard to the muster and movement process and outcomes, may be assessed against the muster plan and organised by enterprise reports.	1
Planning and organising activities	Livestock movement may be planned and co-ordinated with appropriate rest, feed and water opportunities.	2
Working with others and in teams	Team work may be applied in the communication of methods and procedures to control livestock during the mustering and movement processes.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation of livestock numbers prior to and post-livestock muster and movement processes.	1
Solving problems	Contingencies in the event of adverse weather conditions or uncontrolled livestock movement may be planned and prepared to minimise disruption to work schedules.	2
Using technology	To communicate, calculate livestock numbers and record muster and movement outcomes.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What information may be included in a muster plan?

This may include the location and identity of livestock for muster, route details for livestock movement including feed, water and rest points, individual work tasks, equipment, resource and transport requirements, roles of working dogs (when used), communication requirements (vocal, radio, mobile phones), procedures for the muster team and contingency plans in the event of adverse weather conditions.

What types of transport may be arranged?	Motorbikes, utilities and vehicles, horses and trailers. Transport may also include the use of helicopters for aerial assistance.
What additional information may be relevant to the mustering process?	This may include timetables, road maps and property plans, location of shade or shelter, location of fences, gates and laneways, and details of supply providers.
What existing and potential hazards may be identified?	Livestock movement and handling, solar radiation, dust, moving machinery and vehicles.
What OHS requirements may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • livestock handling including zoonoses control (Q Fever) • hazard and risk control • manual handling • handling, application and storage of hazardous substances • horse handling • the operation of motorcycles and other vehicles • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment.
What personal protective clothing and equipment may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What livestock are covered by this standard?	Beef cattle, sheep, horses and goats.
What enterprise requirements may be applicable to this standard?	Standard Operating Procedures (SOPs), industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What environmental implications may be associated with livestock activity?	Negative environmental impacts may result from high-density livestock activity, particularly in holding or confined areas, causing increased run-off flows, loss of ground cover, soil disturbance, pugging, dust problems, weed seeds in animal manure, and contamination of ground and surface water supplies.

What considerations may be involved in the movement livestock?	This may include conducting the move in a controlled and quiet manner to destination, giving livestock time to settle, and ensure the closure of gates.
How might the safe mustering of livestock be carried out?	In the application of controlled and calming techniques, including the control and direction of working dogs (when used), to minimise stress to livestock and prevent risks to young livestock of smothering, and ensuring that communication between the muster team exists at all times.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability under supervision to safely and humanely muster and move livestock along prepared routes in a calm and controlled manner. It requires the ability to implement a muster plan, operate and maintain muster vehicles, interpret maps, monitor and anticipate livestock behaviour, provide and maintain appropriate livestock health and nutritional requirements. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to muster and move livestock must be transferable to another work environment. For example, if competence is evident in the mustering and moving of sheep, it must also be evident in operations to muster and move beef cattle.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- mustering and movement methods and techniques
- livestock basic health and nutritional requirements
- livestock herding/flocking behaviour
- environmental codes of practice with regard to livestock production
- working dogs uses and techniques (where appropriate)
- operational, maintenance and licensing requirements of transport vehicles
- legislative requirements for stock movement along public roads
- relevant OHS and animal welfare legislative requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- provide due care and handle livestock safely and humanely
- prepare equipment and working dogs (when used) for handling livestock
- safely drive vehicles
- monitor livestock behaviour and recognise abnormalities
- monitor and minimise impacts to the environment
- communicate effectively with the muster team
- read and interpret muster plans and maps
- calculate livestock numbers and assess and calculate feed and water requirements.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to both the **Assessment Guidelines** and the relevant **Sector Booklet**.

RTE2117A

Unit Descriptor

Pen sheep

This competency standard covers the process of penning up sheep and keeping the fleeces as uncontaminated as possible while ensuring a continuous and timely supply of sheep to the shearers. It requires the application of skills and knowledge to move, handle and pen up sheep, and requires skills and knowledge to identify differences between different mobs, and to recognise their different behaviours. Competency requires an awareness of enterprise and legislative requirements with regard to animal handling methods, shearing shed procedures and workplace safety. The work functions in this standard involve the application of some judgement and discretion, and would be carried out within enterprise guidelines and within specified timeframes.

The continuous supply of sheep with uncontaminated wool to shearers is an essential factor towards the efficiency of a wool harvesting operation.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Provide continuous supply of sheep to shearers | <p>1.1 Potential and existing hazards in the workplace are identified and reported to the supervisor.</p> <p>1.2 Suitable personal protective equipment is selected, used and maintained in line with OHS and workplace procedures.</p> <p>1.3 Sheep are penned in their separate mobs according to the instructions of the supervisor.</p> <p>1.4 Gates are secured to prevent sheep escaping on to the board.</p> <p>1.5 The speed of shearers is observed and numbers of sheep in catching pens arranged so that shearers all complete shearing at or near mob cutout.</p> <p>1.6 Sheep numbers are checked in catching pens and pens are filled as they empty to ensure continuous supply to shearers.</p> <p>1.7 Other pens are refilled as required.</p> |
| 2. Keep mobs separate | <p>2.1 Gates are secured to prevent mixing of mobs.</p> <p>2.2 Pens are filled with sheep from only one mob at any given time to avoid mixing mobs and wool types.</p> <p>2.3 Mob cutout is communicated to shed supervisor.</p> <p>2.4 Sheep are moved to other catching pens to ensure that mob cutout is simultaneous.</p> <p>2.5 Safe workplace practices with regard to livestock handling are observed and implemented in line with OHS, animal welfare and organisation requirements.</p> |
| 3. Prevent contamination of wool | <p>3.1 Pen density is arranged and monitored to avoid crushing, trampling or soiling of wool.</p> <p>3.2 Pens are monitored to maintain sheep in standing position to avoid soiling of wool.</p> <p>3.3 Potential contaminants within pens are minimised and removed.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Using hand and verbal signals with the shearers and supervisor.	1
Collecting analysing and organising information	In arranging sheep according to different mobs and wool types.	2
Planning and organising activities	In ensuring that sheep are continuously fed to the shearers.	1
Working with others and in teams	In working with other workers and the supervisor to handle and move sheep.	1
Using mathematical ideas and techniques	In monitoring and estimating sheep numbers for movement into and out of the catching pens.	1
Solving problems	In co-ordinating shearing operations with mob cutout.	1
Using technology	Not applicable.	-

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What measures might be taken to ensure that OHS hazards are identified and risks assessed and controlled?

Systems and practices could be put in place that ensure:

- safe manual handling systems and procedures are being used
- safe systems and procedures in maintaining hygiene to reduce slip and trip hazards are in place
- safe livestock handling systems and procedures are in place, including the provision of additional caution when handling rams
- appropriate clothing and foot wear is worn to prevent feet crushing and skin abrasions
- yards and gates are in good working order, i.e., gates swing and latch freely.
- Consideration of OHS issues for this standard may also include consideration of any national codes of practice in the industry.

Who might the supervisor be?	It may be the manager, classer, owner or overseer.
What personal protective equipment and clothing might be required for penning sheep?	Boots, overalls, protective eyewear, hearing protection, respirator or face mask, and protective equipment for working in exposed conditions.
How might mob cutout be communicated to the shed supervisor?	The supervisor may be communicated to either verbally or by using hand signals.
What might catching pens include?	They might be front fill, back fill or side fill pens.
How might the wool be contaminated?	Amongst the contaminants are lamb pouches, maggot affected wool, urine stains, dung stains, skin pieces, black fibres, loose woolpack fibres, baling twines, man-made fibres and clothing, dermatitis, branding dyes, dags, grease locks, burrs and vegetable matter, shed debris, and wet fibre or water stains.
What contaminants can be removed from pens?	Such things as burrs and vegetable matter, shed debris, hairs from other animals, twine and dung.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in penning up sheep requires evidence that sheep are supplied continuously, in good time, and with minimal contaminants to the shearers.

The skills and knowledge required to pen up sheep must be transferable to a different work environment. For example, across the range of shed types, mob sizes, and sheep breeds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of shearing sheds, boards and catching pens
- gates and catches in shearing sheds
- safe handling techniques for catching, dragging, and releasing sheep
- animal welfare requirements in relation to sheep
- sheep behaviour in the shearing sheds and yards
- hazards associated with handling livestock
- personal protective equipment and clothing, and when and how it should be used
- industry awards and conditions
- relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS, animal welfare, and the use and control of hazardous substances
- communication signals used in the particular shed when shearing and sheep movement is in operation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- accept and interpret advice from the shed supervisor
- observe differences between mobs of sheep
- observe shearers workflow and estimate rates for refilling the catching pens and for mob cutout
- move sheep in a shed and pen them up
- use the accepted communications signals in the shed when shearing and sheep movement is in full force.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2118A

Unit Descriptor

Handle livestock using basic techniques

This competency standard covers the functions required to move, draft and control livestock using basic methods and procedures in an agricultural enterprise.

It requires the application of skills and knowledge to carry out livestock handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Prepare for handling livestock | <p>1.1 Livestock handling areas, gates and access routes are identified, prepared and maintained according to enterprise requirements.</p> <p>1.2 Livestock are located and identified for handling according to supervisors instructions.</p> <p>1.3 Behavioural characteristics of livestock are observed, anticipated and appropriate handling methods selected.</p> <p>1.4 Handling equipment is selected, checked for soundness and prepared for use according to manufacturers specifications and supervisors instructions.</p> <p>1.5 Existing and potential hazards in the workplace are recognised, risk assessed and controlled according to OHS requirements.</p> |
| 2. Handle livestock | <p>2.1 Suitable personal protective equipment is selected, used and maintained according to OHS requirements.</p> <p>2.2 Procedures to control, draft and sort livestock are conducted with due care according to OHS and animal welfare requirements.</p> <p>2.3 Restraint procedures are carried out safely and with minimum stress and discomfort to livestock according to OHS and animal welfare requirements.</p> <p>2.4 Livestock behaviour is continually monitored and anticipated during moving and drafting processes to ensure wellbeing of livestock and safety of handlers.</p> <p>2.5 Livestock count is conducted and recorded according to enterprise requirements.</p> <p>2.6 Environmental implications associated with livestock production are recognised and reported to the supervisor.</p> |

3. Complete handling procedures
- 3.1 **Livestock handling operations** are completed as instructed, and gates and access routes prepared for livestock departure according to enterprise requirements.
 - 3.2 Handling areas and equipment are cleaned and maintained and surplus materials stored according to OHS and enterprise requirements.
 - 3.3 Handling area maintenance requirements and equipment faults or malfunctions are detailed and reported according to enterprise requirements.
 - 3.4 **Livestock residues** and waste are disposed of according to OHS and enterprise environmental practices.
 - 3.5 **Relevant information** is recorded and reported according to enterprise requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to hazards in the handling area or maintenance requirements may be reported to the supervisor.	2
Collecting analysing and organising information	Information with regard to the handling operations and their outcomes may be observed and detailed for analysis, and organised by enterprise records.	1
Planning and organising activities	Preparing handling areas and equipment and ensuring access routes are clear and free of obstacles, may be planned and organised prior to livestock movement.	2
Working with others and in teams	Team work may be applied in methods and procedures to move, draft and conduct livestock count to complete handling operations.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation of average weights and condition scores, and the calculation of livestock numbers prior to and post livestock handling operations.	2
Solving problems	Contingencies in the event of adverse weather or unsafe access route conditions may require alternative arrangements to be prepared to minimise disruption to work schedules.	2
Using technology	To communicate, record livestock numbers and data, and weigh livestock.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What livestock may be relevant to this standard?	Livestock may include beef and dairy cattle, sheep, goats and pigs.
What may be involved in preparing and maintaining livestock handling areas?	This may involve ensuring yards/pens are kept in good repair, contaminants are removed, dust is settled by watering down, feed and water troughs are maintained to industry standards, and gates and access routes are clear of any obstructions that may cause injury to livestock or handlers.
What enterprise requirements may be applicable to this standard?	SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
How might livestock be identified for handling?	Livestock may be identified by ear tags or ear marks, raddle, sprays, silicon chip implants, tattoos, numbering, tail or collar tags, freeze or paint branding, leg bands, computerised collars/anklets, or colour, breed and sex.
What type of behavioural characteristics might be observed?	This may include characteristics of dominance, the composition of mob, effect of weather conditions, and fear of handlers.
What types of handling equipment may be used?	This may include crush/bail or crutching cradles, mulesing and marking cradles, jetting, drenching and dipping equipment, gates, pens, races, loading ramps, tag applicators, branding equipment, dehorners, inoculating equipment, leg ropes, nose rings, scales, foot baths, and feet trimming equipment. It may also include the use of pig boards and snares.
What existing and potential hazards may be encountered in the workplace?	Livestock movement and handling, solar radiation, organic and other dusts, hazardous noise, moving machinery, and vehicles.

What OHS requirements may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • handling livestock including zoonoses control (Q Fever, Orf, Hydatid disease) • operating handling equipment • hazard and risk control • manual handling • handling, application and storage of hazardous substances • horse and working dog handling • the operation of motorcycles and other vehicles • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment.
What personal protective equipment may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What procedures may be implemented to control, draft and sort livestock?	Procedures may include the appropriate use of handling equipment with minimum force, a reasonable amount of time for livestock to complete movement, and the use of positive and calming techniques to foster the physical and mental wellbeing of livestock. Dogs may also be used to assist in the controlling and directing of livestock.
What might be involved in livestock restraint procedures?	Procedures may involve the use of industry accepted livestock restraint equipment in conjunction with safe and humane handling techniques.
What environmental implications may be associated with livestock production?	Negative environmental impacts may result from high density livestock activity, particularly in holding or confined areas, causing odour, increased run-off flows, loss of ground cover, soil disturbance, pugging, dust problems, weed seeds in animal manure, and contamination of ground and surface water supplies.
What range of livestock handling operations may be carried out?	This may include marking, weighing and condition scoring, disbudding procedures, flystrike and jetting treatments.
What livestock residues may be disposed of?	Residues may include skin, testes and carcasses, and may be disposed of by burning, burying or removal to safe site.
What relevant information might be recorded and reported?	Livestock numbers, details of administered preventative health treatments and outcomes, weight and condition scoring, and any observed abnormalities.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to identify and draft livestock for handling operations using equipment, and calm and humane methods to minimise undue stress and risk to livestock or handlers. It requires the ability to follow, interpret and apply task instructions, prepare handling areas, gates and access routes for livestock movement, move and control livestock, monitor and anticipate livestock behaviour, and recognise and report hazards or movement problems for remedial action. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to handle livestock using basic techniques must be transferable to another rural environment. For example, if competence is evident in the drafting and movement of sheep, it must also be evident in the conduct of handling operations for beef and dairy cattle.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- livestock breeds and basic nutritional and welfare requirements
- livestock behavioural characteristics and movement in handling areas
- components and functions of handling equipment
- handling techniques and restraint methods
- enterprise livestock identification systems
- environmental codes of practice with regard to livestock production
- OHS and animal welfare legislative requirements
- regulatory controls with regard to handling livestock on public roads.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- provide due care in the handling of livestock
- recognise enterprise livestock identification systems
- safely drive vehicles, and ride horses and motorbikes without damage to person, property or environment
- recognise livestock abnormalities
- control environmental impacts associated with livestock production
- apply contingency measures for handling livestock in the event of adverse weather conditions
- observe and describe the behaviour of livestock
- read and comprehend oral and written information and instructions, write basic statements and maintain livestock handling records
- assess and calculate livestock numbers.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2119A

Unit Descriptor

Perform board duties

This competency standard covers the skills necessary to handle wool from the board, throw fleeces and place wool into bins or press as directed. It includes the requirement for the shedhand to work as a team member with shearers and other wool handlers under the direction of a wool classer and to do so with the appropriate speed.

Board duties are performed within a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Remove contamination from the fleece | <p>1.1 Stained wool, black wool, and contamination are removed on the shearing board according to the instructions of the supervisor.</p> <p>1.2 Suitable personal protective equipment is selected and used.</p> <p>1.3 Any bending and lifting that is required is done according to safe working practices and using the available safety equipment.</p> |
| 2. Remove fleeces and component parts from the shearing board | <p>2.1 No wool is picked up until the shearing hand piece has been disengaged.</p> <p>2.2 Wet wool is identified and removed for drying.</p> <p>2.3 Belly wool is picked up, and stained wool is removed.</p> <p>2.4 Crutch wool is removed and the hind leg repositioned if necessary.</p> <p>2.5 The hind legs of the fleece are arranged to allow for the fleece to be picked up efficiently.</p> <p>2.6 Fleece is picked up in a controlled bundle and removed from shearing stand as soon as sheep is shorn.</p> <p>2.7 Fleece is carried to the wool table and thrown to land flat and spread out ready for skirting.</p> <p>2.8 Loose wool remaining in the let-out chute is collected.</p> <p>2.9 All wool removed from the fleece and from the shearing board is placed in the correct bins or on the correct table.</p> <p>2.10 All bending and lifting that is required is done according to safe working practices and using the available safety equipment.</p> |

- | | |
|---|---|
| 3. Handle non fleece wool | <ul style="list-style-type: none"> 3.1 Locks are swept up and placed in correct bins. 3.2 Board and table locks are kept separate where directed. 3.3 Shanks and jowls are removed if directed and placed in correct bin. 3.4 Pizzle stain is removed from bellies and placed in stains line. 3.5 Brisket wool is removed if directed by the wool classer. 3.6 Crutchings are swept clear of the board, stain and dags are removed, and placed in correct bins. 3.7 Lambs wool and prematurely shorn wools are carried to the wool table using boards or paddles if required. 3.8 Lambs wool is correctly placed on tables for sorting. |
| 4. Skirt fleeces under supervision | <ul style="list-style-type: none"> 4.1 Information is sought on wool classer requirements for mob. 4.2 Fribs and sweats are removed and placed in correct bins. 4.3 Short crutch wool and wiggings are removed and placed with locks 4.4 Wool carrying vegetable matter is removed under wool classer supervision. 4.5 Feedback is sought on accuracy of skirting and fleece to skirtings ratio. 4.6 Wool classer or wool roller is assisted in separating fleece wool, which has been identified as defective or lacking uniformity. |
| 5. Sweep the board and wool room | <ul style="list-style-type: none"> 5.1 Shearing boards, wool room, and area beneath the wool table are swept regularly and when necessary during the shearing operation. 5.2 The shearing boards and the wool room are kept free of potential contamination. 5.3 Waste is removed and appropriately placed in full consideration of environmental implications. 5.4 All bending and lifting that is required is done according to safe working practices and using the available safety equipment. |
| 6. Empty bins and other wool containers | <ul style="list-style-type: none"> 6.1 Bins and other wool containers are emptied as necessary, and then replaced as directed by the person in charge. 6.2 Waste is removed and appropriately placed in full consideration of environmental implications. 6.3 All bending and lifting that is required is done according to safe working practices and using the available safety equipment. |
| 7. Perform cutout duties | <ul style="list-style-type: none"> 7.1 All butts and bins are emptied and wool pressed. 7.2 Bales are stacked. 7.3 Wool working area is swept clean. 7.4 Equipment is stored. 7.5 Board is washed down and disinfected. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By interpreting and understanding the verbal and visual signals given by the supervisor.	1
Collecting analysing and organising information	In sorting the parts of a fleece for different wool types and quality.	1
Planning and organising activities	In ensuring the bins are ready to accept fleeces and fleece parts.	1
Working with others and in teams	In working with others in the wool shed to achieve a smooth shearing operation.	1
Using mathematical ideas and techniques	Not applicable.	-
Solving problems	By correctly identifying and removing wool contamination.	1
Using technology	Not applicable.	-

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

Which parts of the fleece will be removed from the sheep?

The crutch, belly, shanks, locks, pieces, topknots, stains, dags, backs, jowl, and breech are removed.

How might the wool be contaminated?

It may contain lamb pouches, black fibres, loose woolpack fibres, dags, grease locks, or skin pieces, or it may be maggot or dermatitis affected, or is stained by urine, water or dung. There may also be baling twines, man-made fibres and clothing, or excessive vegetable matter contained in the wool.

What is the personal protective equipment requirements associated with the preparation of wool?

Appropriate footwear.

At what rate should wool table activity be conducted?

Rate should allow for instruction and feedback.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in preparing wool requires evidence that the various parts of a fleece can be separated and located in the appropriate bins or tables within the timeframes required by the shearing operation.

The skills and knowledge required to prepare wool must be transferable to a different work environment. For example, differing sheep breeds and procedures from one farm to another.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- the parts of a fleece, and their names
- duties and responsibilities of a board person
- sources of contamination of the fleece, and other aspects of the Total Quality Management (TQM) systems in place on the farm
- methods of handling fleece that minimise risk to own health, including safe lifting and bending techniques.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills are the ability to:

- remove fleeces and sweep boards before the next sheep is dragged for shearing
- pick up fleeces safely
- remove non-fleece wools from the board and place in correct bins
- identify and accurately remove stain
- use correct technique for skirting and rolling fleece
- check quantities in bins
- sweep floors and remove contamination
- work rapidly within specified timeframes
- observe and report on adverse environmental impacts
- interpret verbal and visual signals within the wool shed given by the supervisor, the wool classer and the shearers.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2120A

Unit Descriptor

Assist with pressing wool

This competency standard covers the process of assisting with pressing wool into bales and related tasks such as branding the bales, recording bale weights and numbers, and subsequently storing the wool bales.

Work is likely to be performed under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Assisting with wool pressing is usually within established routines, methods and procedures. Competency at this level requires the application of knowledge and skills to a range of wool handling and pressing duties.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|------------------------------|--|
| 1. Prepare for wool pressing | <p>1.1 The lines of wool to be pressed are identified and confirmed with the appropriate person.</p> <p>1.2 The wool press is checked for safe operation, with any required lubrication and maintenance carried out according to the manufacturers instructions, and reported to the appropriate person.</p> <p>1.3 The work area is prepared in readiness for pressing as instructed.</p> <p>1.4 Scales to be used are checked for accuracy and calibrated if necessary, as instructed.</p> <p>1.5 The press and its location are checked for safety, and all other OHS requirements are adhered to.</p> <p>1.6 Any defective equipment is identified and reported to the appropriate person.</p> |
| 2. Press wool | <p>2.1 All bending and lifting is done according to safe working practices and using the available safety equipment.</p> <p>2.2 Contamination is removed from the woolpack and placed in the appropriate location.</p> <p>2.3 All wool is placed correctly and evenly in the press, as directed.</p> <p>2.4 Bales are pressed safely for weight and length according to industry standards and organisation requirements, as directed.</p> <p>2.5 Lines are pressed to avoid mixed bales.</p> <p>2.6 Work area is kept in a condition that avoids contamination of the wool.</p> <p>2.7 Pressing is carried out according to the time restrictions and workflow of the wool room.</p> |

3. Close and stack bales
- 3.1 Approved bale dividers are used according to instructions and flaps are correctly fastened according to industry standards.
 - 3.2 Bales are identified for branding before removing them from the press.
 - 3.3 All lifting required is done according to safe working practices and using the available safety equipment.
 - 3.4 Bales are stored safely, avoiding injury to presser, risk to other workers, and damage to bales and equipment.
4. Complete recording requirements
- 4.1 Bales are branded according to industry standards and organisational procedures, as directed.
 - 4.2 Bales are weighed according to industry standards and organisational procedures and checked with the appropriate person/ supervisor.
 - 4.3 Bale weights, numbers and descriptions are clearly and accurately recorded using the appropriate recording system, as directed and checked with the appropriate person/ supervisor.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By following instructions given by, and seeking clarification if required, from shed hands, wool classers, wool presser and person in charge.	1
Collecting analysing and organising information	By obtaining the description of the line, the bin description, bale number and weight and entering this information into the wool book.	1
Planning and organising activities	To press wool and brand bales within time constraints, and in conjunction with other workers.	1
Working with others and in teams	By working with the appropriate person, and as instructed, to complete wool pressing and maintain continuous workflow.	1
Using mathematical ideas and techniques	To estimate and record bale weights.	1
Solving problems	In determining when satisfactory bale weight has been achieved.	1
Using technology	By using wool presses and scales.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

Who might the appropriate person be?	Reporting and confirmations will be to the person in charge of the operation who may be a supervisor, classer, owner, manager or presser.
What wool press types may be used for this standard?	The press may be hydraulic, manual, self-pinning or electric.
What OHS requirements may be applicable to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • the operation and maintenance of hazard-free facilities and equipment, including hydraulics and guarding of exposed moving parts, particularly wool presses • safe manual handling including lifting and carrying, and height restrictions may apply to bale stacks • protection from electrical hazards, hazardous noise and organic and other dusts • appropriate use of personal protective equipment and clothing. <p>Consideration of OHS issues for this standard may also include consideration of any national codes of practice in the industry.</p>
What is the contamination to be avoided?	Amongst the contaminants are lamb pouches, maggot affected wool, urine stains, dung stains, skin pieces, black wool, loose woolpack fibres, baling twines, bale hooks and fasteners, man-made fibres and clothing, dermatitis, branding dyes, dags, grease locks, burrs and vegetable matter, shed debris, and wet wool or water stains.
What recording system might be in use in the wool room?	The system may be manual or digital, and could use a wool book.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting with pressing wool into bales requires evidence that bales are evenly packed and pressed, and branding is clear and accurate as directed.

The skills and knowledge required to assist with pressing wool into bales must be transferable to a different work environment. For example, across the range of fleece types and wool press technologies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- a basic understanding and knowledge of the sources of contamination of the fleece and other aspects of the quality management systems in place in the organisation
- a basic understanding and knowledge of methods of handling fleece and bales that minimise risk to own health, including safe lifting and bending techniques
- industry standards for weight, length of bales and type of pack
- industry standards for bale branding
- the recording system for bale details in use in the organisation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- observe and report on OHS hazards and risks
- operate different types of wool presses
- operate the various types of scales and manual handling devices
- maintain uniform bale weights for each line
- brand bales clearly and accurately
- handle and stack wool bales efficiently and without risk to self, other people or machinery
- record bale information to be interpreted and used by other people.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2121A

Unit Descriptor

Provide daily care for horses

This competency standard covers the functions required to safely provide horses with comfortable and clean housing, preparing them for work, grooming horses and cleaning working gear when work is finished.

When the requirements of this standard are achieved, stable routines will be completed efficiently, daily horse maintenance will be completed, horses will be correctly selected for a range of purposes, and horses will be groomed or rugged as required by the organisation.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work functions in this standard are likely to be carried out under routine supervision within organisation guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare to work with horses | <p>1.1 Work to be undertaken is interpreted from the work program where necessary, and confirmed with management.</p> <p>1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of horse routines.</p> <p>1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.</p> <p>1.4 Suitable personal protective equipment is selected, used and maintained.</p> |
| 2. Clean stables and surrounding areas | <p>2.1 Horse is checked for condition, health and soundness and removed from stable or secured appropriately.</p> <p>2.2 Manure, soiled bedding and stale feed is inspected, removed, and abnormal conditions are reported.</p> <p>2.3 Bedding is raked or forked and fresh quantities are added as required.</p> <p>2.4 Feed bins, hay nets/bins and water troughs are cleaned thoroughly and troughs are filled with fresh water.</p> <p>2.5 Walkways are swept and/or raked and manure removed.</p> <p>2.6 Stale feed and manure is safely disposed of according to the organisations environmental and waste management procedures.</p> <p>2.7 Buildings or fixtures that are in need of maintenance or are unsafe are reported to the stable management.</p> |

- | | | | |
|----|--------------------------------------|-----|---|
| 3. | Perform daily work program | 3.1 | Work program for each stable horse is carried out as instructed by the stud master or stable manager. |
| | | 3.2 | Horses are selected for professional services, prepared, and the contractor is contacted as required by organisational procedures or supervisors instructions. |
| | | 3.3 | Horses are prepared for specified daily work program as required by organisational procedures or supervisors instructions. |
| | | 3.4 | Horses are washed down after working, dried, rugged, returned to their stable and fed. |
| | | 3.5 | Work routines and performance records are kept and maintained as an integral part of the stable business. |
| 4. | Select, catch and tie up horses | 4.1 | Individual characteristics of horses are identified according to specified criteria and nominated animals are selected. |
| | | 4.2 | Selected horse is caught quickly and gently and working gear is fitted. |
| | | 4.3 | Legs and hooves of selected horse are inspected for abnormalities, cuts or damage. |
| | | 4.4 | Horse is led to work area or rail quietly and calmly and safely secured. |
| | | 4.5 | While handling the horses, OHS hazards are continually identified, risks assessed and suitable controls implemented. |
| | | 4.6 | Horses are handled safely and within the organisations and industry guidelines for animal health and welfare. |
| 5. | Groom and rug horses | 5.1 | Horses coat is groomed thoroughly to leave coat clean and remove all traces of dust, dirt, scurf and dead hair. |
| | | 5.2 | Hooves and shoes are cleaned and checked for cracks, heat and other abnormalities, and dirt must be removed from the outer walls of the hooves. |
| | | 5.3 | Rugs appropriate to the conditions are fitted according to instructions from stable foreman taking care to avoid chaffing and rubbing. |
| 6. | Clean and maintain stable gear | 6.1 | All gear is regularly checked for wear and damage. |
| | | 6.2 | Gear is thoroughly cleaned and polished and oils or preservatives applied as required according to stud practice. |
| | | 6.3 | Working gear is maintained or repaired as required to ensure safe horse working conditions. |
| | | 6.4 | Working gear and saddlery is cleaned and stored after use in line with organisation policy. |
| 7. | Monitor health and welfare of horses | 7.1 | Identify signs of good health. |
| | | 7.2 | Identify symptoms of common illnesses and injuries. |
| | | 7.3 | Monitor and record temperature, pulse and respiration rate. |
| | | 7.4 | Provide basic first aid to minor injuries under supervision. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In interpreting and following instructions and procedures.	1
Collecting analysing and organising information	In determining the water and bedding requirements for the horses on a daily basis.	1
Planning and organising activities	By interpreting work schedules and preparing the horses for the planned routine.	1
Working with others and in teams	In working alongside other people in the stable, including supervisors, managers and clients.	1
Using mathematical ideas and techniques	In making and keeping records of regular and irregular horse work routines and performance.	1
Solving problems	By dealing with the day-to-day difficulties and changes in temperament of the horses.	1
Using technology	When calculating quantities and times, and when communicating with co-workers and supervisors.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What personal protective equipment may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What are some restraining devices for securing the horses?	Rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.
What bedding types may be used for horses?	Sand, rice hulls, straw, wood shavings/sawdust may all be used for bedding materials.
Upon what criteria are horses selected?	On their breed or breed-cross, conformation, age, sex, condition, colour and markings, brands or tattoos.

When selecting horses, what must be examined to ensure that they are free of conditions that may affect their useability or welfare?

They must be examined for lameness, sore eyes, sore mouth, girth galls, back conditions, mud, caked sweat or vegetable matter, damaged feet or lower limbs, localised or systemic infections.

With what contractors might interactions take place?

With veterinarians, farriers, horse dentists, or transporters.

What organisation work procedures may apply to this standard?

Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes; product labels and Material Safety Data Sheets; manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.

How might information be recorded and what might it contain?

Record keeping systems used may be either paper-based or digital and information will be recorded into logbooks or other records. Information recorded may be dates, times and periods of work, maintenance that is required for stables and/or equipment, work schedules and work completed, chemicals and other substances used including quantities and methods, and readings from temperature and flow-rate gauges.

Where will horses be caught?

They will be caught in stables, yards or paddocks.

What does horse working gear include?

It might include saddles, ropes, reins, breastplates, martingales, bridles, cruppers, saddlebags, headstalls, saddlecloths, feeders, leads and rugs.

What actions could be taken to eliminate or minimise the OHS risk?

Relevant OHS hazards identification, risk assessment and risk control measures include:

- safe operating procedures
- safe manual handling systems and procedures
- safe systems and procedures for outdoor work, including protection from solar radiation
- selection, use and maintenance of relevant personal protective equipment.

All working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare

What does grooming involve and what equipment might be used?	It involves washing, trimming, pulling of manes and tails, removal of dust, mud, scurf, sweat and tangles, burrs and other vegetable matter. Equipment used to do this might include brushes and combs, clippers, bot knife, scrapers, and soap.
What equipment may be used when dressing and balancing hooves?	Such equipment as hoof picks, knives, rasps, pincers, brushes, and hoof dressings.
What are some common illnesses and injuries?	Cuts, breaks, colds, punctures, colic, abrasions, tying up, bleeders, acidosis, distress, hoof pricks, stone bruises, quarters, abscesses, allergic reactions, cast horses, quarter cracks, bowed tendons, abnormal temperature, insect bites, animal bites, diarrhoea, dehydration, founder, oedema, pneumonia, skin infections, strangles, worms.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in providing daily care for horses requires evidence that feed and water troughs are maintained to be both clean and sound, and that horses are prepared and groomed as necessary for their individual work programs.

The skills and knowledge required to provide daily care for horses must be transferable to a different work environment. For example, across a range of horse breeds, sizes and uses.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- horses and horse husbandry
- horse health, horse behaviour and psychology
- care and maintenance of hooves and the lower limbs
- environmental controls and codes of practice applicable to the enterprise
- the organisations livestock production and management plans.
- sound management practices and processes to minimise noise, odours and debris from the livestock operations
- relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle and prepare horses for riding
- complete basic hoof care procedures
- groom horses
- care for saddlery and equipment
- observe, identify and react appropriately to environmental implications and OHS hazards
- measure quantities required for feed.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2123A

Unit Descriptor

Collect semen

This competency standard covers the routine process of collecting semen for artificial insemination of livestock. Competency requires the application of knowledge and skills to prepare animals and equipment for semen collection and the collection, recording and storing of data about the procedure. This work is likely to be carried out under supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare animals for collecting semen | <p>1.1 Suitable personal protective equipment and clothing is selected, used and maintained according to OHS and enterprise requirements.</p> <p>1.2 Appropriate equipment for collection is selected and prepared.</p> <p>1.3 Nominated sire is prepared and located at the appropriate semen collection area.</p> <p>1.4 Semen is collected from the nominated sire using industry approved collection techniques.</p> <p>1.5 Semen is transferred to the processing and storage area according to enterprise requirements and instructions.</p> |
| 2. Complete collection procedures | <p>2.1 Post-collection procedures are carried out according to enterprise requirements.</p> <p>2.2 Waste is disposed of according to recommended hygiene standards.</p> <p>2.3 Work area and equipment are cleaned to industry standards and returned to operating order.</p> <p>2.4 Animals are safely returned to the designated area according to enterprise requirements and instructions.</p> |
| 3. Document and record data | <p>3.1 Data on semen collection is accurate and recorded according to enterprise requirements.</p> <p>3.2 Information is supplied to relevant authorities to promote research and improvements in industry practice.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Semen collection processes and animal behaviour may be observed and accurately reported for correct action to occur.	1
Collecting analysing and organising information	Details of semen collection processes and outcomes may be observed and reported.	1
Planning and organising activities	Semen collection activities may be planned and organised to ensure optimum results.	1
Working with others and in teams	Teamwork may be applied in methods and procedures to handle and collect semen.	1
Using mathematical ideas and techniques	Mathematics may be applied to count and identify animals and estimate volumes of semen collected.	1
Solving problems	Semen collecting procedures may require remedial action to ensure correct semen is identified, and to avoid any complications at the time of insemination.	1
Using technology	To communicate, calculate and record semen collection data and herd management data.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What animals does this unit cover?	Animals covered by this standard include cattle, sheep, goats, pigs, horses and other commercially raised animals.
What personal protective equipment might be used?	Boots, overalls, gloves, and sun protection (sun hat, sunscreen).
What OHS requirements are relevant to this standard?	Safe animal handling systems and procedures including zoonoses control (Q Fever), identify hazards, assess and report risks, safe manual handling systems and procedures. Safe systems and procedures for outdoor work including protection from solar radiation, and the appropriate use of personal protective equipment.

How might animals be prepared?	Preparation of animals includes teasing with females in heat.
What industry approved collection techniques might be used?	Use of "belted" female livestock, artificial ("dummy") female livestock Semen needs to be collected with zero contamination from spermicides and in a lightproof container..
What are the key considerations when storing semen?	Semen needs to be transferred to the processing and storage area at the correct temperature.
What waste might there be?	Disposable equipment such as single use rubber gloves, collection bottles and filters.
What hygiene factors need to be considered?	Sterile equipment and clean work sites are essential to the insemination process.
How might data on the insemination process be recorded?	In electronic or hard copy.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in collecting semen for artificial insemination requires evidence of the ability to prepare for and undertake hygienic collection of semen, to match collection vessels and labelling to the sire, and transfer semen safely to the preparation and storage area. In addition, it requires the ability to handle animals in a humane, stress free, and safe manner, and to clean up work areas and equipment and record data.

The skills and knowledge required to collect semen from animals must be transferable to another rural workplace. For example this may include different animal breeds, types and insemination techniques.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- animal health and abnormalities
- semen collecting and transfer techniques
- animal handling techniques and behavioural characteristics
- enterprise and industry identification system for animals
- personal protective equipment and when and how it should be used
- relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS and animal welfare
- enterprise and industry policies with regard to semen collection and recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- sterilise equipment and prepare hygienic worksite prior to insemination procedures
- identify and record animals on heat
- employ safe work practices
- clean up work site and safely dispose of waste
- communicate effectively with other team members, veterinarians and/or licensed inseminators.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2124B

Unit Descriptor

Carry out birthing duties

This unit of competency specifies the outcomes required to care for and assist animals and their newborn at birthing. Competency requires the application of knowledge and skills to provide and maintain nutritional and environment requirements for birthing animals. In addition, it requires an awareness of safe workplace practices, legislated animal welfare requirements, and environmental implications associated with animal production. The work would be carried out under routine supervision within established enterprise procedures.

Employability Skills

Unit Sector

This unit contains employability skills.

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|--|
| 1. Prepare for birthing. | <p>1.1 Animal records are checked and anticipated birthing date confirmed.</p> <p>1.2 Condition and status of pregnant animal is assessed and monitored prior to imminent birthing and recorded in line with enterprise requirements.</p> <p>1.3 Animals are prepared for birthing in accordance with birthing plan and enterprise requirements.</p> <p>1.4 Birthing equipment, resources and materials are checked and prepared for use to manufacturer specifications and enterprise requirements.</p> <p>1.5 Existing and potential OHS hazards in the birthing environment are identified and reported to the supervisor.</p> |
| 2. Assist with birthing process. | <p>2.1 Environment and animals are monitored to maintain optimum conditions during birthing process in accordance with enterprise requirements.</p> <p>2.2 Animals experiencing birthing difficulties are identified and contingency measures for assistance implemented.</p> <p>2.3 Environmental implications associated with animal husbandry practices are identified and reported to the supervisor.</p> |
| 3. Provide post-birthing assistance. | <p>3.1 Post-birthing condition of animals and newborn is monitored and reported in line with enterprise requirements.</p> <p>3.2 Birthing environment, facilities and equipment are maintained in a safe, hygienic and operational state and faults are reported in line with enterprise requirements.</p> <p>3.3 Animal birthing process and outcomes are recorded and reported in accordance with enterprise requirements.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Required skills include:

- apply contingency measures for birthing in the event of birthing difficulties or adverse weather conditions
- assess and calculate animal numbers, feed measurement, rate and frequency of feeding, and animal gestation
- carry out animal husbandry procedures
- clean, maintain and store equipment and materials
- communicate abnormalities, equipment faults and workplace hazards, and report and maintain animal records
- demonstrate safe and environmentally responsible workplace practices
- identify hazards in the birthing environment
- maintain a safe and secure post-birthing environment
- monitor animal condition and recognise abnormal behaviour
- monitor and minimise impacts to the environment associated with animal production
- prepare birthing environment, materials and resources to industry standards
- provide due care and handle animals humanely
- provide feed and feed supplements to meet nutritional needs of pregnant animals as directed
- recognise abnormalities in newborn animals
- recognise signs of imminent birthing of animals
- safely implement predator control strategies
- select birthing equipment and materials and check for operation

Required knowledge:

Required knowledge and understanding include:

- animal behaviour and basic health and nutritional requirements as directed
- birthing environment requirements for animals
- birthing equipment and materials, their components and functions
- birthing intervention and non-intervention strategies
- effects of adverse weather conditions on birthing process and newborn animals
- effects of inadequate nutrition on animals and newborn
- enterprise policies with regard to treating animals, recording and reporting routines
- environmental impacts and minimisation measures associated with animal production
- hazards associated with handling animals
- livestock gestation and birthing and husbandry procedures
- personal protective clothing and equipment, and when and how it should be used
- problems associated with birthing and remedial treatment
- procedures for cleaning and maintaining treatment equipment and materials
- predator behaviour and control procedures
- relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS and animal welfare.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>What type of information may be included in animal records?</p>	<p>Estimated date of birthing, parentage identification, pedigrees, stud book entries, nutritional requirements, feeding plan, administered health treatments, number of pregnant animals in enterprise, abortions, newborn deaths, twins/multiple births, still births, mummified foetuses, assisted births and predator attacks.</p>
<p>What aspects of <i>condition and status</i> may be assessed prior to birthing?</p>	<p>Weighing and condition scoring, general observation of behaviour and health soundness including feeding behaviour.</p>
<p>Which <i>animals</i> are covered?</p>	<p>Animals covered by this unit of competency may include pigs, horses, goats, alpaca, sheep, dairy and beef cattle.</p>
<p>How may <i>imminent birthing</i> be anticipated in animals?</p>	<p>Animal records (estimated gestation period), and general observation of full udder, waxing of teats, running milk, unusual restlessness, relaxed muscles and ligaments under tail, flaccid vulva, 'water' bursts, appearance of amnion bag, frequent trips to the dung pile and changes in behaviour such as humming, sitting on one hip or adopting an unusual posture.</p>
<p>Which <i>enterprise requirements</i> may apply?</p>	<p>Standard Operating Procedures, industry standards, production schedules, Material Safety Data Sheets, work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, and birthing plan.</p>
<p>What may be involved in <i>preparing</i> animals for birthing?</p>	<p>Shearing and crutching (sheep/goats), application of tail bandaging (horses), monitoring of contractions, vaccinations, predator watch and control, providing calming techniques where required, moving males out of the paddock, and weaning previous young.</p>
<p>What may be included in a <i>birthing plan</i>?</p>	<p>Animal placements, penning/yarding of animals, mismothering policy, drafting policy of wet cows, human resource requirements, policy for assisting difficult births, the use of veterinary assistance, identification of newborn animals (to keep, to dispose of, to remove for artificial rearing), policy for monitoring newborn animals, and the treatment of carcasses.</p>

What range of **equipment**, **resources** and **materials** may be prepared for use at birthing?

Equipment may include lubricating oil, teats, binoculars, restrainers, scales, ear tags, temporary collars, marking paint, examination gloves, antiseptic and knives, digital thermometer, surgical clamps, bottles, stomach tube (for veterinary use) and colostrum replacer.

Preparation of equipment may include checks for faults and correct operation. Materials may include animal health treatments, gloves and suturing material. Resources may include staff assistance, and sourced industry information from the Departments of Agriculture/Primary Industries, veterinarians, breeding associations, and enterprise records.

Which **OHS** requirements may be applicable?

These may include:

- safe animal handling techniques and procedures to avoid physical injury and zoonoses, including Q Fever and leptospirosis
- identifying hazards, assessing and reporting risks
- meeting industry standard hygiene requirements
- adopting suitable precautions for outdoor work including protection from solar radiation, protection from dust, and the appropriate use of personal protective clothing and equipment.

Which potential and existing OHS **hazards** may be encountered in the workplace?

Animal movement and handling, solar radiation, organic dust, excessive noise, predator activity and adverse weather conditions.

What range of animal **birthing environments** are relevant?

Paddocks, yards or pens (cows, does, sheep and alpaca), foaling areas (horse), and farrowing crates (sows).

What range of **optimum conditions** should be maintained?

Adequate clean water, feed and nutrition supplies, appropriate hygienic standards, security and safety (fencing, predator activity, lamb/kid/calf proof water troughs and away from large open water sources such as dams or creeks), shelter (weather protection), shade, appropriate heating and cooling systems, control and restraint of working dogs, and minimise stress in and around birthing area. Opportunities for natural birthing should be provided wherever possible.

What **contingencies** may be prepared for in the event of birthing difficulties?

Emergency procedures in the event of bad weather and birthing difficulties requiring human intervention, such as colostrum collection and administering, assistance with birthing, resuscitation of animals and veterinarian assistance.

Which **environmental implications** may be relevant?

Negative environmental impacts may result from the unsafe use and disposal of veterinary chemicals and disposable items, the loss of ground cover, increased run-off flows, soil disturbance, pugging, dust problems, weed seeds in animal manure, contamination of ground and surface water supplies, and odours as a result of high density animal activity in holding or confined areas.

What **post-birthing conditions** may be monitored?

Animal milk supply, mothering ability, non-milking teats, harmful behaviour towards newborn animals by parent, abnormal signs, prescribed medications, expulsion of afterbirth membranes, post-birthing environment conditions, and predator movement.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What evidence is required to demonstrate competence for this unit as a whole?

Competence in this unit requires evidence of the ability to assist birthing animals and perform animal husbandry procedures. It involves the ability to monitor and record the health status of birthing animals, prepare the birthing environment and equipment to industry standards, provide appropriate nutritional requirements, minimise stress in the birthing area, humanely handle animals, monitor post-birthing animals and their newborn, and maintain enterprise records. Evidence must also be demonstrated in the employment of safe workplace and environmentally responsible practices associated with animal husbandry.

The skills involved in carrying out birthing duties with animals should be **transferable** to another rural workplace. For example, if competence is demonstrated in caring for and assisting cows at birthing, it should also be evident in carrying out birthing duties for ewes, does, horses and pigs.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (1) be applied?
 - Information and ideas with regard to the birthing process and birthing difficulties may be discussed with colleagues and veterinarians.
- How can information be collected, analysed and organised (1)?
 - Information with regard to the gestation of animals may be observed, monitored, and recorded and organised by reports.
- How are activities planned and organised (1)?
 - Maintenance activities to the birthing environment may be planned and coordinated around feeding routines.
- How can team work (1) be applied?
 - In the application of methods and procedures to handle animals to achieve a successful birthing.
- How can the use of mathematical ideas and techniques (1) be applied?
 - Mathematics may be applied in the measurement of feed and water quantities, and the calculation of animal (including newborn) numbers, feed frequency rates and gestation period.
- How can problem-solving skills (1) be applied?
 - Contingencies may be applied in the event of adverse weather conditions and birthing difficulties to ensure a successful birthing process.
- How can the use of technology (1) be applied?
 - To access information, record information, to communicate and inform on the birthing process, to anticipate duration of gestation, and to monitor substantial weather changes.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2127A

Unit Descriptor

Castrate livestock

This competency standard covers the functions involved in castrating young animals. Competency in this standard includes the clear identification of male animals and treating them with minimal stress under hygienic conditions.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Castrating animals is usually performed within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Prepare for animal castration | <p>1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management.</p> <p>1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the production process.</p> <p>1.3 OHS are identified, risk assessed, and suitable controls implemented.</p> <p>1.4 Suitable personal protective equipment is selected, used, and maintained.</p> <p>1.5 Castration area is hygienically cleaned to minimise the risk of infection.</p> <p>1.6 Equipment, instruments and resources needed for castration operations are selected and assembled.</p> <p>1.7 Male animals are separated as required to facilitate ease of handling and to minimise stress.</p> |
| 2. Castrate animals | <p>2.1 Individual animals are selected, caught and humanely restrained using industry standard techniques.</p> <p>2.2 Animals are checked for health and soundness according to organisation guidelines.</p> <p>2.3 Restrained animals are castrated in a humane and hygienic manner according to organisational guidelines, industry standards, and the code of animal welfare.</p> <p>2.4 Records are completed as instructed by organisational guidelines.</p> |
| 3. Complete hygiene and administration activities | <p>3.1 All debris, waste material and animal residues are removed from the site and disposed of in an environmentally aware and safe manner according to organisation work procedures.</p> <p>3.2 Instruments and equipment are hygienically cleaned, maintained and stored according to organisation work procedures.</p> <p>3.3 A clean and safe area is maintained throughout and on completion of work.</p> <p>3.4 Work outcomes are documented or reported to the supervisor according to organisation work procedures.</p> |

4. Monitor castrates
- 4.1 Animals may be monitored to identify **post-castration** complications.
- 4.2 Animals exhibiting signs of ill health or infection are identified and reported to the unit supervisor for treatment and/or isolation.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In clarifying the requirements of the tasks to be performed.	2
Collecting analysing and organising information	By sexing animals, assessing their health, and identifying the number to be castrated.	1
Planning and organising activities	In sequencing the activities to be undertaken within a given period.	1
Working with others and in teams	In working alongside others in the shed to complete castration operations.	1
Using mathematical ideas and techniques	In counting animals and calculating their growth rates.	1
Solving problems	In recognising animal injury or ill health and reporting the situations.	1
Using technology	In making calculations and reports.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What animals are covered by this unit? Animals covered by this unit include cattle, sheep, goats and pigs.

What castration methods apply to this unit? Castration methods include surgical, elastrators and/or emasculators.

What occupational health and safety requirements may be relevant to this standard?

Safe systems and procedures for:

- handling livestock including zoonoses control
- operating handling equipment
- hazard and risk control
- manual handling
- handling, application and storage of hazardous substances
- outdoor work including protection from solar radiation, dust and noise
- the appropriate use and maintenance of personal protective equipment.

What personal protective equipment may be relevant to this standard?

This may include boots, hats/hard hat, overalls, gloves, protective eyewear, hearing protections, respirator or face mask, and sun protection (sun hat, sunscreen).

What areas may be cleaned?

Cleaning of facilities may include the thorough cleaning of pen floors, dunging areas, feeders and troughs.

What equipment and instruments may be required?

Resources required for castration routines may include elastrators, emasculators, knives, scalpels, disinfectants, and vaccines.

Which animals will be selected for castration?

Healthy animals are selected. They will be identified on appearance then checked for hernias and visible signs of disease or ill-thrift.

Where will the accepted castration methods and restraint procedures be found?

Castration methods and restraint procedure will be delineated in organisational policies and procedures.

What may animals be checked for?

Cryptorchid or herniated animals will be identified for specialist attention separate to the principal castration routines.

What may organisation policy and guidelines specify?

Organisation policy and guidelines may include definition of staff responsibilities, animal husbandry practices, production indicators, hygiene standards for the unit, health and soundness indicators, and the keeping of records.

How quickly should castration occur?

Castration procedures will generally need to be carried out at an industry acceptable rate. A number per hour may be specified.

What information may be recorded?	Records may include breeding, growth rate, animal husbandry requirements, genetic defects, injuries and malformation or health treatments.
What animal residues may be disposed of?	Residues may include skin, testes and carcasses, and may be disposed of by burning, burying or removal to a safe site.
How may a clean and safe area be maintained?	Tasks may include keeping work site clear of debris, waste, tools, equipment and machinery; disabling equipment after use; and removing debris and waste from the work area swiftly and efficiently.
How might information be documented?	Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.
What post-castration problems might be identified?	They may include excessive bleeding, infection, poor growth and lack of appetite.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in castrating animals requires evidence that the animals are handled with care and castrated humanely and hygienically.

The skills and knowledge required to castrating animals must be transferable to a different work environment. For example this may include castrating different types of animals using different techniques.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- male anatomy as it relates to castration
- organisation castration, hygiene and animal welfare procedures and policies
- industry standards for the care and husbandry of animals
- the need to maximise hygiene practices and awareness
- sound management practices and processes to minimise noise, odours and debris from the livestock operations
- relevant OHS, regulations and codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- work effectively as a part of a team
- carry out animal husbandry tasks in hygienic manner
- observe, identify and react appropriately to environmental implications and OHS hazards
- record the number and health of animals
- share information and observations with fellow workers and supervisors
- read and interpret written instructions prepared by the organisation, industry bodies and/or manufacturers.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2128B**Unit Descriptor****Provide feed for livestock**

This unit of competency specifies the outcomes required to prepare and provide feed for livestock in an extensive agricultural environment. It requires the application of knowledge and skills to check livestock condition, assess feed availability and provide supplementary feeding where required, and report and maintain records. In addition, it requires an awareness of animal welfare and behaviour, and safe workplace and sustainable environmental practices associated with livestock production. The work is likely to be carried out under close supervision with regular checking within enterprise guidelines.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------|--|
| 1. Prepare for feeding. | <p>1.1 Condition and health status of livestock is checked and recorded in line with enterprise requirements.</p> <p>1.2 Feed and feed supplements are confirmed and prepared in line with feeding plan.</p> <p>1.3 Water supply, quality and quantity is checked and maintained to meet livestock requirements and enterprise requirements.</p> <p>1.4 Existing and potential OHS hazards in the workplace are identified and reported to the supervisor.</p> |
| 2. Feed livestock | <p>2.1 Suitable personal protective clothing and equipment is selected, used and maintained in accordance with OHS requirements.</p> <p>2.2 Feed and feed supplements are provided in accordance with feeding plan and enterprise requirements.</p> <p>2.3 Feeding process is monitored to ensure livestock are feeding effectively in accordance with feeding plan.</p> <p>2.4 Procedures to minimise feed wastage and spillage, and dispose and recycle feed waste are followed in line with enterprise requirements.</p> <p>2.5 Variations to individual eating and drinking patterns are noted and reported.</p> |
| 3. Complete the feeding process. | <p>3.1 Feeding process is evaluated and recorded in accordance with workplace procedures.</p> <p>3.2 Feeding records are recorded and reported to the supervisor in line with enterprise requirements.</p> <p>3.3 A clean and safe area is maintained during and on completion of feeding in accordance with OHS and enterprise requirements.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Required skills include:

- assess and calculate herd/flock numbers, measure feed and rate and frequency of feeding.
- communicate and report livestock feeding abnormalities and workplace hazards, and maintain livestock records
- employ safe and environmentally responsible systems and procedures with regard to the handling of livestock and feed
- monitor availability of and access to feed and water
- monitor livestock health and condition, and recognise abnormalities
- provide feed and feed supplements in accordance with feeding plan

- read and interpret feeding plan, work plan and supervisors instructions
- recognise and report environmental implications associated with livestock production

Required knowledge:

Required knowledge and understanding include:

- enterprise policies with regard to feeding livestock, recording and reporting routines
- environmental impact of livestock on ground cover and minimisation measures
- hazards associated with handling livestock and control measures
- how to introduce a change in diet or feed,
- livestock health and behaviour
- livestock scoring and weighing methods
- nutritional requirements for livestock (including water)
- personal protective clothing and equipment and when and how it should be used
- safe livestock handling techniques and procedures
- State/Territory legislation, regulations and codes of practice with regard to OHS and animal welfare
- types of feed and feed supplements (including pastures and grazing)
- types of noxious and toxic plants relevant to feeding areas and the species of animal.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

How might livestock ***condition and health status*** be checked?

Condition may be checked by weighing and condition scoring, and health status may be determined by general observation of animal soundness and well being.

What ***livestock*** are covered?

Animals covered by this unit of competency may include sheep, dairy and beef cattle, horses, goats, deer and alpacas.

Which **enterprise requirements** may apply?

Standard Operating Procedures, industry standards, production schedules, work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and feeding plans.

What type of **feed and feed supplements** may be checked and provided to livestock?

Feed and feed checks may include identifying species of grass/legume, quantity of feed, quality of feed, the incidence of toxic species and weeds, and checking for cleanliness and freshness including the removal of stale or contaminated food.

Feed supplements may include hay, grain, trace elements, vitamins and sources of nutrients including silage, paddock feed, grain legumes, mineral blocks, calcium and other nutrient supplements, and specific purpose feeds. Supplementary feeding may be required to cover seasonal, drought or other feed shortages and trace element deficiencies.

What might be included in a **feeding plan**?

Target weights, amount and type of feed and feed supplements, how to introduce livestock to supplementary feeding, how to introduce a change in diet or feed, feeding frequency and rates, feeding methods and procedures, weed control strategy, supervisors instructions, and reporting and recording requirements.

What might be included in checking **water supply, quality and quantity**?

This may include the observation of availability, quantity, reserves, flow rate, serviceability, number of livestock using water point, the presence of algal bloom, contamination, signs of deterioration, and checking water supply sources and systems for correct operation.

Checks must also be made to ensure that water is supplied to livestock in a manner and at a height that allow safe ease of access by all livestock (e.g. ensuring that young/small animals are able to drink freely).

Which **OHS requirements** may be applicable?

Safe livestock handling systems and procedures including zoonoses (Q Fever), identify hazards and report risks, safe manual handling systems and procedures, safe livestock handling procedures, safe systems and procedures for handling and storage of grain and feed to reduce risk associated with organic and other dusts, safe systems and procedures for outdoor work including protection from solar radiation, protection from dust, and the appropriate use of personal protective clothing and equipment.

Which existing and potential and **hazards** may be encountered in the workplace?

Livestock movement and handling, solar radiation, organic and other dusts, excessive noise, and moving machinery and vehicles.

What **personal protective clothing and equipment** may be relevant?

Boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What **procedures** might be implemented to minimise feed wastage and spillage?

The accurate measurement of feed quantities, the use of precise measurement devices and apparatus, and the accurate determination of livestock feed requirements.

What **feeding abnormalities** may be observed?

This may include the general observation of sick animals, shy feeders, weight loss, scouring, greedy (bossy) feeders, and ill thrift.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What evidence is required to demonstrate competence for this unit as a whole?

Competence in feeding livestock requires evidence of the ability to follow a feeding plan accurately to meet the nutritional requirements of livestock. It involves the ability to monitor and record livestock condition, apply methods and procedures to provide feed and feed supplements, safely handle livestock, recognise hazards, report feeding abnormalities and maintain records. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices associated with livestock production. The skills and knowledge required must be transferable to another rural environment. For example, this may include different breeds, animals, enterprises and feed stuffs.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (1) be applied?
 - Information and ideas about the feeding plan can be communicated to feed suppliers and other people in the workplace.
- How can information be collected, analysed and organised (2)?
 - Information regarding the observation and monitoring of feeding is gathered and analysed, and organised by records and reports
- How are activities planned and organised (2)?
 - Activities can be planned and coordinated with feeding and monitoring routines. How can team work (2) be applied?
- How can team work be applied?
 - Teamwork could be involved in implementing and monitoring procedures to achieve feeding requirements. How can the use of mathematical ideas and techniques (1) be applied?
- How can the use of mathematical ideas and techniques (1) be applied?
 - Mathematics could be applied in the measurement and calculation of feed, and feed frequency requirements.
- How can problem-solving skills (1) be applied?
 - Problems of supply and demand will need to be anticipated and addressed quickly to ensure the adequate provision of feed and water requirements.
- How can the use of technology (1) be applied?
 - The use of technology can be applied to assist in the calculation and development of a feeding plan, in the recording of information, and to communicate and inform on the feeding process.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2129A

Unit Descriptor

Move and handle pigs

This competency standard covers the process of moving and handling pigs as part of an intensive production system. It requires the ability to control and direct pigs, restrain pigs and weigh and/or condition score pigs. Moving and handling pigs requires knowledge of pig behaviour, handling and restraining techniques, moving different classes of pig and OHS requirements. Moving and handling pigs is usually performed within set routines, methods and procedures, and under supervision.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------|--|
| 1. Control and direct pigs | <p>1.1 Pigs are moved and handled with minimum force, applying the principles and practices of animal welfare and according to industry practice.</p> <p>1.2 Positive behaviours of pigs are maximised in the movement of stock and the mental and physical well being of pigs considered.</p> <p>1.3 Pigs are monitored continually for behaviour and condition as they are handled.</p> <p>1.4 Pigs are moved with confidence, safely and with minimal stress, either singly or in groups.</p> <p>1.5 Pigs are moved and handled in such a way as to avoid injury to the handler.</p> |
| 2. Restrain pigs | <p>2.1 Industry accepted restraints are used to safely and securely restrain pigs as required.</p> <p>2.2 Restraint procedures are carried out with minimal stress and discomfort to the animal, and within the relevant code of welfare and establishment practice.</p> |
| 3. Weigh/condition score pigs | <p>3.1 Pigs are weighed accurately on an individual and on a group basis.</p> <p>3.2 Condition score of individual pigs is accurately estimated to industry standards.</p> <p>3.3 Weights/condition scores of pigs are recorded accurately and clearly on an individual and group basis.</p> <p>3.4 Pigs are identified by reading ear tag, ear notch or pen number.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through discussions and written notes according to standard operating procedures.	1
Collecting analysing and organising information	Through recording weights, condition scores and pen movements.	1
Planning and organising activities	According to standard operating procedures and supervisor directions.	1
Working with others and in teams	During moving and handling operations.	1
Using mathematical ideas and techniques	Through weighing and condition scoring pigs.	1
Solving problems	Through advising supervisor.	1
Using technology	Through use of weighing equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What size pigs may be moved and handled under this standard?	Newborn piglets through to mature sows and boars.
What pig behaviours may be relevant to moving and handling?	Pigs fear of humans, pig vision, response to illumination, handling behaviour, memory, and obstacles.
Which restraints may be used in moving pigs?	Pig boards and snares.
What pigs are weighed?	Pig weighing is carried out on newborn through to finisher stock.
What pigs are generally condition scored?	Sows are generally condition scored.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in moving and handling requires evidence that pigs across a range of classes have been successfully and appropriately moved and handled in accordance with enterprise standard operating procedures. The skills and knowledge required to move and handle pigs must be transferable to a range of work environments and contexts. For example, this could include different classes of pigs, enterprise guidelines, and locations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- pig behaviour and characteristics which can be used to facilitate handling
- handling and restraining techniques
- enterprise quality assurance policies including standard operating procedures
- techniques for moving different classes of pig, (e.g. moving groups of weaners, moving sows and boars)
- OHS requirements when handling large animals.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- control and direct pigs
- restrain pigs
- weigh/condition score pigs.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2130A Unit Descriptor

Ride and care for horses and equipment

This competency standard requires a person to safely perform basic horsemanship activities such as riding a horse for the first time and preparing a horse for work using basic methods and procedures.

It requires the application of skills and knowledge to carry out horse handling operations safely and humanely in prepared handling areas, using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and organisation workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare to work with horses | <ul style="list-style-type: none"> 1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management. 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the preparation process. 1.3 Equipment suitable for the work to be undertaken is selected, checked, and maintained if necessary. 1.4 Suitable personal protective equipment is selected, used and maintained. |
| 2. Ride stock horses for the first time | <ul style="list-style-type: none"> 2.1 Suitable stock horses are identified and selected according to a nominated selection criteria. 2.2 Unhealthy or unsound horses are identified and reported to foreman or manager. 2.3 Selected horses are approached, caught and restrained as instructed. 2.4 Gear to manage and control the horse for the required work is selected and fitted. 2.5 OHS hazards are continually identified when working with horses, risks are assessed and suitable controls implemented. 2.6 Horses are handled and restrained safely and within the organisation's and industry guidelines for animal health and welfare. |

3. Prepare horses for work
- 3.1 OHS hazards are continually identified when working with horses, risks are assessed and suitable controls implemented.
 - 3.2 Feeds are mixed and offered in the quality and quantities instructed by the manager.
 - 3.3 Horses are **groomed** before and after work to ensure their coat condition and health is maintained.
 - 3.4 Hoof care and cleaning is completed before working the horses, according to the **organisations procedures**.
 - 3.5 Vices of horses are identified and corrective action is taken to maintain control of the horses.
 - 3.6 Horse education is carried out in association with stock working routines.
 - 3.7 Educated horses are controlled and worked as an integral part of stock husbandry routines.
 - 3.8 Horses are handled safely and within the organisations and industry guidelines for animal health and welfare.
4. Care for saddlery and equipment
- 4.1 Basic **working gear** to suit the individual horse is selected and fitted.
 - 4.2 Working gear is cleaned and checked as a part of regular daily routines.
 - 4.3 Working gear is maintained or repaired as required to ensure safe horse working conditions.
 - 4.4 Working gear and saddlery is stored after use in line with organisation policy.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	When interpreting the specific work that is required, and when dealing with colleagues and clients.	1
Collecting analysing and organising information	When determining the health needs and working requirements of the horse.	2
Planning and organising activities	In setting up the regimes for working and training the horses.	2
Working with others and in teams	When working alongside others to achieve a common workplace outcome.	2
Using mathematical ideas and techniques	In calculating quantities and volumes of feed and additives.	1
Solving problems	When dealing with difficult or fractious horses.	2
Using technology	When measuring, communicating and calculating.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What personal protective equipment may be relevant to this standard?

This may include boots, overalls and gloves, protective eyewear, hearing protection and sun protection (sun hat, sunscreen).

By what criteria are horses selected upon?

On their breed or breed-cross, age, sex, condition, colour and markings, brands or tattoos. They must also be examined for lameness, sore eyes, sore mouth, girth galls, back conditions, mud, caked sweat or vegetable matter, damaged feet or lower limbs, localised or systemic infections.

At what pace may a horse be worked?

Horses may be worked at a walk, trot, canter or gallop.

What actions could be taken to eliminate or minimise the OHS risk?

Relevant OHS hazards identification, risk assessment and risk control measures, and safe systems and procedures for:

- manual handling
- outdoor work, including protection from solar radiation
- selection, use and maintenance of relevant personal protective equipment

all working routines for horses must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare.

What are some restraining devices?

Rearing bit, war bridle, blindfold, twitch, neck skin hold, leg strap, hobbles, and sidelines.

What does grooming involve?

It involves washing, trimming, pulling of manes and tails, removal of dust, mud, scurf, sweat and tangles, burrs and other vegetable matter.

Equipment such as brushes and combs, clippers, bot knife, scrapers, and soap will be used.

What organisation procedures may apply to this standard?

Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, organisation standard operating procedures, specifications, work notes, waste disposal, recycling and re-use guidelines, and OHS procedures.

What does horse working gear include?

It includes saddles, breastplates, martingales, bridles, cruppers, saddlebags, headstalls, saddlecloths, feeders, and rugs.

EVIDENCE GUIDE

Competence in basic horsemanship requires evidence of the ability to prepare horses for handling operations using equipment and calm and humane methods to minimise undue stress and risk to horses or handlers. It requires the ability to follow interpret and apply task instructions, riding horses for the first time prior to preparing them for work, shoeing horses and transporting them, monitor and anticipate horse behaviour and recognise and report hazards or movement problems for remedial action. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required must be transferable to another rural environment. For example, if competence is evident in the drafting and movement of horses, some skills must also be evident in the conduct of handling operations for sheep, beef and dairy cattle.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- horses and horse husbandry
- horse riding and handling safety when riding
- horse health, behaviour and psychology
- anatomy and physiology of the horse
- care and maintenance of hooves and the lower limbs
- environmental controls and codes of practice applicable to the organisation
- the organisation's livestock production and management plans.
- sound management practices and processes to minimise noise, odours and debris from the livestock operations
- relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors
- relevant OHS legislation, regulations and codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- horse handling skills
- ride horses
- complete basic hoof care procedures
- groom horses
- care for saddlery and equipment
- observe, identify and react appropriately to environmental implications and OHS hazards
- measuring quantities required for feed.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2131B

Unit Descriptor

Care for health and welfare of livestock

This unit of competency specifies the outcomes required to monitor the health and welfare of livestock, provide the optimal environment for them, administer medications as and when necessary, and maintain clear and accurate records about the work undertaken.

The maintenance of the health and welfare of livestock is likely to be under limited supervision. Overall progress may be checked periodically. The maintenance of the health and welfare of livestock will usually follow set routines, methods and procedures. Some discretion and judgement is required in the selection of equipment and materials, organisation of work, and services.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Monitor and assess livestock health and welfare. | <p>1.1 Regular checks are taken to assess livestock health and welfare according to the requirements of the organisation.</p> <p>1.2 Symptoms of ill health and common diseases, disorders or parasite infestations are recognised and reported.</p> <p>1.3 Sick livestock are safely treated and humanely destroyed, if necessary.</p> <p>1.4 Dead livestock are removed and disposed of according to enterprise procedures.</p> <p>1.5 Post-mortem assistance is provided, where necessary, according to organisational practice.</p> <p>1.6 Livestock health and welfare status is recorded in accordance with enterprise procedures.</p> |
| 2. Provide an optimal environment for livestock. | <p>2.1 Optimal environment is correctly and safely provided for livestock according to organisation practice, the code of welfare and relevant regulations.</p> <p>2.2 Where applicable, temperature control equipment is correctly monitored, maintained and operated to ensure optimal temperatures for livestock.</p> <p>2.3 Where applicable, equipment and housing are installed in accordance with established organisation quality assurance programs.</p> <p>2.4 Information that is relevant, complete, legible and accurate is recorded on shed or other environment conditions, according to enterprise procedures.</p> |

3. Establish and maintain shed hygiene.
- 3.1 Organisational **OHS** procedures, practices, policies and precautions are observed and followed, including the use of **personal protective equipment**.
 - 3.2 **Cleanliness and hygiene** are maintained by selecting and using appropriate methods according to organisation practice and relevant regulations.
 - 3.3 **Quarantine** procedures are maintained as instructed to minimise the risks of **disease** introduction to the shed.
 - 3.4 Thorough personal hygiene practices are maintained in all activities associated with handling livestock, including reducing risks from diseases transmissible to humans.
 - 3.5 Equipment and fittings are dismantled, cleaned and replaced correctly.
 - 3.6 Rooms, machines and surfaces are cleaned to industry standards.
 - 3.7 **Pest and vermin** control measures are taken, when necessary, according to organisation practice and supervisors instructions.
 - 3.8 All waste and debris is placed in allocated containers and disposed of, and run-off is dealt with according to the Biosecurity Code of Practice, organisation and public health hygiene standards.
4. Assist with administering medication to livestock.
- 4.1 **Vaccines** and veterinary chemicals appropriate to the operation are stored or frozen and labelled in controlled or refrigerated conditions.
 - 4.2 Killed and live **vaccines are stored** separately to maintain maximum efficacy of the product.
 - 4.3 **Routine prevention procedures** for disease, disorders or parasite infestation are safely carried out.
 - 4.4 Quantities of medication are accurately measured for administration according to clear organisation instruction and manufacturers instructions.
 - 4.5 Vaccination is carried out under instruction, as required, according to organisation procedures.
 - 4.6 Vaccinated and non-vaccinated livestock are identified in shed records.
5. Collect samples for analysis.
- 5.1 **Blood samples are collected** from random samples as required by organisation and instructed by the supervisor.
 - 5.2 Swabs are taken from surfaces and work areas on a regular basis and prepared for **laboratory testing** as required by organisation and industry standards.
 - 5.3 Swabs and samples are clearly and accurately labelled and prepared for dispatch to the laboratory as directed by veterinary staff, organisation practice, and quality assurance program.

6. Keep and maintain records.
- 6.1 Disease incidence, livestock losses, and **treatments** are recorded accurately according to organisation practice and relevant regulations.
 - 6.2 Disease information is reported to the unit manager so that prevention strategies can be planned and implemented.
 - 6.3 All **records** made, kept and maintained are clear, accurate, and follow the guidelines laid down by industry and the organisation.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Required skills include:

- accurately livestock numbers
- complete worksheets clearly and accurately
- detect possibility of disease through parameters such as behaviour and length of time required to eat food
- dispose of unused prepared chemicals or medications, sharps and other contaminated items safely and in an environmentally correct manner
- observe, identify and react appropriately to environmental implications and OHS hazards
- recognise clinical symptoms (normal vs. abnormal)
- recognise fear and aggression
- recognise heat stress
- survey workplace for hygiene and OHS issues
- tag livestock of varying ages
- use computing technology to create, maintain and amend workplace records.

Required knowledge:

Required knowledge and understanding include:

- environmental controls and codes of practice applicable to the enterprise
- euthanasia of livestock.
- how to handle livestock
- potability of water
- quality of feed
- relevant legislation and regulations relating to waste and environment management, livestock health and welfare, and employment of staff and contractors
- relevant OHS legislation, regulations and codes of practice
- safe handling of sick and dead livestock
- signs of fear and aggression
- signs of heat stress
- symptoms of ill-health in livestock
- the organisations livestock production and management plans - sound management practices and processes to minimise noise, odours and debris from the livestock operations
- the range of diseases affecting the class and age of livestock
- vaccination programs, vaccines and mode of action in use in the organisation
- withholding periods for use of antibiotics
- zoonotic diseases and mode of transmission.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

What ***practices*** can influence diseases?

Disease may be influenced by management practices such as wild bird exclusion, vaccination, maintaining bait stations for rodents, replacing sanitisers in footbaths, laundering protective clothing, maintaining truck and other vehicle wash facilities, maintaining fencing, and maintaining personal hygiene.

What ***disorders*** may be observed?

Disorders affecting livestock may include vitamin/mineral deficiencies.

These may be managed by supplementing diet, cutting toenails, trimming teeth, trimming fleece from eye area.

When should ***post mortems be performed?***

Routine post mortems should be performed on freshly dead birds or animals and culls.

What practices can ***influence welfare?***

Welfare may be influenced by management practices such as handling of livestock, water suitable for their needs, food appropriate for the physiological requirements of livestock, vaccination, and prevailing weather conditions.

What does ***optimal environment*** involve?

It involves accommodation, group sizes, stocking rates, temperature, ventilation, sick bay access and access to food, water and shade

What ***does temperature control equipment*** involve?

It involves spray cooling, heating and ventilation.

What are the **OHS hazards** that might exist?

Hazards might include:

- accidental infection of skin lacerations by employees handling livestock
- accidental inoculation or stabbing with needles or scalpels
- accidental poisoning or burning with hygiene agents
- cleaning areas above head level
- killed vaccines may cause severe tissue reactions in humans if accidentally injected.

These may be eliminated or minimised through:

- safe operating procedures
- safe manual handling systems and procedures
- safe systems and procedures for outdoor work including protection from solar radiation
- selection, use and maintenance of relevant personal protective equipment
- safe and environmentally correct disposal of unused prepared chemicals or medications, sharps and other contaminated items
- protocols for notification of needle stick injuries.

What **personal protective clothing and equipment** may be relevant?

This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What should be **cleaned in the and around the shed**?

Applied chemicals should be cleaned, complex equipment should be dismantled and re-assembled to assess areas to be cleaned, routine cleaning programs should be performed such as sweeping, dusting and vacuuming, washing amenities and facilities including protective clothing, hand basins, toilets, showers, offices, dusting superstructure, and cleaning air filters and ducts.

What is involved in **livestock cleanliness**?

It involves the hygiene of amenities and facilities, fly control and tidiness, sweeping, dusting in all work areas, lawn and environment maintenance, and checking incoming equipment for cleanliness (such as hatchery fillers).

What determines **quarantine and control strategies**?

In the case of emergency disease outbreaks, legislative requirements will dictate the quarantine and control strategies that must be implemented. Some sheds draw product and materials from several locations and can spread disease back to organisations if equipment is not cleaned adequately to Biosecurity Code.

What **agents** do disease prevention procedures use?

Such agents as vaccines, sprays, medicated feed and water, nutrient drenches and injections, antibiotics and therapeutic drugs.

<p>What pests and vermin might need to be controlled?</p>	<p>Pests and vermin may include flies, other insects, birds and other vertebrate pests such as mice, rats, feral cats, foxes and dogs.</p>
<p>What medications may be administered?</p>	<p>Medications include vaccines, antibiotics and other prescribed medicines.</p>
<p>Routine prevention procedures</p>	<p>Administration of vitamins A,D&E, selenium supplements, drenches or injections for internal and external parasites, vaccinations etc</p>
<p>What forms may vaccination include?</p>	<p>Vaccination is carried out by several methods, depending on the disease, including injection, water, spraying, and stabbing.</p>
<p>How must vaccines be stored?</p>	<p>Vaccine types change and have critical storage requirements if potency is to be assured. In addition it should be noted that vaccine schedules are critical in preventing uncontrolled outbreaks.</p>
<p>What is involved when collecting blood samples?</p>	<p>It involves selecting suitable holding pens, catching livestock when not in pens using suitable equipment, holding livestock, responsibility of assessing livestock by monitoring signs, and taking corrective action when the stress due to close confinement is excessive.</p>
<p>Why is sample collection necessary?</p>	<p>Sample collection is often a result of verbal instructions from employer, unit manager or veterinary staff. Samples required for disease diagnosis may vary depending upon the disease and livestock type or breed.</p>
<p>What is required to enable laboratory testing?</p>	<p>Swabs and samples for laboratory testing are collected and packed, as required, including blood and tissue together with routine swabs.</p>
<p>How is treatment of disease determined?</p>	<p>The primary cause of disease may be difficult to detect and the symptoms are often treated. Treatments may include vaccination, medicating water, adding medication to feed, and euthanasia.</p>
<p>What relevant information might be recorded and reported?</p>	<p>Dates, times and periods of operation and maintenance, livestock numbers, chemicals and other substances used including quantities and methods, and readings from temperature and flow-rate gauges.</p>
<p>How might information be documented?</p>	<p>Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.</p>

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What evidence is required to demonstrate competence for this unit as a whole?

Competence in maintaining health of livestock requires evidence that livestock remain at optimum health, and that outbreaks of disease are minimised through the effective use of hygiene and quarantine procedures. Competence in maintaining welfare of livestock requires evidence that livestock are looked after and that problems are minimised through effective use of livestock knowledge and handling skills.

The skills and knowledge required to maintain good health and welfare of livestock must be **transferable** to a different work environment. For example, across a range of breeds and classes of livestock, and a range of shed and production system types.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life that are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (1) be applied?
- In interpreting and clarifying the work that is to be done, and the specific requirements that there are for a particular situation.
- How can information be collected, analysed and organised (2)?
 - In working with information that details feed amounts and times of feeding, medication records, livestock losses, stocking rates, shed temperatures, and other details critical to the health and welfare of the livestock.
- How are activities planned and organised (2)?
 - In preparing to administer medications according to the schedules provided.
- How can team work be applied(2)?
 - When working alongside other operators to ensure that required team outcomes are achieved.
- How can the use of mathematical ideas and techniques (1) be applied?
 - In calculating ratios, percentages and amounts required when dealing with medications and other chemical compounds.
- How can problem-solving skills (1) be applied?
 - In providing an optimal environment including temperature control and ventilation rates. Also to ensure that stocking rates for the season are adjusted appropriately.
- How can the use of technology (1) be applied?
 - In measuring and calculating amounts required when dealing with either medications or cleaning compounds.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2132A**Unit Descriptor****Assist with artificial insemination procedures**

This competency standard covers the process of assisting with artificial insemination procedures. Competency requires the application of knowledge and skills to move, handle and restrain animals, prepare relevant materials and equipment and clean up following insemination. This work is likely to be carried out under supervision within enterprise guidelines. The artificial insemination procedure will generally be carried out by a registered veterinarian or licensed inseminator, but high-level support needs to be provided.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Assist with preparation of animals for insemination | <ul style="list-style-type: none"> 1.1 Animals on heat are detected and information recorded or reported to supervisors. 1.2 Animals on heat are moved to the insemination area. 1.3 Animals are restrained, where required, using safe and humane techniques to minimise stress and discomfort. 1.4 Assistance is provided with the hygienic preparation of tools and equipment. 1.5 Suitable personal protective equipment and clothing is selected, used and maintained according to OHS and enterprise requirements. |
| 2. Support insemination procedure | <ul style="list-style-type: none"> 2.1 All insemination equipment is sterilised and cleaned or disposed of according to industry code of practice. 2.2 Intended recipient is correctly identified and readied. 2.3 Intended recipient is restrained, where required, and prepared for insemination to optimise results according to recognised handling techniques that minimise stress. |
| 3. Clean work area and equipment | <ul style="list-style-type: none"> 3.1 Waste is disposed of according to recommended hygiene standards and environmental policy. 3.2 Work area and equipment cleaned to industry standards and returned to operating order. 3.3 Animals are safely returned to designated area according to enterprise requirements and instructions. 3.4 Where used, restraints and harnesses are cleaned and returned to safe and operational order. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Livestock behaviour (such as oestrus cycles/ovulation) may be observed and accurately reported for correct action to occur.	1
Collecting analysing and organising information	Details of livestock behaviour may be observed and monitored for analysis and organised by records and reports.	1
Planning and organising activities	Assistance for artificial insemination may be planned and organised around enterprise routines.	1
Working with others and in teams	In methods and procedures to assist with identification.	1
Using mathematical ideas and techniques	Not applicable.	-
Solving problems	Insemination procedures may require remedial action to ensure correct semen is identified/collected and to avoid any complications at the time of insemination.	1
Using technology	To communicate, calculate and record data relating to animal identification and insemination.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What animals are covered by this unit?	Animals covered by this unit include beef and dairy cattle, sheep and goats, horses and pigs.
What hygiene factors need to be considered?	Sterile equipment and clean work sites are essential to the insemination process. Cleaning of yard/seminal extraction area.
What personal protective equipment and clothing might be used?	Boots, overalls, gloves, and sun protection (sun hat, sunscreen).

What OHS requirements are relevant to this standard?	Safe livestock handling systems and procedures including zoonoses control (Q Fever), identify hazards, assess and report risks, safe manual handling (including lifting) systems and procedures. Safe systems and procedures for the application and storage of hazardous substances (drenches, vaccines), and the handling of veterinary equipment (syringes, needles, vaccines). Safe systems and procedures for outdoor work including protection from solar radiation, and the appropriate use of personal protective equipment.
What insemination equipment might need to be sterile and clean?	Harnesses and restraints, gloves, pipettes.
How might the intended recipient be correctly identified?	Stud records, papers, fixed identification (markings, colour, brands).
What waste might there be?	Disposable equipment such as single use rubber gloves, pipettes, straws.
What designated areas might animals be returned to?	Boxes, stables, paddocks, yards, pens.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting with artificial insemination procedures requires evidence of the ability to prepare animals and equipment for artificial insemination procedures, including the ability to handle animals humanely and safely, and to clean up work areas, equipment and record data.

The skills and knowledge required to assist with artificial insemination procedures must be transferable to another rural workplace. For example, this could include different enterprise policies and standard operating procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- safely and humanely handle livestock
- sterilise equipment and prepare hygienic work site prior to insemination procedures
- identify and record animals on heat
- keenly observe animals and insemination processes
- employ safe work practices
- clean up worksite and safely dispose of waste
- communicate effectively with other team members, veterinarians and/or licensed inseminators.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2133A**Unit Descriptor****Artificially inseminate pigs**

This competency standard covers the process of artificially inseminating pigs. Competency requires the application of knowledge and skills to prepare for insemination, time insemination to coincide with oestrus cycles, prepare equipment and worksites, correctly select and thaw semen for insemination, inseminate pigs, and clean up and record data after insemination is complete. This work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------|---|
| 1. Organise insemination process | 1.1 Hygiene factors are identified and appropriate procedures followed.
1.2 Semen supplies and resources are accessed from enterprise stores.
1.3 Artificial insemination program is followed according to enterprise standard operating procedures. |
| 2. Inseminate pigs | 2.1 Pigs are handled in a way that minimises stress.
2.2 Pigs are prepared for artificial insemination.
2.3 Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements.
2.4 Pigs are inseminated at the correct stage of oestrus cycle. |
| 3. Clean work area and equipment | 3.1 Waste is disposed of according to recommended hygiene standards and environmental policy.
3.2 Work area is cleaned to industry standards and returned to operating order. |
| 4. Document and record data | 4.1 Data on insemination process is accurate and recorded according to enterprise requirements. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Insemination processes and pig behaviour may be observed and accurately reported for correct action to occur.	1
Collecting analysing and organising information	Details of insemination processes and outcomes may be observed and monitored for analysis, and organised by records and reports.	1
Planning and organising activities	Insemination activities may be planned and organised to ensure optimum results.	1
Working with others and in teams	Team work may be applied in methods and procedures to handle and inseminate pigs.	1
Using mathematical ideas and techniques	Mathematics may be applied to calculate oestrus cycles and optimum time for insemination.	1
Solving problems	Insemination procedures may require remedial action to ensure correct semen is identified, and to avoid any complications at the time of insemination.	1
Using technology	To communicate, calculate and record livestock insemination procedural data.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What hygiene factors need to be considered? Sterile equipment and clean worksites are essential to the insemination process.

What resource might be required? Resource may include gloves, straws and pipettes/correct catheters.

How might pigs be prepared for artificial insemination? Observation and checking/teasing of pig to ensure pig is at correct stage of oestrus cycle.

What personal protective equipment might be used?	Boots, overalls, and gloves.
What OHS requirements are relevant to this standard?	Safe livestock handling systems and procedures, identify hazards, assess and report risks, and safe manual handling systems and procedures.
What is involved in preparing semen before artificial insemination?	Semen is checked for correct sire identification and semen is prepared in readiness for insemination.
What waste might there be?	Disposable equipment such as single use rubber gloves, pipettes, semen packs and catheters.
How might data on insemination process be recorded?	In electronic or hard copy.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in artificially inseminating pigs requires evidence of the ability to prepare for artificial insemination, prepare semen and inseminate pigs. In addition it requires the ability to handle pigs humanely and safely, and to clean up work areas, equipment and record data.

The skills and knowledge required to artificially inseminate pigs must be transferable to another rural workplace. For example, this could include different enterprise policies and standard operating procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- basic animal health and physiology
- preparation requirements for artificial insemination of pigs
- pig behavioural characteristics
- enterprise and industry identification system for livestock

- personal protective equipment and when and how it should be used
- relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS and animal welfare
- enterprise policies with regard to artificial insemination, and recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- sterilise equipment and prepare hygienic worksite prior to insemination procedures
- observe pigs to detect correct insemination timing
- employ safe work practices
- clean up worksite and safely dispose of waste
- communicate effectively with other team members.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2134A

Assist with feeding in an intensive production system

Unit Descriptor

This competency standard covers the work involved in preparing and providing feed and water for livestock in an intensive production unit. It requires the application of limited knowledge and skills to get and distribute feed, check watering systems, report to supervisors, and keep basic feeding records. In addition, it requires an awareness of animal welfare and behaviour, safe workplace, and sustainable environmental practices associated with livestock production. The work is likely to be carried out under close supervision with regular checking within enterprise guidelines. It requires an understanding of basic nutritional and animal requirements.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|----------------------------|--|
| 1. Get and distribute feed | <ul style="list-style-type: none"> 1.1 Daily feeding program for livestock is checked with supervisor. 1.2 OHS hazards are identified, risk assessed and suitable controls implemented. 1.3 Suitable personal protective equipment is selected, used and maintained. 1.4 Assistance is provided for weighing and measuring feed. 1.5 Feed is loaded into trolleys from silos or other storage bins and distributed, or where used, automatic/computerised feeders are checked for blockages and correct functioning. 1.6 Supervisors are notified of any abnormalities or irregularities with feed stocks. 1.7 Tools, machinery and equipment are maintained and stored after use. |
| 2. Check watering systems | <ul style="list-style-type: none"> 2.1 Where appropriate, watering systems are adjusted for height or position. 2.2 Water flow is checked and adjustments are made accordingly. 2.3 Watering containers or lines are emptied and cleaned where necessary. |
| 3. Keep workplace records | <ul style="list-style-type: none"> 3.1 Basic feeding records are kept and supervisor informed. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating with supervisor regarding daily routines.	1
Collecting analysing and organising information	Collecting, analysing and organising information in preparing to measure, weight and mix feed.	1
Planning and organising activities	In organising daily work routines for feeding and watering stock.	1
Working with others and in teams	Working with teams and others in assisting with the movement of ingredients.	1
Using mathematical ideas and techniques	Using mathematical ideas and techniques in calculating feed requirements.	1
Solving problems	Solving problems with regard to distributing feed and checking watering systems.	1
Using technology	Using technology in operating feeding and watering machinery and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What livestock are covered by this unit?

Livestock covered by this unit include pigs, poultry, shedded sheep, feedlot and dairy cattle.

What actions could be taken to eliminate or minimise OHS risk?

The range of actions are both systematic and at an operational level. These are listed below:

Systems should be in place to ensure the safe operation and maintenance of machinery and equipment including feed lines and feed trolleys and exposed moving parts. Precautions should also be in place to minimise exposure to noise and organics and other dusts. Systems and procedures for handling livestock, as well as working with and around electricity, should also be in place

Fixtures should be in place in all storage sheds including, where appropriate, access ladders, hand rails and ladder cages.

Personal protective equipment should be selected, used and maintained.

Environmental conditions should be controlled to maximise safety for employees engaged in the storage and handling of stock feeds.

Procedures should be in place for safe handling of livestock and feeding equipment.

What personal protective equipment may be relevant to this standard?

Boots, hats/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sun screen).

What assistance may be provided?

Assistance may be provided in the way of loading and unloading bagged stockfeed or bulk feedstuffs into silos and other storage bins.

How might automatic/computerised feeders be checked?

The computer printout should be obtained and scanned for information about the feed distribution system. Data should be compared to known parameters for successfully operating system.

What records may be kept?

Daily feeding and watering records, basic reports to supervisor of abnormalities or irregularities affecting the feeding of livestock, such as broken or damaged cages, pens, feeders, watering systems, heaters, lights and fans.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in feeding animals in an intensive production system requires evidence that feed and water provision for animals is completed according to enterprise standard operating procedures.

The skills and knowledge required to feed animals in an intensive production system must be transferable to a different work environment. For example, across a range of breeds and classes, as well as in a variety of shed types and feeding systems.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- silo operations, tractors and associated feeding machinery and equipment
- cleaning and storage of machinery, equipment and materials
- enterprise recording and reporting procedures
- grains, meals, pelleted and liquid feeds
- evidence of spoilage and handling spoiled feeds.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- identify a range of feed types and qualities
- identify grain contaminants
- recognise and rectify minor operational faults
- read and interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets
- interpret and apply task instructions, communicate with work team and supervisor, and record and report faults, workplace hazards and accidents
- complete records and documentation of feed use and volumes for the shed
- use machinery and equipment associated with providing feed.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2136A

Unit Descriptor

Load and unload livestock

This competency standard covers the work required to load and unload animals for transport. It requires a working knowledge of animal handling techniques and associated facilities and equipment. Competency requires an awareness of legislative requirements with regard to animal welfare. The work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Check facilities and equipment for sound working conditions | <ul style="list-style-type: none"> 1.1 Required facilities and equipment are identified. 1.2 The work site, facilities and equipment are checked for hazards. 1.3 Repairs and maintenance of facilities and equipment required for the loading or unloading of livestock are carried out where necessary. 1.4 Personal protective clothing and equipment is used and stored. |
| 2. Load animals | <ul style="list-style-type: none"> 2.1 Animals are mustered, yarded/caught, prepared for transport, loaded and counted using safe working methods. 2.2 Numbers of livestock are recorded according to enterprise procedures. 2.3 Identification details of individual animals are recorded as required. 2.4 Livestock are loaded in compliance with animal welfare requirements and OHS legislation. |
| 3. Unload animals | <ul style="list-style-type: none"> 3.1 Animals are unloaded in safe manner to ensure no injury to personnel or animals. 3.2 Numbers of livestock are recorded according to enterprise procedures. 3.3 Agreement on condition of animals is reached with the receiving and/or despatching party. |
| 4. Perform appropriate animal health procedures | <ul style="list-style-type: none"> 4.1 Stock is sorted if required. 4.2 Animal health treatments are performed off truck as instructed. 4.3 Animals are fed and watered to enterprise requirements. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identified hazards or problems encountered during loading and unloading may be communicated to the supervisor or transport operator.	1
Collecting analysing and organising information	Stock counts can be reconciled with cartage notes.	1
Planning and organising activities	Loading and unloading may be planned and organised with others according to workplace procedures.	1
Working with others and in teams	Team work may be applied in the communication of methods and procedures to control animals during loading and unloading.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation of animals during loading and unloading.	1
Solving problems	Contingencies in the event of adverse weather conditions or uncontrolled animals movement may be planned and prepared to minimise disruption to work schedules.	1
Using technology	To communicate, calculate and record animal numbers.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What type of facilities and equipment may be included?	Depending on the type of animals being loaded and unloaded, facilities may include yards, pens, fixed and portable loading ramps, cages, prods and dogs.
What existing and potential hazards may be identified?	Animal movement and handling, solar radiation, dust, uneven work surfaces, gates, moving trucks and other vehicles.

What personal protective clothing and equipment may be relevant to this standard?	This may include boots, overalls, gloves, protective eyewear, hearing protection, dust mask and sun protection (sun hat, sunscreen).
What animals are covered by this standard?	Animals covered by this standard include cattle, sheep, goats, pigs, horses and poultry.
What safe working methods may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • animal handling including zoonoses control (such as Q Fever) • hazard and risk control • manual handling • outdoor work including protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment.
What identification systems are used?	Identification may include tail tags or other means of identification of animals.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability, under supervision, to safely and humanely load and unload animals in a calm and controlled manner. It requires the ability to anticipate animal behaviour, and provide and maintain appropriate animal health and nutritional requirements. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to load and unload animals must be transferable to another work environment. For example this may include different types of animals in different yards loaded onto and unloaded from different types of transport.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- animal handling and movement methods and techniques
- animal basic health and nutritional requirements
- animal herding/flocking behaviour
- animal welfare codes of practice
- working dogs' uses and techniques (where appropriate)
- relevant OHS and animal welfare legislative requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- provide due care and handle animals safely and humanely
- prepare equipment and working dogs (when used) for handling animals
- monitor animal behaviour and recognise irregularities
- read and interpret muster plans and maps
- calculate animal numbers and assess and calculate feed and water requirements.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2137A**Assist with natural mating procedures and parturition of horses****Unit Descriptor**

This competency standard covers the process of assisting with the natural mating of horses. Competency requires the ability to prepare mares for teasing, monitor mating and take remedial action where needed, to record data and monitor and report on the effectiveness of the mating program. The work is likely to be carried out with limited responsibility within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Prepare mares for teasing and mating | <ul style="list-style-type: none"> 1.1 Mares displaying signs of oestrus in the paddock are identified and advice provided to supervisor 1.2 Mares are mustered safely and quietly from paddock to teasing yards using appropriate handling procedures 1.3 Mares are handled for teasing using appropriate handling procedures 1.4 Mare is restrained using appropriate restraining methods 1.5 Mares reaction to the teaser is noted and reported to supervisor 1.6 Suitable personal protective equipment is selected, used and maintained 1.7 Mating procedures and handling techniques that minimise stress and discomfort to horses and meet OHS requirements are used |
| 2. Handle mares for routine veterinary reproductive procedures | <ul style="list-style-type: none"> 2.1 Mares are led into crush, ensuring safety and wellbeing of both mare and foal, if present 2.2 Mare and foal are handled to ensure both are settled and safe 2.3 An appropriate restraint method in the crush is used 2.4 Assistance is provided to the veterinarian to prepare for examination of the mare when necessary |
| 3. Care for and handle in-foal wet and dry mares | <ul style="list-style-type: none"> 3.1 External genitalia and udder of mares are examined using correct procedure 3.2 In-foal mares are examined for general health and wellbeing and possible signs of abortion 3.3 Mares close to foaling are identified and advice provided to supervisor 3.4 Mares with foals at foot and the foal are examined for general health and wellbeing |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discuss natural mating procedures and requirements with other staff, supervisors and veterinarians.	1
Collecting analysing and organising information	Mares reaction to the teaser, health and welfare observations of the mare and foal	2
Planning and organising activities	Process of teasing is planned and organised.	1
Working with others and in teams	Team-work may be applied to ensure mating targets are met.	1
Using mathematical ideas and techniques	Mathematics may be applied to determine oestrus cycle	1
Solving problems	Mating may require re-joining and infertility cause may need to be determined.	1
Using technology	To record data and to test for pregnancy.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What condition may the mares being handled be in ?

Mares may be in-foal, wet or dry.

How might signs of oestrus be observed?

Follicle testing must be performed once on the first cycle and then every second day, and might use either manual techniques or scanning equipment.

Where may teasing occur?

Teasing may occur with free access with teaser in a pen or run, teasing over a board or rail, paddock teasing, crush or race teasing.

What restraining methods could be used during teasing?

Nose twitch, neck skin twitch, and chain lead could be used during teasing.

What personal protective equipment may be relevant to this standard?

This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).

What OHS requirements are relevant to this standard?

All procedures must be carried out in compliance with the provisions of the Workplace Health and Safety Acts, their regulations and the relevant Codes of Practice and should include:

- making calm and positive actions at all times when handling horses to minimise the risk of kicks or bites from frightened or escaping animals
- strictly observing the manual handling Codes of Practice
- maintaining awareness of the constant workplace hazard of kicks, bites and crushing from horses
- maintain safe working practices, including communicating proposed actions with horses to all personnel in close proximity to avoid accidents.

What may be used as a restraint method in the crush?

Nose twitch, neck skin twitch, chain lead may be used to restrain mares in the crush

How may a veterinarian be assisted to prepare for an examination?

Assistance provided may include holding mares tail to the side, washing down mares external genitalia, and holding equipment as required.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in conducting natural mating of horses requires evidence of the ability to monitor mares condition, detect oestrus cycles, handle mares safely for teasing, conduct mating, and record data.

The skills and knowledge required to conduct natural mating of horses must be transferable to another rural workplace. For example, this could include different breeds, enterprises and workplace environments.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- care for and handle in-foal mares
- care for and handle mares with foals at foot
- signs of oestrus
- signs of abortion
- signs of imminent foaling in mares
- teasing methods
- restraint methods used during teasing
- restraint methods used in the crush
- general health and wellbeing signs in mares
- relevant State/Territory legislation, regulations and Codes of Practice with regard to workplace OHS and animal welfare
- enterprise and industry policies with regard to recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle mares and foals safely and quietly
- check for health and wellbeing of mares and possible signs of abortion
- use a variety of teasing methods
- use a variety of restraints
- use safe work practices
- ensure animal welfare practices are used
- communicate effectively with other teams members, veterinarians and supervisors

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2138A

Unit Descriptor

Shear goats

This competency standard covers the selection, handling and shearing of goats. It requires the application of skills and knowledge to identify problem goats and rectify shearing complications. Competency requires an awareness of enterprise and legislative requirements with regard to shearing practices and shearing shed procedures. The work would be carried out under routine supervision within enterprise guidelines.

NB: Chemicals must only be applied by qualified persons outside the workplace.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|--|
| 1. Prepare for shearing | <p>1.1 Shearing equipment is checked for correct operation prior to shearing session.</p> <p>1.2 Goats to be shorn are identified, caught and moved according to OHS, animal welfare and enterprise requirements.</p> <p>1.3 Goats are positioned for shearing according to industry agreed shearing methods.</p> <p>1.4 Potential and existing hazards in the workplace are identified, assessed and controlled according to OHS requirements.</p> <p>1.5 Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements.</p> |
| 2. Perform shearing operations | <p>2.1 Shearing equipment is prepared in readiness for shearing operations.</p> <p>2.2 Goats are shorn using identified positions according to industry standards.</p> <p>2.3 Shearing methods ensure that damage to the goat and fleece is minimised and that the volume of shearing meets enterprise requirements.</p> <p>2.4 Safe and humane handling techniques are used at all times according to OHS and animal welfare requirements.</p> |
| 3. Respond to complications | <p>3.1 Contamination is identified during shearing operations and reported to owner according to enterprise requirements.</p> <p>3.2 Cuts to goats are treated according to industry standards and animal welfare requirements.</p> <p>3.3 Problem goats are identified and reported according to industry and enterprise requirements.</p> |

4. Complete shearing operations
- 4.1 Fibre is placed to avoid contamination and for collection by handlers according to enterprise and industry requirements.
 - 4.2 Handpiece is set to non-operational position and stored according to manufacturers specifications and enterprise requirements.
 - 4.3 Goats are safely released from the board into the count-out pens.
 - 4.4 **Shearing grievances and difficulties** are reported according to enterprise requirements.
 - 4.5 **Environmental implications** associated with shearing activities are monitored and controlled according to enterprise requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to shearing procedures, problems associated with contaminated fleece or problem goats, may be discussed with colleagues and reported to the classer and/or overseer/supervisor.	1
Collecting analysing and organising information	Shearing outcomes including information with regard to shorn goats, problem goats and contaminated fibre, may be detailed and tallied, and organised by records and reports.	1
Planning and organising activities	Shearing activities may be planned and co-ordinated with time schedules and numbers of goats or sequenced as required.	2
Working with others and in teams	Team work may be applied in treating problem goats or in arranging for the collection of shorn fleece.	1
Using mathematical ideas and techniques	Mathematics may be applied in the tallying of shorn goats, or in measuring treatment dosage for problem or injured goats.	2
Solving problems	Contingencies for dealing with problem goats and contaminated fibre may be planned and prepared to minimise disruption to shearing schedules. Alternative planning may also be needed if complications occur when catching or shearing goats.	2
Using technology	To communicate, record and calculate shearing outcomes and tallies.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What processes might be involved in moving goats?

Goats are taken from the catching pen to the board using safe handling techniques.

What OHS requirements may be applicable to this standard?

Safe systems and procedures for:

- the safe operation of machinery and equipment
- hazard and risk control
- handling livestock including zoonoses control
- administering first aid
- safe manual handling, including lifting and carrying
- safe fibre harvesting
- the protection from electrical hazards, hazardous noise, and organic and other dusts
- outdoor work including protection from solar radiation
- the appropriate use of personal protective equipment.

What enterprise requirements may be applicable to this standard?

Standard Operating Procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.

What range of shearing methods and procedures may be recommended by industry?

This may include detailed procedures for belly and crutch removal, positioning of the goat and shearer in relation to the down tube, how to avoid second cuts, damage to sensitive and vulnerable parts of the goats anatomy, and damage to fleece.

What potential and existing hazards may be encountered in the workplace?

This may include goat movement and handling, loose boards, obstacles, hazardous substances (veterinary chemicals), damaged pens, and uneven ground.

What personal protective equipment may be relevant to this standard?

This may include any footwear that prevents feet crushing and skin abrasions.

What damage to goat and fleece needs to be avoided?

Safe and correct shearing methods may avoid shearing on the skin and second cuts, damage to sensitive and vulnerable areas of the goat such as teats, pizzles, ears, vulva, wrinkle and skin, eyes, hamstrings, joints, blood vessels, horns and eartags.

When might handling techniques be applied?

Handling techniques may be applied to catch, move, and position and release goat.

What types of contamination might be identified?

This may include coloured fibres, skin pieces, bloodstains, weed seeds, dags, dog hairs, other foreign matter and urine stains.

How might goat cuts be treated?

Cuts may be disinfected and sutured according to enterprise requirements.

What might types of problem goats might be identified

This may include wet goats, diseased goats, and goats affected by weed seeds and other problems.

What shearing grievances and difficulties might occur?

This might relate to responsibilities of owners, overseers and shearers, and just causes and procedures for stopping work as specified within relevant awards.

What environmental implications may be associated with shearing activities?

Negative environmental impacts may result from high density goat activity, particularly in holding or confined areas, causing odour, increased run-off flows, loss of ground cover, soil disturbance, pugging, dust problems, weed seeds in animal manure, and contamination of ground and surface water supplies.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to handle and shear goats using industry accepted methods and procedures. It also requires the ability to safely operate shearing equipment, avoid damage to goats and fleece, meet volume expectations, recognise problem and diseased goats, and apply treatments accordingly. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge to shear goat must be transferable to a different work environment. For example, this could include different goat breeds, fibre types and conditions, and shearing sheds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of shearing sheds, boards and catching pens
- components and functions of shearing equipment and machinery
- industry accepted handling and shearing techniques and positions
- goat anatomy and behavioural characteristics
- goat diseases and treatments
- environmental codes of practice with regard to livestock production
- OHS and animal welfare legislative requirements
- codes of practice for goat shearing
- relevant industry awards.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- select and operate equipment appropriate to shearing tasks
- avoid contamination, second cuts and damage to fleece, goats and people
- appropriately treat injured goats
- handle goats with due care
- demonstrate safe and environmentally responsible workplace practices
- maintain safe and hazard-free equipment
- read and interpret Material Safety Data Sheets, manufacturers specifications and shearing schedules
- effectively communicate with work teams and supervisor, and comprehend and apply task instructions.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2140A

Unit Descriptor

Maintain health and welfare of poultry

This competency standard covers the process of monitoring poultry health and welfare, providing an optimal environment, administering medications as and when necessary, and maintaining clear and accurate records about the work undertaken.

This standard is applicable to the production of poultry in a range of housing environments.

The maintenance of the health of poultry will be under supervision and the observation of all stock by all involved with the birds is important. Overall progress may be checked periodically. The maintenance of the health and welfare of poultry will usually follow set routines, methods and procedures. Some discretion and judgement is required in the selection of equipment and materials and the organisation of work.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Monitor and assess poultry health and welfare | <p>1.1 Regular checks are taken to assess poultry health and welfare according to the requirements of the organisation.</p> <p>1.2 Symptoms of ill health, common diseases, parasite infestations, or physical abnormalities are recognised and reported.</p> <p>1.3 Identify cull birds using criteria established by the enterprise or industry quality assurance program.</p> <p>1.4 Flock/herd health status is recorded in accordance with organisation procedures.</p> |
| 2. Provide an optimal environment for poultry | <p>2.1 Bird housing conditions are monitored to ensure that protection is provided from external factors identified by the welfare code of practice and farm welfare QA procedures.</p> <p>2.2 Temperature control equipment and humidity control equipment where installed is correctly monitored, maintained and operated to ensure optimal temperatures for poultry.</p> <p>2.3 Equipment and housing is installed in accordance with established organisation quality assurance programs.</p> <p>2.4 Welfare of poultry is continually monitored and non-compliance with animal welfare codes are reported promptly and dealt with by management.</p> <p>2.5 Information which is relevant to the welfare and health of stock is recorded according to organisation practice.</p> |

3. Administer vaccines or alternative therapies
 - 3.1 **Vaccines**, veterinary chemicals, or other therapeutic medicines appropriate to the operation are stored and labelled in controlled, or refrigerated conditions or in freezers.
 - 3.2 Killed and live **vaccines, or other compounds are stored** to maintain maximum efficacy of the product.
 - 3.3 Routine prevention procedures for disease or parasite infestation are safely carried out.
 - 3.4 Quantities of medicines are accurately measured for administration according to clear organisation instruction and manufacturers instructions.
 - 3.5 Vaccination, or medication is carried out under instruction as required according to organisation procedures.
 - 3.6 Administration or medicines are recorded.

4. Collect samples for analysis
 - 4.1 Swabs are taken from surfaces and work areas on a regular basis and prepared for **laboratory testing** as required by organisation and industry standards.
 - 4.2 Swabs and samples are clearly and accurately labelled and prepared for dispatch to the laboratory as directed by veterinary staff, organisation practice and the Biosecurity Code.

5. Remove non-viable poultry
 - 5.1 Culling and removal is undertaken according to organisational procedures and industry quality assurance program.
 - 5.2 Sick poultry are treated or culled by neck dislocation or gassing safely and the practice must comply with industry standards of health and hygiene and the industry quality assurance program.
 - 5.3 **Post-mortem** assistance is provided where necessary according to organisation practice.

6. Keep and maintain records
 - 6.1 Disease incidence, mortalities, culls, and **treatments** are recorded accurately according to organisation practice and relevant regulations.
 - 6.2 Disease information is reported to the unit manager so that prevention strategies can be planned and implemented.
 - 6.3 All **records** made, kept and maintained are clear, accurate, and follow the guidelines laid down by industry and the organisation.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In interpreting and clarifying the work that is to be done and the specific requirements that there are for a particular situation.	1
Collecting analysing and organising information	In working with information that details feed amounts and times of feeding, medication records, animal losses, stocking rates, shed temperatures, stocking rates, and other details critical to the health of the poultry.	2
Planning and organising activities	In preparing to administer medications according to the schedules provided.	1
Working with others and in teams	When working alongside other operators to ensure that required team outcomes are achieved.	1
Using mathematical ideas and techniques	In calculating ratios, percentages, and amounts required when dealing with medications and other chemical compounds.	2
Solving problems	In providing an optimal environment including temperature control and ventilation rates. Also to ensure that stocking rates for the season are adjusted appropriately.	2
Using technology	In measuring and calculating amounts required when dealing with either medications or cleaning compounds.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

How might poultry be checked?

Poultry can be checked visually during a floor walk, including checking stock housed above floor level, picking up or handling stock for closer investigation.

What guidance is available to determine welfare of poultry?

Welfare of poultry is maintained in accordance with the appropriate codes of practice, industry quality assurance procedures.

What are the occupational health and safety hazards that might exist?

Hazards might include:

- accidental infection of skin lacerations by employees handling birds
- accidental inoculation or stabbing with needles or scalpels
- accidental poisoning or burning with hygiene agents
- cleaning areas above head level
- killed vaccines may cause severe tissue reactions in humans if accidentally injected.

These may be eliminated or minimised through:

- safe operating procedures
- safe manual handling systems and procedures
- safe systems and procedures for outdoor work, including protection from solar radiation
- selection, use and maintenance of relevant personal protective equipment
- all working routines must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal Codes of Welfare, Biosecurity Code and industry quality assurance programs.

What personal protective clothing and equipment may be relevant to this standard?

This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What should be cleaned in the and around the shed?

Complex equipment should be dismantled and re-assembled to assess areas to be cleaned, routine cleaning programs should be performed such as sweeping, dusting and vacuuming, washing amenities and facilities, including protective clothing, hand basins, toilets, showers, offices, dusting superstructure, cleaning air filters and ducts.

What is involved in poultry production cleanliness?

It involves the hygiene of amenities and facilities, fly control and tidiness, sweeping, dusting, lawn and environment maintenance, checking incoming equipment for cleanliness (such as hatchery fillers).

What determines quarantine and control strategies?

Quarantine and disease control strategies are determined by legislation addressing animal health issues, industry quality assurance programs Biosecurity Code and organisational procedures.

What agents do disease prevention procedures use?

Such agents as vaccines, sprays, medicated feed and water, nutrient drenches and injections, antibiotics and therapeutic drugs.

What forms may vaccination include?	Vaccination is carried out by several methods, depending on the disease, including injection, spraying, stabbing and in water.
How must vaccines be stored?	Vaccine types change and have critical storage requirements if potency is to be assured. Vaccines must be stored in accordance with manufacturers' instructions.
What is required to enable laboratory testing?	Swabs and samples for laboratory testing are collected and packed as required including blood and tissue together with routine swabs.
When should post mortems be performed?	Routine post mortems should be performed on freshly dead poultry.
How is disease treated?	Treatments may include vaccination, medicating water, adding medication to feed, euthanasia.
What relevant information might be recorded and reported?	Dates, times and periods of operation and maintenance, hatched chicks per flock, chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges.
Why is sample collection necessary?	Sample collection is often a result of verbal instructions from employer, unit manager or veterinary staff. Samples required for disease diagnosis may vary depending upon the disease, the herd / flock type, or the breed.
How might information be documented?	Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in maintaining health and welfare of poultry requires evidence that birds remain at optimum health and welfare and that outbreaks of disease are minimised through the effective use of hygiene and quarantine procedures.

The skills and knowledge required to maintain good health and welfare for poultry must be transferable to a different work environment. For example, across a range of breeds and classes of poultry, and a range of shed and production system types.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- symptoms of ill-health in poultry
- relevant codes of animal welfare
- the range of diseases affecting the class and age of poultry
- vaccination programs, vaccines and mode of action in use in the organisation
- withholding periods for use of antibiotics
- zoonotic diseases and mode of transmission
- environmental controls and codes of practice applicable to the enterprise
- the organisations poultry production and management plans. Sound management practices and processes to minimise noise, odours and debris from the poultry operations

- relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors
- relevant occupational health and safety legislation, regulations and codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- accurately assess bird numbers and hatch
- complete worksheets clearly and accurately
- detect possibility of disease through parameters such as behaviour, length of time required to eat food
- recognise clinical symptoms (normal vs. abnormal)
- survey workplace for hygiene and occupational health and safety issues
- tag poultry of varying ages
- use computing technology to create, maintain and amend workplace records
- observe, identify and react appropriately to environmental implications and occupational health and safety hazards
- observe the welfare of poultry and take action in accordance with organisational procedures, codes of welfare and industry quality assurance programs.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2141A

Set up shed for placement of day-old chickens

Unit Descriptor

This competency standard covers the process of preparing the shed for day-old chickens and then placing them in the correct sheds, pens or cages. It includes attention to the lights, time switches and other equipment in the shed, as well as complying with quarantine procedures and requirements. When the requirements of this standard have been carried out effectively, the birds are placed evenly throughout shed, settle in quickly, and hygiene and quarantine are maintained.

This standard applies to all poultry species and breeds produced in an intensive environment.

Setting up the shed is likely to be under limited supervision from others with checking only related to overall progress. It is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services and actions to achieve of outcomes within time constraints.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare to work in poultry shed | <ul style="list-style-type: none"> 1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management 1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the production process 1.3 Occupational health & safety hazards are identified, risk assessed and suitable controls implemented 1.4 Suitable personal protective equipment is selected, used and maintained 1.5 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary |
| 2. Check and maintain shed and equipment | <ul style="list-style-type: none"> 2.1 Level of shed cleanliness is checked and where required, shed is cleaned to meet enterprise standards. 2.2 Shed repair and maintenance are carried out to maximise pest and vermin exclusion and control. 2.3 Bird wire and rodent barriers are maintained in good order to minimise the risk of disease introduction. 2.4 Shed equipment and machinery are checked and appropriate action taken as required according to establishment practice. 2.5 Lights, time switches and all other shed equipment are operated and checked for proper function as required by lighting and flock programs. 2.6 Quarantine procedures are in place to prevent entry of pathogens on personnel and equipment. |

3. Prepare shed
 - 3.1 Litter is correctly ordered to provide adequate quantity for new chickens.
 - 3.2 Litter is spread or paper is laid evenly on shed floor or brooder cages to depth specified by establishment and appropriate for the class of poultry.
 - 3.3 Watering, feeding, ventilation and fogging systems are cleaned, reinstalled and tested for operation.
 - 3.4 Lighting levels for day old chickens are selected and adjusted as required.
 - 3.5 Alarm systems and the time switches are tested to ensure timely warning of system malfunctions.
 - 3.6 Brooders are tested for correct operation and thermostat control. Brooder curtains are installed if required.
 - 3.7 Time clocks are adjusted.
 - 3.8 Specific extra requirements of day old chickens are carried out in readiness for brooding operations.
4. Place chickens and birds
 - 4.1 Chickens or birds are placed from chick boxes into correct sheds, pens or cages with a minimum of stress.
 - 4.2 Handling and movement of birds is completed in line with establishment practices and the relevant codes of welfare
 - 4.3 Check chicken activity after a short period to observe behaviour.
5. Complete hygiene and activities
 - 5.1 Equipment is cleaned in accordance with manufacturers' specifications, organisational procedures and regulations.
 - 5.2 All containers, leftover fluids, waste and debris from the operations are disposed of safely and appropriately.
 - 5.3 All required records and **documentation** are completed accurately and promptly in accordance with organisational requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating with manager and technical staff and hatchery regarding delivery numbers and times.	1
Collecting analysing and organising information	Collecting, analysing and organising information, recognising temperature data.	1
Planning and organising activities	Planning and organising activities which require planning such as shed set up.	1
Working with others and in teams	Working with teams and others in setting up a shed, involving two or more persons and contractors.	1
Using mathematical ideas and techniques	Calculating ratios and mortalities.	1
Solving problems	Fixing equipment malfunctions.	1
Using technology	In shed furniture design changes and upgrading/replacement of old equipment in shed with new brands.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What occupational health & safety requirements may be relevant to this standard?

Safe systems and procedures for:

- handling livestock including zoonoses control
- operating handling equipment
- hazard and risk control
- manual handling
- handling, transport and storage of hazardous substances
- outdoor work including protection from solar radiation, dust and noise
- the appropriate use and maintenance of personal protective clothing and equipment
- testing and maintenance of feeders.

What personal protective equipment may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or facemask, and sun protection (sun hat, sunscreen).
What does the term duration of the batch mean?	It refers to the period between each batch of birds being introduced to the shed through to the time when they are fully grown or have finished their productive life or are moved out of the shed.
How might information be documented?	Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.
What relevant information might be recorded and reported?	Dates, times of maintenance and hatching, water and feed quantities and times of placement.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in setting up sheds for placement of day-old chickens requires evidence that alarms, time switches and lighting systems are working effectively prior to placement of the hatchlings, and that they are spread evenly throughout the shed.

The skills and knowledge required to set-up sheds for placement of day-old hatchlings must be transferable to a different work environment. For example, across the range of breeds and classes of poultry under production in the organisation.

What specific knowledge is needed to achieve the performance criteria?	<p>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:</p> <ul style="list-style-type: none"> • environmental controls and codes of practice applicable to the enterprise • bird behaviours in the first few hours of life • the need to maximise hygiene and welfare practices and awareness.
---	--

What specific skills are needed to achieve the performance criteria?	<p>To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:</p> <ul style="list-style-type: none"> • read thermometers and adjust ventilation
---	--

Are there other competency standards that could be assessed with this one?	This competency standard <u>could</u> be assessed on its own or in combination with other competencies relevant to the job function.
---	--

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2142A

Collect and pack eggs for human consumption

Unit Descriptor

This competency standard covers the process of assessing, grading and storing eggs. It includes the processes of cleaning and sanitising the equipment used for handling the eggs. When the requirements of this standard are fulfilled, eggs are handled in commercial quantities in a hygienic fashion, are fit for human consumption and meet shelf life requirements.

This standard applies to all poultry species and breeds produced in an intensive environment.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. Collecting and handling eggs for human consumption is usually within established routines, methods and procedures. Competency at this level requires knowledge and skills in the maintenance of facilities, tools, and equipment.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Collect eggs

- 1.1 Eggs are collected using either hand or mechanical means.
- 1.2 Eggs are placed in egg trays with the pointed end down.
- 1.3 All lifting and bending is done according to safe working practices and using the available safety and lifting equipment.
- 1.4 **Records** of all collections are completed clearly and accurately to monitor production levels.
- 1.5 Vertebrate and invertebrate pests are controlled in **egg grading and storage areas**.

2. Assess and grade eggs

- 2.1 Equipment to be used is calibrated according to manufacturers instructions.
- 2.2 Eggs are sorted according to industry standards and **organisation quality assurance** program.
- 2.3 Eggs are candled using appropriate equipment in a light proof area.
- 2.4 Eggs are **graded** into appropriate weight and quality grades according to industry standards.
- 2.5 Cage marked and dirty, cracked or weak shelled eggs removed.
- 2.6 Grading, cleaning, and packing machine problems and abnormal noises are recognised and reported to the supervisor according to organisation procedures.
- 2.7 Grading **records** are completed clearly and accurately according to organisation requirements.
- 2.8 Eggs are washed using equipment approved by appropriate industry QA program.
- 2.9 Eggs are oiled when required according to legislative requirements and organisational practice.

3. Pack and store eggs
- 3.1 Eggs are placed in correct cartons or trays and assembled, packed, and labelled.
 - 3.2 All **labelling** is clear and accurate and contains all information required by the industry and organisation.
 - 3.3 Cool room and equipment is cleaned, sanitised and checked for efficient operation.
 - 3.4 Cool room operates with strict temperature and humidity ranges.
 - 3.5 Records are maintained of cool room temperature, and if required, the humidity.
 - 3.6 Eggs are **transferred** to storage and positioned in order of age, grade or dispatch.
4. Clean and disinfect equipment
- 4.1 All machines, equipment, and egg handling areas used are cleaned hygienically and disinfected or sanitised according to organisations quality assurance program and health regulations.
 - 4.2 All chemicals used in the cleaning process are handled safely and measured according to **occupational health and safety** requirements and organisation procedure.
 - 4.3 Samples are taken and prepared for testing as required by organisation procedures and analysing body.
 - 4.4 All waste containers, fluids and run-off are disposed of, or managed, according to organisation environmental management requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating when determining and clarifying task requirements.	1
Collecting analysing and organising information	In observing and recording recovery rate data and downgrade percentage data.	1
Planning and organising activities	In arranging and sequencing egg collections and delivery is a planned sequence.	1
Working with others and in teams	In working to coordinate egg collection and washing.	1
Using mathematical ideas and techniques	In calculating percentage rates of egg defects and counting and recording egg output.	1
Solving problems	In dealing with changing routines and preparing equipment.	2
Using technology	In using machinery and equipment for calculating, recording, monitoring, lifting, processing and cleaning.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What information might be recorded and reported, and what form might it take?

Weights of groups of birds, average weight, representative results collected from locations around the shed, dates, times and periods of operation and maintenance, chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges.

Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

What may cause shell quality to vary?

Eggshell quality can vary depending on nutrition and disease factors.

What does the organisation quality assurance cover?

It covers procedures written for egg industry quality assurance programs

What standards may be set for grading?

They may be set by customers and may include a requirement for candling.

What organisation work procedures may apply to this standard?

Work procedures will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes, product labels and Material Safety Data Sheets, manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and occupational health and safety procedures.

What aspect of labelling is dictated by an external organisation?

The "best before" date, which is established in line with the recommendations of the Australian Egg Industry Association (AEIA).

Prior to transfer, will any other processes occur?

In some organisations, eggs may be pulped. In this case, strict pasteurization, hygiene and health regulations apply.

How might eggs be cleaned?

They are often washed, using a machine and approved liquid / detergent mixtures.

Particularly in a free range organisation, eggs are dry cleaned for preference in line with the proposed national Code of Practice for Shell Egg Production, Grading, Packing and Distribution.

Note: Egg washing practice must comply with procedures endorsed by state/territory government agencies and industry shell egg codes.

What aspects of the egg handling areas should be checked and cleaned?

In areas where eggs are washed or further processed, it applies to clean walls, doors, roofs, operational doors, lights, dust removed from high areas, lights dusted, areas pooling water drained, wall/floor junctions sealed so as not to harbour micro-organisms, walls in egg handling areas treated so as to be impervious, birds excluded.

Structural hygiene also includes maintaining vermin and fly proofing precautions. This might require checking that fly zappers are operational, flies are not contacting eggs, fly screens intact, rat bait stations in place and baits kept fresh, doors with self closers operate.

What actions could be taken to eliminate or minimise occupational health and safety risk?

The use of safe systems and procedures for:

- bird handling, including prevention of zoonotic infection
- protection from gases and organic dusts
- manual handling, including job rotation to reduce RSI problems
- storage, handling and transportation of hazardous substances
- the operation and maintenance of machinery and equipment, including hydraulics and guarding of exposed moving parts
- selection, use and maintenance of relevant personal protective equipment
- operation of machinery - automatic egg collection equipment in particular
- accessing tank stands and silos using correct protective laddering
- optimum hygiene using prescribed sanitation agents required at all times.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in collecting and handling eggs for human consumption requires evidence that eggs are handled hygienically and graded according to industry standards.

The skills and knowledge required to collect and handle eggs for human consumption must be transferable to a different work environment. For example, with eggs from different birds and across the range of grade categories.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- egg grading and sizes
- hazard analysis and quality assurance
- sanitisers and activity, and measurement
- the need to maximise hygiene practices and awareness
- the national Code of Practice for Shell Egg Production, Grading, Packing and Distribution Production of Egg Products.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- operate an egg wash machine
- perform routine hygiene maintenance activities as required by the employer or unit manager and more frequently on demand

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2143A

Unit Descriptor

Mate pigs and monitor dry sow performance

This competency standard covers the process of conducting the natural mating of pigs. Competency requires the application of knowledge and skills to identify appropriate mating plans and select appropriate dams and sires. Competency also requires the ability to monitor mating and take remedial action where needed, to record data and monitor and report on the effectiveness of the mating program. The work is likely to be carried out with limited or no supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------|---|
| 1. Identify pig condition | <p>1.1 Condition of pigs is accurately determined and scores are recorded according to recognised industry practices.</p> <p>1.2 Pigs are ranked according to scores and nutritional requirements adjusted to facilitate optimum condition.</p> <p>1.3 Feeding strategies are appropriate to the pig environment and seasonal conditions.</p> <p>1.4 Judgements on pig conditions are based on verifiable information.</p> |
| 2. Facilitate mating | <p>2.1 Oestrus inducement and detection procedures are carried out according to established industry practice.</p> <p>2.2 Mating areas are secure and provide for access during joining.</p> <p>2.3 Mating procedures and handling techniques that minimise stress and discomfort to livestock and meet OHS requirements are used.</p> <p>2.4 Mating is supervised and intervention when required is undertaken to maximise conception rates.</p> |
| 3. Complete mating procedures | <p>3.1 Pregnancy detection techniques are applied at the earliest opportunity to identify suitable action and condition of pigs.</p> <p>3.2 Hygiene procedures are applied to ensure sterility of environment.</p> <p>3.3 Records of mating are recorded accurately, legibly and according to enterprise and industry requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discuss natural mating procedures and requirements with other staff and supervisors.	2
Collecting analysing and organising information	Mating records, boar use, pregnancy test results and targets may be observed and monitored for analysis and organised by records and reports.	2
Planning and organising activities	May be planned to ensure that the number of sows and appropriate sires are available to meet mating targets.	2
Working with others and in teams	Team work may be applied to ensure mating targets are met consistently.	2
Using mathematical ideas and techniques	Mathematics may be applied to calculate farrowing dates and boar use.	2
Solving problems	Mating may require re-joining and the infertility cause may need to be determined.	2
Using technology	To record data and to test for pregnancy.	2

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

How might pigs condition be accurately determined?

Physical observation, condition scoring, weighing, age, and pregnancy status.

What nutritional requirements might be relevant to this standard?

Those that relate to weaned sows and may be identified from authoritative and reliable sources such as vets, books, supervisors, other farmers, government departments, feed suppliers and breed societies.

How might oestrus detection occur?

Observation of clinical signs, back pressure test, or boar test.

What OHS requirements are relevant to this standard?

Safe livestock handling systems and procedures including zoonoses control, identify hazards, assess and report risks, safe manual handling systems and procedures and the appropriate use of personal protective equipment.

What intervention might occur?	Manual assistance to ensure vulval intromission is achieved.
What suitable action may need to be taken as a result of the pregnancy test?	Re-joining where sow is not pregnant and provision of extra nutrition where appropriate if pregnant.
What hygiene procedures need to be considered?	A clean, dry, non-slip mating surface is prepared. Cleaning of pen as required.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in conducting natural mating of pigs requires evidence of the ability to monitor sow's condition, revise feeding strategies, detect oestrus cycles, conduct mating, and record data.

The skills and knowledge required to conduct natural mating of pigs must be transferable to another rural workplace. For example, this could include different breeds, enterprises and workplace environments.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- sow conditioning
- oestrus cycles
- anatomy and physiology of male and female reproductive systems in pigs
- factors affecting conception
- pregnancy testing
- pig health and abnormalities
- livestock movement and behavioural characteristics
- handling and assisted joining techniques
- enterprise and industry identification system for livestock
- personal protective equipment and when and how it should be used
- relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS and animal welfare
- enterprise and industry policies with regard to recording and reporting routines.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- accurately condition score dry sows
- supervise pig mating and assist as appropriate
- conduct return checks on sows
- employ safe work practices
- communicate effectively with other teams members, veterinarians and supervisors.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2144A

Unit Descriptor

Carry out regular livestock observation

This competency standard covers the process of carrying out regular observation of livestock and dealing with sickness, injuries and emergencies when they occur. It includes providing support to professional health practitioners.

When the requirements of this standard are achieved, livestock are regularly checked, procedures are efficiently completed, emergencies are dealt with calmly, and symptoms of ill health or injury are identified, reported and actioned promptly.

It requires the application of skills and knowledge to carry out livestock handling operations safely and humanely in prepared handling areas using appropriate equipment and techniques. Competency requires an awareness of animal welfare legislative requirements and enterprise workplace safe practices. The work in this standard is likely to be carried out under routine supervision within organisation guidelines.

This unit excludes horses, which are covered under an alternative unit of competency.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|---|
| 1. Prepare to work with livestock | <p>1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with management.</p> <p>1.2 Discussions are held with other workers who may be affected by the activities to ensure continued smooth operation of the process.</p> <p>1.3 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.</p> <p>1.4 Suitable personal protective equipment is selected, used and maintained.</p> |
| 2. Carry out livestock checks | <p>2.1 All livestock are routinely checked for signs of ill health.</p> <p>2.2 Livestock are examined for signs of illness, injuries and abnormalities, and signs of these are reported in the methods prescribed in the organisations work procedures.</p> <p>2.3 While handling livestock, the potential for OHS hazards is continually monitored, risks assessed, and suitable controls implemented.</p> <p>2.4 Livestock are handled safely and all required restraints are within the organisations and industry guidelines for animal health and welfare.</p> |

- | | |
|---|--|
| 3. Deal with livestock emergencies | <p>3.1 Common signs of livestock injury or life threatening conditions are detected and the situation quickly analysed before notification or action is taken.</p> <p>3.2 Life threatening livestock ailments requiring emergency treatment are notified to the supervisor, manager or veterinarian and immediate assistance is called.</p> <p>3.3 Basic emergency and/or livestock first aid procedures are carried out until professional help arrives.</p> <p>3.4 Serious cuts and abrasions to livestock are promptly reported to the supervisor or to the veterinarian and assistance provided as required during professional treatment.</p> |
| 4. Provide veterinary procedure support | <p>4.1 Cuts, abrasions and bruises are treated under instruction from the veterinarian, manager or foreman.</p> <p>4.2 Animals are examined for signs of distress or soreness after moving or mating procedures and all abnormalities are reported.</p> <p>4.3 Appropriate treatment is applied as instructed by the manager or supervisor.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In working with others in the enterprise including animal health practitioners, and in determining the requirements of regular health routines.	2
Collecting analysing and organising information	By making daily observations of livestock in order to identify changes in health, energy, or reactions to diet.	2
Planning and organising activities	When making requests of animal health practitioners to attend ill or injured livestock.	1
Working with others and in teams	In working alongside others in the enterprise to achieve collective goals.	2
Using mathematical ideas and techniques	In calculating quantities for feed ingredients or medications.	1
Solving problems	When dealing with as yet undiagnosed problems in livestock.	2
Using technology	When calculating quantities and times, when communicating with co-workers and supervisors, and in monitoring livestock health.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What personal protective equipment may be relevant to this standard?

This may include boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What checks might be included in the procedures for determining ill health?

Included may be the checking of nasal passages, vaginal or rectal discharge, rectal temperature, coughing, abnormal skin conditions, changes to pulse, respiration changes or abnormal behaviour that may reflect on the health of animals.

What organisation work procedures may apply to this standard?

They will be based on sound agricultural principles and practices and may include supervisors oral or written instructions, livestock production program, organisation standard operating procedures, specifications, routine maintenance schedules, work notes, product labels and Material Safety Data Sheets, manufacturers' service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.

What actions could be taken to eliminate or minimise the OHS risk?

Relevant OHS hazards identification, risk assessment and risk control measures include safe work systems and procedures for:

- reducing injuries from livestock, which will include using calming and positive actions to avoid alarming stock
- manual handling systems and procedures
- preventing infection from injured/sick stock
- systems and procedures for outdoor work, including protection from solar radiation
- selecting, using and maintaining relevant personal protective equipment
- clear communication between workers, especially when working together within a close proximity.

All treatment routines for livestock must be carried out in line with the provisions of the Workplace Health and Safety Acts and relevant animal codes of welfare.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in carrying out regular livestock observation requires evidence that ill health or injury does not go unchecked and is tended according to enterprise guidelines.

The skills and knowledge required to carry out regular livestock observation must be transferable to a different work environment. For example, across a range of livestock breeds, ages, types and enterprise procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- the range of ailments that may occur or affect livestock
- the application of a range of basic treatments under veterinary supervision
- the behaviour of the relevant species
- environmental controls and codes of practice applicable to the enterprise
- the organisations livestock production and management plans
- sound management practices and processes to minimise noise, odours and debris
- relevant legislation and regulations relating to waste and environment management, animal health and welfare, and employment of staff and contractors.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle livestock
- identify signs of ill health or injury or signs of injury or abnormality
- observe, identify and react appropriately to environmental implications and OHS hazards.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2145A

Unit Descriptor

Care for weaner and grower pigs

This competency standard covers the process of caring for weaner and grower pigs under supervision. It requires the ability to prepare accommodation for groups of pigs, to wean a litter and to monitor growth and condition of weaner and grower pigs.

Moving and handling pigs is covered by a separate unit of competency.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|--|
| 1. Prepare accommodation for weaners | <p>1.1 Appropriate accommodation is cleaned, disinfected and prepared for all classes of weaned pigs according to enterprise practice and instructions</p> <p>1.2 Housing environment and conditions are checked and adjusted as required to ensure appropriate ventilation, temperature and humidity.</p> <p>1.3 Feeders and drinkers are filled or prepared according to supervisor's instructions.</p> <p>1.4 Problems with accommodation and/or environmental controls are noted and reported to the supervisor for appropriate action.</p> <p>1.5 All work is conducted safely and according to enterprise requirements, OHS, industry and animal welfare regulations.</p> |
| 2. Wean litter and form viable group | <p>2.1 Litter is weaned according to established schedules, enterprise practice and codes of welfare.</p> <p>2.2 Pigs are grouped as instructed from different litters to form viable groups based on body weight and sex at stocking densities to achieve optimal productivity.</p> <p>2.3 Behaviour and condition of weaners are regularly monitored and appropriate actions taken.</p> <p>2.4 Weaners are provided with water and appropriate feed according to the established feed schedule to meet nutritional and growth requirements and codes of welfare.</p> <p>2.5 Weaner mortalities are recorded and/or reported to the supervisor and deceased stock is removed according to enterprise policy.</p> <p>2.6 Preventative treatments are administered according to schedules and the supervisor's instructions.</p> |
| 3. Prepare accommodation for growers | <p>3.1 Accommodation is prepared and cleaned for new grower stock according to enterprise procedures.</p> <p>3.2 Environment is controlled and monitored in line with established procedures.</p> <p>3.3 Feeders and drinkers are filled or prepared according to instructions.</p> <p>3.4 Problems with accommodation and/or environmental controls are noted and reported to the supervisor for appropriate action.</p> |

4. Monitor growers and finishers
 - 4.1 **Pig condition and health** are regularly monitored as an integral part of daily routines.
 - 4.2 Feeders and drinkers are regularly checked as a part of daily routines.
 - 4.3 Pig groups are moved as required in line with growth and condition.
 - 4.4 Poor performing pigs are removed from groups and reassigned in line with enterprise policy.
 - 4.5 Sick, injured or unhealthy pigs are isolated in a quarantine area or noted for euthanasia according to enterprise policy and codes of welfare.
 - 4.6 **Health treatments** are applied when required and according to the supervisor's instructions and enterprise policy.
 - 4.7 Grower mortalities are recorded and/or reported to the supervisor and deceased stock is removed according to enterprise policy.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information about the job, tasks and problems should be discussed with other members in the work team and the supervisor, feed company representatives, and unit veterinarian.	1
Collecting analysing and organising information	Workplace and supervisors instructions should be located, interpreted and applied with further clarification sought as necessary. Typical information gathered would include weight; feed used, deaths, and penning details.	1
Planning and organising activities	Discussions with the supervisor and other team members may be required in order to complete tasks efficiently in a logical sequence and in a timely manner. Typical activities to be planned would include pig movements, groupings, and monitoring.	1
Working with others and in teams	Good communication and co-operation with other staff in completing tasks and to achieve throughput targets.	1
Using mathematical ideas and techniques	Skills in counting, tallying and estimation are required when handling feeds, tools and equipment and to calculate growth rates, mortality rates, and feed efficiency.	1
Solving problems	Problems, for example, relating to reduced performance and variability in growth will require corrective action or consultation with the supervisor.	1
Using technology	Technology may be applied in the use of tools and equipment and data recording systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

Which housing and environment conditions need to be checked?

Temperature, ventilation, safety hazards for pigs, feed and water supplies, effluent disposal, air quality, floor litter, and the isolation or quarantine area will need to be checked as part of a daily routine. Ventilation controls may be manual or automatic and may include blinds, shutters, panels, registers, and poly socks.

Waste materials, such as effluent, waste or spilled food, litter and broken components, floor litter, plastic, metal, and paper-based materials may be identified. These may be recycled, re-used, returned to the manufacturer or disposed of according to enterprise work procedures.

What enterprise requirements might be relevant to this standard?

Standard operating procedures (SOPs), industry standards, production schedules, Material Safety Data Sheets, work notes, product labels, manufacturers specifications, operators manuals, enterprise quality assurance manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and routine maintenance plans.

What OHS hazards may be associated with intensive pig production?

Hazards may include dust, noise, air and soil-borne micro-organisms, effluent/dung, chemicals and hazardous substances, manual handling, slippery and uneven surfaces, needle stick injuries and zoonoses.

Appropriate controls will include the use of personal protective clothing and equipment, including steel capped boots/shoes, overalls, gloves, safety goggles, face mask and ear protectors.

What are weaning procedures?

Weaning procedures may include humane handling, separating weaners into viable lots, providing a clean, warm, dry and draught free environment, recognising and reporting common disease or symptoms of ill-thrift and treating disease as instructed. Procedures will also cover ensuring correct fresh and palatable feed and fresh water is accessible to all weaners.

What is covered in monitoring pig condition and health?

Pig condition and health is monitored by checking weight, signs of stress such as tail biting and ear chewing, feed consumed and general behaviour.

What health treatments might need to be followed for pigs?

Treating pig health may include administering antibiotic injections under veterinary supervision, administering nutrient drenches, using prescribed medication in water, using prescribed medication in feed, monitoring the compliance with established withholding periods.

What tools and equipment may be required when caring for weaners and growers?

Tools and equipment required may include drafting boards for the movement of stock, syringes and other equipment used for administering medications to animals on an individual or group basis.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in caring for weaner and grower pigs requires evidence that activities have been carried out according to instructions and within the required timelines. The skills and knowledge that are required to support this work must be transferable to different work environments. For example, this could include different housing and environmental conditions for raising pigs of different breeds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- safe work practices
- risks to newly weaned piglets
- nutrition, water and environmental needs of young pigs
- typical diseases affecting young pigs
- animal welfare principles applying to intensive production
- target growth rates of weaners and growers
- repair and maintenance of structures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle and move pigs safely
- follow and maintain site quarantine procedures
- monitor and adjust environmental controls
- undertake work as directed
- handle materials and equipment
- clean up on completion of work.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2146A

Unit Descriptor

Mix and mill standard stockfeed

This competency standard covers the process of ordering, storing and mixing feed for livestock being produced intensively. Good feed mixing involves the skill of observation backed by analysis of performance and ration ingredients.

When the requirements of this standard are met, feed is uniformly milled and mixed to achieve maximum performance and return.

This standard is applicable to the production of both pigs and poultry in an intensive production system.

Mixing and milling feed for an intensive production process is likely to be carried out under limited supervision from others with checking only related to overall progress. It is usually done within established routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services and actions to achieve outcomes within time and budgetary constraints. It requires an understanding of basic nutritional and animal requirements.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare to work with livestock feed | <p>1.1 Work to be undertaken is interpreted from the work program where necessary, and confirmed with the supervisor.</p> <p>1.2 OHS hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.3 Suitable personal protective equipment is selected, used and maintained.</p> <p>1.4 Tools and equipment suitable for the work to be undertaken are selected, checked, and maintained if necessary.</p> <p>1.5 Environmental implications of undertaking work are identified, likely outcomes assessed and if necessary responsible action taken.</p> |
| 2. Order and store feed and ingredients | <p>2.1 Ingredients previously selected are ordered from the supplier according to organisational protocols.</p> <p>2.2 Ingredients and feed are stored safely in the location and manner determined by the supervisor.</p> <p>2.3 Stock is rotated and replacements are ordered to arrive at the appropriate time to ensure optimum freshness.</p> <p>2.4 All required records and documentation are completed accurately and promptly according to organisational requirements.</p> |

3. Mix feed
 - 3.1 Scales and containers to be used for measurements are calibrated according to the manufacturers instructions.
 - 3.2 **Ingredients** are identified from instructions and obtained from storage locations.
 - 3.3 Ingredients are measured in the specified ratios and quantities.
 - 3.4 Ingredients are blended adequately and **hygienically** in the manner specified and using the appropriate equipment.
 - 3.5 Where **milling** is required, it is done in the manner specified and using the appropriate equipment.
 - 3.6 OHS hazards are identified, risk assessed and suitable controls implemented.
 - 3.7 Suitable personal protective equipment is selected, used and maintained.

4. Conduct hygiene and administration activities
 - 4.1 Equipment is cleaned according to manufacturers specifications and organisational procedures to maintain hygiene standards.
 - 4.2 All required records and documentation are completed accurately and promptly according to organisational requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating with employer and grain merchants regarding performance of nutrition of livestock.	1
Collecting analysing and organising information	Collecting and analysing and organising information in preparing to measure, weight and mix feed.	2
Planning and organising activities	In ordering, storing and rotating feed in the silos and the shed(s).	1
Working with others and in teams	Working with teams and others in assisting with the movement of ingredients.	1
Using mathematical ideas and techniques	Using mathematical ideas and techniques in calculating premix weights or medications.	2
Solving problems	Solving problems in identifying and reporting drop in quality of stored feed mix ingredients.	1
Using technology	Using technology in operating grinders, forklifts and with calculating equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What actions could be taken to eliminate or minimise OHS risk?

The range of actions are both systematic and at an operational level. These are listed below:

Systems should be in place to ensure the safe operation and maintenance of machinery and equipment, including hydraulics and guarding of exposed moving parts, including pumps, impellers and aeration equipment. Precautions should also be in place to minimise exposure to noise and organics and other dusts.

Fixtures should be in place in all storage sheds, including appropriate access ladders, hand rails and ladder cages.

Personal protective equipment should be selected, used and maintained.

Environmental conditions should be controlled. For example, keeping moisture levels as low as possible will reduce the likelihood of fire. Safe systems should also be in place for storage, handling and transportation of hazardous substances, including flammable and toxic gases.

Procedures should be in place for safe livestock handling, preventing zoonotic infection, tattooing and branding livestock and safe handling of livestock.

What personal protective equipment may be relevant to this standard?

Boots, hats/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sun screen).

Will the feed always be mixed on-site?

Not necessarily. In some organisations it is more common to feed the livestock pre-prepared feed, with occasional additives, but in others, there is a preference for feed measured and mixed on-site.

What are the ingredients of a feed mix?

The mix might consist of prepared and formulated proprietary rations, whole grains, protein additives, and/or vitamins and minerals.

How might information be documented?

Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

What actions will require documentation?

All chemical usage should be recorded as well as any necessary recording of vehicle and equipment use in logbooks, for example. Additionally, any assessment of pests and weeds, quality, moisture weights, breakdowns and yield should be recorded appropriately.

A feed mill operation is considered to be a food manufacturing facility, and should be operated under the same hygiene expectancy as human facilities. What will this require?

This will require rodent control, dust management, no rat or bird faecal contamination of feeds or raw ingredients, and feed not being wet.

What may feed milling include?

It may include hammer milling and roller milling.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in mixing and milling feed for an intensive production process requires evidence that correct orders are placed for ingredients for the feed and that mixing of feed is both thorough and undertaken under hygienic conditions.

The skills and knowledge required to mix and mill feed for an intensive production process must be transferable to a different work environment. For example, across a range of breeds and classes, as well as in a variety of shed types and feeding systems.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- silo operations and configuration, machinery and operating practices
- cleaning and storage of machinery, equipment and materials
- enterprise recording and reporting procedures
- raw ingredients - grains, meals
- vitamins, minerals and premix formulations
- the implications of grain incorporating chemical, insect and fungal contamination. This includes an awareness of the industry process in place to monitor these contaminants - the National Residue Survey (NRS), the National Antibiotic Residue Minimisation (NARM) and programmed basket surveys.
- contaminants of raw feed and meals that could reduce performance - seeds, moulds, nutritional and disease factors which can influence product quality
- evidence of spoilage and handling spoiled feeds.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- identify a range of grain types and qualities
- identify grain contaminants
- identify premixes and weigh-out
- mix feeds and ingredients
- identify basic mixing problems
- relate livestock performance data to ration consistency
- recognise and rectify minor operational faults
- read and interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets (MSDS)
- interpret and apply task instructions, communicate with work team and supervisor, and record and report faults, workplace hazards and accidents
- measure and calculate volumes and consumption requirements
- complete records and documentation of feed use and volumes for the shed
- take and prepare feed samples for dispatch to the laboratory
- perform routine maintenance of milling and mixing equipment.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2147A

Beak trim chickens

Unit Descriptor

This competency standard covers the functions involved in beak trimming chickens. Competency in this standard includes setting up equipment so that accurate trims are achieved and stress on the birds is minimised. This standard applies to all poultry species and breeds used for meat or egg production. Work is likely to be carried out under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Beak trimming of chickens is usually performed within established routines, methods and procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|---|
| 1. Prepare to beak trim birds | <p>1.1 Entry biosecurity procedures, as specified by the farm and beak trimming team, are followed.</p> <p>1.2 Beak trimming instructions are sought and confirmed with farm or team management.</p> <p>1.3 Discussions are held with other workers to ensure smooth operation of the beak trimming process.</p> <p>1.4 Equipment and tools - including personal protective equipment - suitable for beak trimming are selected, checked, and maintained according to OHS requirements.</p> <p>1.5 Equipment is set up according to the age of bird stock to be trimmed and bird behaviour.</p> <p>1.6 Safety hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.7 A clean and safe area is prepared for trimming.</p> |
| 2. Carryout trimming of beaks | <p>2.1 Birds are handled according to relevant codes of practice to facilitate accurate beak trimming.</p> <p>2.2 Beak shape, length and hardness are assessed regularly.</p> <p>2.3 Birds are beak trimmed according to work procedures.</p> <p>2.4 Industry standards for accuracy are achieved.</p> <p>2.5 Length of beak trimmed is in accordance with industry guidelines.</p> <p>2.6 Birds with bleeding beaks are re-cauterised.</p> <p>2.7 Bird welfare is assessed regularly.</p> <p>2.8 Birds are culled according to instructions.</p> |
| 3. Complete beak trimming procedures | <p>3.1 The welfare of beak-trimmed birds is checked and adjustments made where necessary.</p> <p>3.2 Upper beak length is measured on samples of 100 birds.</p> <p>3.3 Relevant information is recorded and reported according to farm and team requirements.</p> <p>3.4 Exit biosecurity procedures are completed in line with farm and team procedures.</p> <p>3.5 Equipment and tools are cleaned, sanitised and maintained according to team procedures.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By clarifying the specifications required for a particular trimming job. In providing feedback to farm managers and team leaders regarding trimmed birds.	1
Collecting analysing and organising information	By gathering information about the accuracy of a particular trimming job. In providing farm managers or team leaders with a summary report on the beak trimming job.	1
Planning and organising activities	By sequencing the activities to be undertaken within a given period, e.g., taking biosecurity into account when moving from farm to farm, setting up equipment to optimise throughput and maximise safety while minimising bird stress.	1
Working with others and in teams	By working alongside others in the poultry shed to consistently achieve the desired trim.	1
Using mathematical ideas and techniques	By counting chickens and calculating accuracy percentages.	1
Solving problems	By making adjustments to equipment to maximise accuracy and minimise bird stress.	1
Using technology	By making calculations and providing reports.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What equipment and tools may be used when trimming beaks?

Equipment including beak trimming machines, electrical cords, electrical safety switches, nets, surrounds, baskets, boxes and service tools.

What personal protective equipment may be relevant to this standard?

This may include boots, hats, overalls, gloves, protective eyewear, respirator or face mask, and sun protection (sun hat, sun screen).

What OHS requirements may be relevant to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • handling livestock • using handling equipment • hazard and risk control • manual handling • handling, application and storage of hazardous substances • protection from solar radiation, dust and noise • the appropriate use and maintenance of personal protective equipment.
When and to what stock is beak trimming performed?	Beak trimming is usually performed on layer or breeding stock. Birds are usually trimmed at various ages from day old to 10 weeks of age. Re-trimming may occur to maintain the desired beak length and shape.
What safety hazards may be encountered in the workplace?	Burning from beak trimming bars, electrocution from electrical cords, injuries from bird movement and handling, sunburn from solar radiation, respiratory problems from organic and other dusts and injury from moving machinery and vehicles.
How may a clean and safe area be maintained?	Tasks may include keeping access areas clear of tools and equipment, raising feeder and drinker equipment, keeping electrical leads dry and undamaged, maximising air quality and providing adequate light at the trimming machine.
How are chickens beak trimmed?	A beak trimmer uses a heated blade to remove a portion of both beaks. This is an animal husbandry practice commonly carried out to limit the pecking damage that birds cause to each other. The beak grows after it is trimmed so birds may be re-trimmed when they are older. Beak trimming methods vary according to the way the trimming machine is set up.
What work procedures apply to this standard?	Work procedures will be based on sound agricultural principles and practices and may include oral or written instructions, organisational standard operating procedures, specifications, routine maintenance schedules, work notes, product labels and Material Safety Data Sheets (MSDS), manufacturers' service specifications and operators manuals and OHS procedures.
What relevant information may be recorded and reported?	<p>Bird numbers, accuracy results, details of administered preventative health treatments and any observed abnormalities.</p> <p>Information may be documented by record keeping systems that are paper-based with information recorded into a diary or onto record sheets. Some enterprises may use computer-based record keeping systems.</p>

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in trimming beaks of chickens requires evidence that chicken beaks have been trimmed according to requirements of an enterprise. The skills and knowledge required to trim beak chickens must be transferable to a range of work environments and contexts. For example, this could include different enterprises, ages and breeds of birds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- biosecurity procedures for poultry production
- bird handling and restraint techniques
- trimming methods and procedures
- animal welfare code of practice
- enterprise standard operating procedures
- tools and equipment used in trimming
- techniques to treat bleeding and injured birds including euthanasing methods
- OHS requirements for this work.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- prepare to beak trim birds
- carry out trimming of beaks
- complete beak trimming procedures.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2148A

Unit Descriptor

Handle young horses

This competency standard covers the functions required to handle young horses. It requires the ability to safely catch, handle and restrain young foals, assist with weaning foals and to perform routine tasks in the preparation and presentation of yearlings for sale. This work is likely to be carried out with minimal supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Safely catch and handle foals | 1.1 Foals of various ages are caught safely.
1.2 Foals are restrained for routine health and husbandry procedures . |
| 2. Assist with weaning foals | 2.1 Suitable facilities for the safe handling, training and weaning of foals are identified.
2.2 Foals are fitted with a halter according to enterprise guidelines.
2.3 Weanling foals are led according to enterprise guidelines.
2.4 Weanling foals legs are handled according to enterprise guidelines.
2.5 Weanling foals feet are picked up according to enterprise guidelines.
2.6 Rugs are fitted to weanlings. |
| 3. Safely and competently perform routine tasks in the preparation and presentation of yearlings for sale | 3.1 Routine daily checks of yearlings are carried out.
3.2 Yearlings are safely led for exercise and presentation.
3.3 Yearlings are exercised , shampooed, and groomed according to enterprise guidelines.
3.4 Bridles, bits, rugs and safety gear are fitted according to enterprise guidelines.
3.5 Sale presentation techniques are demonstrated. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to the preparation and application of injury prevention methods to foals may be checked and confirmed with the supervisor.	1
Collecting analysing and organising information	Information with regard to weaning processes and outcomes may be monitored and detailed for analysis and organised by records and reports.	1
Planning and organising activities	Activities involving weaning and training foals treatments will be planned	1
Working with others and in teams	Teamwork may be applied in the movement of foals.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation and measurement of feed (such as creep feed for foals)	1
Solving problems	Problem solving may be involved in the weaning process or identification of suitable weaning facilities	1
Using technology	To communicate, calculate and record information.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What are various ages of foals? 7-9 day old to weaning age (usually between 4 and 6 months)

What routine health and husbandry procedures may be carried out on a foal? Hoof trimming, worming, vaccinations, other veterinary treatments

What are the different types of suitable facilities that can be used?

Stalls, paddocks, pens, pastures. Facilities should be safe, ensuring foals cannot injure themselves attempting to jump fences or escape through small spaces. Facilities should also be clean, well ventilated, shaded and as dust free as possible to avoid foals developing respiratory problems.

What tasks could be included in a daily routine check?

Examining for possible injuries or lameness, identifying and reporting on abnormalities in eating and drinking patterns, identifying and reporting on abnormalities in consistency of faeces.

What exercise techniques can be used to exercise the yearlings?

Lunges, walking or using a walking machine (treadmill)

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to catch and handle foals and to catch, handle, groom and exercise yearlings. It also requires the ability to prepare appropriate facilities for weaning and preparation of yearlings for sale to industry standards. Evidence must also be demonstrated in the use of safe workplace and positive environmental practices.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- suitable facilities for weaning
- potential dangers to the foal during weaning and appropriate actions to reduce them, such as the removal of troughs or other objects that may cause injury
- stress responses sometimes associated with weaning, such as fretting, over-heating, refusing food, overeating, self-inflicted injuries.
- suitable facilities for yearling preparation
- potential dangers to the yearlings during sale preparation and appropriate actions to reduce them, such as removing any potential hazards from stalls and handling areas, exercising in confined areas, monitoring exercise and the effects of exercise on joints and bones of the legs
- various responses in yearlings associated with sale preparation such as fretting, poor appetite, overeating, stable vices.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- handle animals in a safe and humane manner
- monitor animal behaviour and recognise abnormalities
- demonstrate safe and environmentally responsible workplace practices
- teach a weanling to accept a halter
- teach a weanlings to lead
- maintain facilities and equipment to industry standards
- communicate effectively and maintain accurate reports and records
- fit rugs to weanlings & yearlings
- safely exercise weanlings & yearlings
- groom a yearling
- safely fit, in an appropriate manner, bits, bridles and halters
- teach a yearling to lead for exercise and presentation for sale
- teach a yearling to stand correctly for presentation at sale.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function, for example:

RTE2127A Castrate livestock

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2149A

Unit Descriptor

Shear sheep to improver level

This competency standard covers the selection, handling and shearing of sheep to improver level of equivalent to the minimum rate of pay as set down by the industry award between 70 and 80 sheep per day.

It requires the application of skills and knowledge to identify problem sheep and rectify shearing complications. Competency requires an awareness of enterprise and legislative requirements with regard to shearing practices and shearing shed procedures. The work requires the application of some judgement and discretion and would be carried out with minimal supervision within enterprise guidelines.

Note: Chemicals must only be applied by qualified persons outside the workplace.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------|--|
| 1. Prepare for shearing | <p>1.1 Shearing equipment is checked for correct operation prior to shearing session</p> <p>1.2 Potential and existing hazards in the workplace are identified, and reported to the supervisor.</p> <p>1.3 Suitable personal protective equipment is selected, used and maintained in line with OHS and workplace procedures.</p> |
| 2. Perform shearing operations | <p>2.1 Sheep to be shorn are identified, caught and moved in line with organisational, OHS, industry and animal welfare standards.</p> <p>2.2 Sheep are positioned for shearing using identified positions in line with industry standards.</p> <p>2.3 Handpiece is activated and positioned in readiness for shearing operations.</p> <p>2.4 Sheep are shorn using identified method and positions in line with industry standards.</p> <p>2.5 Shearing methods ensure that injuries and damage to the sheep and fleece is avoided in meeting volume expectations.</p> <p>2.6 Safe and humane handling techniques are used at all times according to OHS and animal welfare requirements.</p> |
| 3. Respond to complications | <p>3.1 Contamination is identified during shearing operations and reported to wool handlers in line with enterprise requirements.</p> <p>3.2 Sheep cuts are sutured in line with industry standards and animal welfare requirements.</p> <p>3.3 Flyblown sheep are identified and reported in line with industry standards and animal welfare requirements.</p> <p>3.4 Problem sheep are identified and reported in line with industry and enterprise requirements.</p> |

4. Complete shearing operations
- 4.1 Wool is placed to avoid contamination and for wool handlers to collect in line with enterprise and industry requirements.
 - 4.2 Handpiece is set to non-operational position and stored in line with manufacturers specifications and enterprise requirements.
 - 4.3 Sheep are safely released from the board into the count-out pens.
 - 4.4 **Shearing grievances and difficulties** are reported in line with enterprise requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to shearing procedures and problems associated with contaminated fleece or problem sheep may be discussed with colleagues and reported to the classer and/or overseer/supervisor.	1
Collecting analysing and organising information	Information with regard to shorn sheep, problem sheep and contaminated wool may be recorded and/or tallied.	1
Planning and organising activities	Activities involving shearing sheep may be planned and co-ordinated around time schedules or sequenced as required.	2
Working with others and in teams	Team work may be applied in reporting problem sheep and contaminated wool. It may also apply in arranging for the collection of shorn fleece.	2
Using mathematical ideas and techniques	Mathematics may be applied in the tallying of shorn sheep, mob breaks or cut-outs.	2
Solving problems	Contingencies for dealing with problem sheep and contaminated wool may be planned and prepared to minimise disruption to shearing schedules. Alternative planning may also be needed if complications occur when catching or shearing sheep.	2
Using technology	To communicate, record and calculate shearing outcomes and tallies, in using handpieces and shearing equipment, advances in manufacturing machinery and equipment.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What may be included in equipment?	Equipment may include friction cone, downtube assembly and shearing handpiece.
What potential and existing hazards may be encountered in the workplace?	Sheep movement and handling, loose boards, obstacles, veterinary chemicals, damaged pens, uneven flooring, poor drag, uncovered belts, unsafe machinery and equipment.
What may be included in personal protective equipment?	Clothing and footwear that prevents feet crushing, skin abrasions and tangles in machinery.
What sheep might be subject to the shearing operations?	All ages and genders of sheep, including rams, ewes, wethers, lambs, hoggets, and stags
What processes might be involved in moving sheep?	Sheep may be caught and moved from the catching pen to the board using safe handling techniques.
What organisational, industry and animal welfare standards might apply to sheep shearing?	<p>Organisation may include: Standard Operating Procedures, industry standards, production schedules, work notes, work plans, manufacturers specifications, supervisors instructions, and workplace policies and procedures (including recycling, environmental and land management).</p> <p>Industry and animal welfare standards/requirements might include: National codes of practice for the Shearing Industry (Health, Safety and Welfare standards), Environmental Protection Act, and Animal Welfare Act.</p>

What OHS requirements may be applicable to this standard?

Safe systems and procedures for:

- safe operation and maintenance of machinery and equipment including guarding of exposed moving parts
- the operation and maintenance of hazard-free facilities and equipment
- the maintenance of accommodation facilities
- handling livestock
- safe manual handling, including lifting and carrying
- safe fleece/wool harvesting
- the protection from electrical hazards, hazardous noise and organic and other dusts
- the health and safety of shearing personnel
- the appropriate use of personal protective clothing and equipment
- animal welfare considerations including disease control.

What range of shearing methods, positions and procedures may be recommended by industry?

This may include detailed procedures for removal of wool from the belly and crutch, first hind leg, wig, first side neck and shoulder, side and back (long blow) second side neck and shoulder last side and last hind leg, positioning of the sheep and shearer in relation to the down tube, use of free hand, safety procedures, how to avoid second cuts and other damage to wool, damage to sensitive and vulnerable parts of the sheep's anatomy.

What injury to sheep and damage to wool needs to be avoided?

Injury to the vulnerable areas of the sheep such as teats, pizzles, ears, vulva, wrinkle and skin, eyes, hamstrings, joints, blood vessels and sinewy parts close to the surface. Damage to horns, eartags, second cuts and skin pieces should also be avoided

What volume expectations might be met?

Expected volume may be 70 - 80 sheep per day for an improver shearer.

When safe handling techniques need to be applied?

For catching, dragging, positioning and releasing sheep.

What contamination might need to be identified?

Amongst the contaminants are lamb pouches, maggot affected wool, urine stains, dung stains, skin pieces, black fibres, loose woolpack fibres, baling twines, man-made fibres and clothing, dermatitis, branding dyes, dags, grease locks, burrs and vegetable matter, shed debris, wet fibre or water stains, cigarette butts, and towels.

How might sheep cuts be treated?

Cuts may be sutured in line with industry standards and animal welfare requirements.

How might flyblown sheep be treated?

Treatment may include the shearing of flyblown wool to skin, marking sheep and informing the owner/classer.

What types of problem sheep might be identified?

Wet sheep, diseased sheep, sheep affected by prickly pear, those chemically treated prior to shearing and other problems as listed in the various pastoral awards.

What shearing grievances and difficulties might occur?

This might relate to responsibilities of owners, overseers and shearers and just causes and procedures for stopping work as specified within relevant awards.

What adverse shearing conditions may be applicable to this standard?

These may be extreme temperatures, wet or contaminated wool.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to handle and shear 70 and 80 sheep per day using industry accepted methods and procedures. It also requires the ability to safely operate shearing equipment, avoid damage to sheep and fleece, meet volume expectations, recognise problem and diseased sheep and report accordingly. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge to shear sheep must be transferable to a different work environment. For example, this could include different sheep breeds, wool types and conditions, and shearing sheds.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions.
- industry shearing techniques and positions and method of shearing
- safe handling techniques for catching, dragging, shearing and releasing sheep.
- anatomy of all types of sheep
- sheep diseases
- animal welfare requirements in relation to sheep
- sheep behaviour
- personal protective clothing and equipment, and when and how it should be used
- Federal Pastoral Industry Award and/or State Shearing Award of Queensland, and/or Western Australian Shearing Contractors Award
- relevant State/Territory legislation and awards, regulations and codes of practice with regard to workplace OHS, animal welfare.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- select and use equipment and materials appropriate for shearing sheep
- avoid contamination, second cuts and damage to wool, sheep and people
- shear sufficient sheep within eight hours to match skill level as per industry award minimum rate of pay for learner shearers
- suturing
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- clean and maintain shearing equipment, site and facilities
- read and interpret manufacturers specifications, work and maintenance plans
- work in a team as a team member
- communicate problems, faults and workplace hazards, and to comprehend instructions provided by the owner or overseer.
- tally shorn sheep count.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2150A

Maintain intensive production growing environments

Unit Descriptor

This competency standard covers the process of routine maintenance of growing environments for livestock under intensive production. It may require the ability to administer vaccines, calculate and administer feeds of varying rates, record mortality/culls, recognise variations from normal in mortality, behaviour, and perform routine hygiene maintenance activities as required by the unit manager.

Maintaining intensive production growing environments may require knowledge of feed programs for different classes and types of livestock, hygiene practices, stocking rates, temperature and ventilation control, air quality, and an awareness of enterprise and industry codes of practice.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Maintain environment systems | <ul style="list-style-type: none"> 1.1 Shed heating, cooling and ventilation systems are monitored in accordance with the standards of the establishment. 1.2 Litter and manure conditions are regularly monitored and changes reported. 1.3 Lighting programs specified for the production unit are maintained and variations notified. 1.4 Light globes are regularly cleaned and malfunctions notified. 1.5 Feed program is monitored, and feeding times and feed rate monitored when restricted feeding is practised. Malfunctions are recognised and notified. 1.6 Maintenance work is carried out according to enterprise OHS hazards identification, risk assessment and risk control measures . 1.7 Waterers in sheds are monitored and malfunctions are recognised and reported to supervisor in accordance with enterprise procedures. |
| 2. Observe and assess livestock health | <ul style="list-style-type: none"> 2.1 Livestock are checked regularly. 2.2 Incidence of ill health is recognised and appropriate action taken to notify and record according to establishment practice. 2.3 Disease prevention strategies appropriate to the unit are carried out as instructed, and in line with establishment practice and the Biosecurity Code. |

3. Handle livestock
- 3.1 Livestock is handled in accordance with animal welfare code of practice, counted and identified accurately.
 - 3.2 Injured, malformed and non-productive livestock is recognised and disposed of humanely according to establishment practice and the welfare code of practice.
 - 3.3 Livestock is treated under direction of the unit supervisor and according to enterprise procedures.
 - 3.4 Effects of treatment are assessed and reported according to enterprise procedures.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through discussions with supervisor, fellow workers and advisory groups.	1
Collecting analysing and organising information	Through recording of shed temperature, humidity and air quality.	1
Planning and organising activities	Through implementing shed environment control programs and procedures.	3
Working with others and in teams	Through working with others in handling, moving and treating livestock.	1
Using mathematical ideas and techniques	Through calculations of temperature and calibration of shed environment equipment.	1
Solving problems	Through recognising and reporting variations to management due to disease or equipment malfunctions.	2
Using technology	Through use of electronic recording equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What OHS hazards identification, risk assessment and risk control measures are relevant to this competency standard?

Relevant OHS hazards identification, risk assessment and risk control measures may include:

- safe livestock handling systems and procedures, including prevention of zoonotic infection
- systems and procedures to protect workers from excessive noise, gases and organic dusts
- safe manual handling systems and procedures
- safe systems and procedures for storage and handling hazardous substances
- safe systems and procedures in maintaining house keeping to reduce manual handling, slip and trip hazards
- safe systems and procedures for handling sharps
- selection, use and maintenance of relevant personal protective clothing and equipment
- use of ladders or gantries, etc. to gain access to lights in roof, or to check stock housed above ground
- use of chain tensioners to adjust feed chains.

How might livestock be checked?

Livestock can be checked visually during a floor walk, picking up or handling stock for closer investigation.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in maintaining intensive production growing environments requires evidence that intensive production growing units have been successfully and appropriately maintained according to enterprise requirements.

The skills and knowledge required to intensive production must be transferable to a range of work environments and contexts. For example, this could include different enterprises, growing systems and animal classes and types.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- temperature/humidity and light requirements of different classes of livestock
- light control programs and equipment
- temperature/humidity control equipment
- ventilation control equipment
- feed programs for different classes and types of livestock
- hygiene practices and awareness
- enterprise and industry codes of practice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- calibrate feed weigh cells
- recognise variations from normal in mortality, and behaviour
- perform routine hygiene maintenance activities as required by the employer or unit manager, and more frequently on demand
- adjust and monitor environmental lighting, temperature/humidity, and air quality.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2151A

Unit Descriptor

Care for health and welfare of pigs

This competency standard covers the process of monitoring the health and welfare of pigs, providing the optimal environment for them, administering medications as and when necessary, and maintaining clear and accurate records about the work undertaken.

The maintenance of the health and welfare of livestock is likely to be under limited supervision. Overall progress may be checked periodically. The maintenance of the health and welfare of pigs in an intensive production environment will usually follow set routines, methods and procedures. Some discretion and judgement is required in the selection of equipment and materials, organisation of work, and services.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Monitor and assess livestock health and welfare | <ul style="list-style-type: none"> 1.1 Regular checks are taken to assess livestock health and welfare according to the requirements of the organisation. 1.2 Symptoms of ill health and common diseases or parasite infestations are recognised and reported. 1.3 Livestock health and welfare status is recorded in accordance with enterprise procedures |
| 2. Provide an optimal environment for livestock | <ul style="list-style-type: none"> 2.1 Optimal environment is correctly and safely provided for livestock according to organisation practice, the code of welfare and relevant regulations 2.2 Temperature control equipment is correctly monitored, and operated to ensure optimal temperatures for livestock 2.3 Welfare of livestock is monitored and abnormalities are reported promptly 2.4 Information which is relevant, complete, legible and accurate is recorded on shed conditions, according to enterprise procedures. |

- | | |
|--|---|
| 3. Establish and maintain shed hygiene | <p>3.1 Organisational occupational health and safety procedures, practices, policies and precautions are observed and followed, including the use of personal protective equipment.</p> <p>3.2 Cleanliness and hygiene are maintained by selecting and using appropriate methods according to organisation practice.</p> <p>3.3 Quarantine procedures are maintained as instructed to minimise the risks of disease introduction to the shed.</p> <p>3.4 Thorough personal hygiene practices are maintained in all activities associated with handling livestock, including reducing risks from zoonotic diseases.</p> <p>3.5 Rooms, machines and surfaces are cleaned to industry standards</p> <p>3.6 Pest and vermin control measures are taken when necessary according to organisation practice and supervisors instructions</p> <p>3.7 All waste and debris is placed in allocated containers and disposed of according to organisation hygiene standards</p> |
| 4. Administer medication to livestock | <p>4.1 Vaccines and veterinary chemicals appropriate to the operation are stored or frozen and labelled in controlled or refrigerated conditions</p> <p>4.2 Routine prevention procedures for disease or parasite infestation are safely carried out</p> <p>4.3 Quantities of medication are accurately measured for administration according to clear organisation instruction and manufacturers instructions</p> <p>4.4 Vaccination is carried out under instruction as required according to organisation procedures</p> <p>4.5 Vaccinated and non-vaccinated livestock are identified in shed records.</p> |
| 5. Remove non-viable livestock | <p>5.1 Sick livestock are safely treated and humanely destroyed and dead livestock are disposed of according to industry standards of health and hygiene and the quality assurance program.</p> <p>5.2 Unhealthy livestock are recognised and dealt with according to organisation policy and quality assurance program.</p> <p>5.3 Post-mortem assistance is provided where necessary according to organisation practice.</p> |
| 6. Keep and maintain records | <p>6.1 Disease incidence, livestock losses, and treatments are recorded accurately according to organisation practice and relevant regulations.</p> <p>6.2 Disease information is reported to the unit manager so that prevention strategies can be planned and implemented.</p> <p>6.3 All records made, kept and maintained are clear, accurate, and follow the guidelines laid down by industry and the organisation.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In interpreting and clarifying the work that is to be done and the specific requirements that there are for a particular situation.	1
Collecting analysing and organising information	In working with information that details feed amounts and times of feeding, medication records, livestock losses, stocking rates, shed temperatures, stocking rates, and other details critical to the health and welfare of the livestock.	2
Planning and organising activities	In preparing to administer medications according to the schedules provided.	1
Working with others and in teams	When working alongside other operators to ensure that required team outcomes are achieved.	1
Using mathematical ideas and techniques	In calculating ratios, percentages, and amounts required when dealing with medications and other chemical compounds.	2
Solving problems	In providing an optimal environment including temperature control and ventilation rates. Also to ensure that stocking rates for the season are adjusted appropriately.	2
Using technology	In measuring and calculating amounts required when dealing with either medications or cleaning compounds.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What practices can influence diseases?

Disease may be influenced by management practices such as wild bird exclusion, vaccination, maintaining bait stations for rodents, replacing sanitisers in footbaths, laundering protective clothing, maintaining truck and other vehicle wash facilities, maintaining fencing and maintaining personal hygiene.

What practices can influence welfare?	Welfare may be influenced by management practices such as handling of livestock, water suitable for their needs, food appropriate for the physiological requirements of livestock, vaccination, and prevailing weather conditions.
What does optimal environment involve?	It involves accommodation, group sizes, stocking rates, temperature, ventilation, and sick bay.
What does temperature control equipment involve?	It may involve spray cooling, heating, and ventilation.
What are the occupational health and safety hazards that might exist?	<p>Hazards might include:</p> <ul style="list-style-type: none"> • accidental infection of skin lacerations by employees handling livestock • accidental inoculation or stabbing with needles or scalpels • accidental poisoning or burning with hygiene agents • cleaning areas above head level • killed vaccines may cause severe tissue reactions in humans if accidentally injected. <p>These may be eliminated or minimised through:</p> <ul style="list-style-type: none"> • safe operating procedures • safe manual handling systems and procedures • safe systems and procedures for outdoor work, including protection from solar radiation.
What personal protective clothing and equipment may be relevant to this standard?	This may include boots, helmet, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
What is involved in livestock cleanliness?	It involves the hygiene of amenities and facilities, fly control and tidiness, sweeping, dusting in all work areas, lawn and environment maintenance, checking incoming equipment for cleanliness (such as hatchery fillers).
What dictates the outbreak of exotic diseases and what determines quarantine and control strategies?	In the case of emergency disease outbreaks, legislative requirements will dictate the quarantine and control strategies that must be implemented. Some sheds draw product and materials from several locations and can spread disease back to organisations if equipment is not cleaned adequately.
What pests and vermin might need to be controlled?	Pests and vermin may include flies, other insects, birds and other vertebrate pests such as mice, rats, feral cats, foxes and dogs.

What agents do disease prevention procedures use?	Such agents as vaccines, sprays, medicated feed and water, nutrient drenches and injections, antibiotics and therapeutic drugs.
What medications may be administered?	Medications include vaccines, antibiotics and other prescribed medicines.
What forms may vaccination include?	Vaccination is carried out by several methods, depending on the disease, including injection, water, spraying, stabbing.
What is required to enable laboratory testing?	Swabs and samples for laboratory testing are collected and packed as required including blood and tissue together with routine swabs.
How is treatment of disease determined?	The primary cause of disease may be difficult to detect and the symptoms are often treated. Treatments may include vaccination, medicating water, adding medication to feed, euthanasia.
What relevant information might be recorded and reported?	Dates, times and periods of operation and maintenance, livestock numbers, chemicals and other substances used, including quantities and methods, and readings from temperature and flow-rate gauges.
Why is sample collection necessary?	Sample collection is often a result of verbal instructions from employer, unit manager or veterinary staff. Samples required for disease diagnosis may vary depending upon the disease, and livestock type or breed.
How might information be documented?	Recordkeeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in maintaining health of livestock in an intensive production environment requires evidence that livestock remain at optimum health and that outbreaks of disease are minimised through the effective use of hygiene and quarantine procedures. Competence in maintaining welfare of livestock in intensive production environments requires evidence that livestock are looked after and that problems are minimised through effective use of livestock knowledge and handling skills.

The skills and knowledge required to maintain good health and welfare of livestock in an intensive production environment must be transferable to a different work environment. For example, across a range of breeds and classes of livestock, and a range of shed and production system types.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- symptoms of ill-health in livestock
- the range of diseases affecting the class and age of livestock
- vaccination programs, vaccines and mode of action in use in the organisation
- zoonotic diseases and mode of transmission
- environmental controls and codes of practice applicable to the enterprise
- relevant occupational health and safety legislation, regulations and codes of practice.
- portability of water
- quality of feed
- how to handle livestock
- signs of fear/aggression in livestock
- signs of stress in livestock
- safe handling of sick and dead livestock
- euthanasia of livestock

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- accurately assess livestock numbers
- complete worksheets clearly and accurately
- detect possibility of disease through livestock behaviour and appetite
- recognise clinical symptoms (normal vs. abnormal)
- recognise symptoms of fear, aggression and stress
- survey workplace for hygiene and occupational health and safety issues
- observe, identify and react appropriately to environmental implications and occupational health and safety hazards.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2201A

Unit Descriptor

Carry out basic electric fencing operations

This competency standard covers the functions required to install and maintain electric fences in a rural enterprise.

It requires knowledge of the structure and components of a range of electric fences, and the types of fencing materials, equipment and tools required for the job. It requires an awareness of workplace safety and environmental practices associated with maintenance activities. The work functions in this standard are likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|---|
| 1. Prepare for fencing operations | <p>1.1 Tools and materials appropriate to meet job requirements are selected and checked against the work plan.</p> <p>1.2 Routine pre-operational checks of tools are carried out and adjustments made according to manufacturers specifications.</p> <p>1.3 Faulty or unsafe tools are identified and segregated for repair or replacement according to enterprise requirements.</p> <p>1.4 Potential and existing hazards in the workplace are risk assessed and minimised according to OHS and enterprise requirements.</p> |
| 2. Carry out fencing operations | <p>2.1 Suitable personal protective equipment is selected, used and maintained according to OHS and workplace procedures.</p> <p>2.2 Dismantling operations are carried out, as required, with a focus on minimising unnecessary damage and recovering all re-useable materials.</p> <p>2.3 Repair requirements are identified and carried out according to work plan procedures.</p> <p>2.4 Sundry electric fences are erected to contour according to work plan and OHS requirements.</p> <p>2.5 Electric fence components are installed neatly according to manufacturers specifications.</p> <p>2.6 All work is carried out safely according to OHS and enterprise requirements.</p> |
| 3. Complete fencing operations | <p>3.1 Post holes are firmly filled to remove potential hazards and minimise environmental impact.</p> <p>3.2 Work site is cleared and tidied and all non-reusable materials are disposed of in an environmentally responsible manner.</p> <p>3.3 Tools and re-usable materials are transported safely from the work site and stored according to enterprise and manufacturers recommendations.</p> <p>3.4 Further identified work or repair requirements are reported according to enterprise requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to the correct installation of portable electric fencing for topography and livestock may be discussed with the supervisor.	1
Collecting analysing and organising information	Information with regard to the performance of tools and any identified faults may be reported to the supervisor for repair, and organised by records.	1
Planning and organising activities	Activities involving filling in post holes may be planned and co-ordinated with repair activities to minimise potential hazards and environmental impact.	1
Working with others and in teams	In the application of methods and procedures to maintain and install portable electric fencing within timeframes.	1
Using mathematical ideas and techniques	Basic mathematical techniques may be applied in the calculation and measurement of fencing wire and other materials to complete tasks.	1
Solving problems	Faulty tools or malfunctions may be reported for repair, and arrangements made for replacement in order to minimise disruption to repair and maintenance schedules.	1
Using technology	Technology may be used to communicate and calculate information with regard to fencing requirements.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What tools and materials might be used?

Tools may include post driver, post hole borer, wire strainers and fencing pliers, wire cutters, wire spinners, shovel, crowbar/rammer, brace and bit, drill, earth stakes, and cut out switches. Wire may include live wire, earth wire and electric ribbon tape.

What information may be included in a work plan?	This may include designated work tasks, tools and materials for use, procedures for pre-start and safety checks of tools, timeframe for work completion, and supervisors instructions and reporting requirements.
What may be involved in routine pre-operational checks of tools?	This may include routine safety and pre-start checks and preparatory procedures including cleaning, lubricating, hand sharpening, priming pumps, clearing filters, tightening, basic repairs and adjustments.
What enterprise requirements may be applicable to this standard?	SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What existing and potential hazards may be relevant to this standard?	This may include exposure to hazardous noise, dust solar radiation and adverse weather conditions. It may also include electricity associated with powered tools, portable live posts and energisers.
What OHS requirements may be applicable to this standard?	<p>Safe systems and procedures for:</p> <ul style="list-style-type: none"> • the use of fencing tools and materials • the operation of vehicles • hazard and risk control • lifting, carrying and handling techniques particular with regard to electric fence components • manual handling especially when handling posts and coils of wire • the use of personal protective equipment • outdoor work including protection from solar radiation • protection from dusts • administering first aid.
What personal protective equipment may be relevant to this standard?	This may include boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection.
What re-useable materials may be recovered?	This may include wire, hinges, supports and posts.
What repairs may be carried out?	This may include replacing posts, rejoining and restraining wires, gate hinges, gate chains and gates, and other repairs to gates. Knots that may be used in joining fence wire may include figure 8, pin and loop, Donald, post tie and double loop.
What may be included in sundry electric fences?	Sundry electric fences include strip grazing systems.

What may be included in electric fence components?

This may include portable live posts, insulators, energiser and wire.

What may be involved in clearing and tidying a work site?

This may involve replacing dirt and the removal and safe disposal of non-reusable materials.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to select the correct tools and equipment, and apply appropriate methods to install and maintain electric fences. It also requires the ability to apply task instruction, erect fences to contour, safely install components without damage, and dismantle and transport fences. Also required is an awareness of earthing, current flow, resistance and leakage.

The skills and knowledge required must be transferable to a different work environment. For example, if competence is evident in carrying out electric fencing maintenance in an agricultural enterprise, it must also be evident in the installation of an electric fence in a horticultural enterprise.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- uses and structures of a range of electric fence types
- uses and types of standard fencing tools and materials
- common electric fencing hazards and safety precautions
- dangers posed by electricity to personnel and livestock
- difference between portable and mains power
- OHS legislative requirements
- relevant codes of practice with regard to protection of the environment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- minimise environmental impact
- interpret and apply task instruction
- complete work efficiently within timeframes
- maintain physical fitness
- read and interpret work plans
- communicate with work team and supervisor
- calculate and measure fencing wire requirements.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2205A

Fabricate and repair metal or plastic structures

Unit Descriptor

This competency standard covers the requirements to undertake minor fabrication and repair of metal or plastic structures where the services of a specialist trades person is not necessary.

It requires the application of basic skills and knowledge to match materials against workplans, and select appropriate plant and equipment to carry out repairs and/or fabricate structures. The work involves the application of some judgement and discretion and would be carried out under supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Prepare for fabrication and/or repair | <p>1.1 Items for repair or fabrication are identified against work plans using industry recognised techniques.</p> <p>1.2 Equipment appropriate to job requirements is selected and confirmed against work plan.</p> <p>1.3 Jointing/welding materials suitable to the job requirements are selected.</p> <p>1.4 Potential and existing hazards in the workplace are identified and reported to the supervisor.</p> |
| 2. Assist with maintaining structures and facilities | <p>2.1 Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements.</p> <p>2.2 Equipment and structures are safely repaired or fabricated according to enterprise requirements and industry standards.</p> <p>2.3 Jointing methods used in the fabrication and/or repair structures and equipment are according to enterprise requirements and industry standards.</p> |
| 3. Complete fabrication and repair | <p>3.1 Materials and equipment are cleaned and stored according to manufacturers guidelines and enterprise policy.</p> <p>3.2 Work area is cleaned and maintained, and any hazardous materials removed in an environmentally responsible manner.</p> <p>3.3 Completed work is detailed and recorded according to enterprise requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to fabrication, repair, welding and cutting methods may be discussed with the supervisor and others in the work group.	2
Collecting analysing and organising information	Information with regard to equipment performance, faults and maintenance requirements may be detailed and monitored for analysis, and organised by records and reports.	2
Planning and organising activities	Fabrication and repair tasks may be sequenced or carried out in conjunction with colleagues.	2
Working with others and in teams	Team work may be applied in the communication and co-ordination of tasks to achieve specified work requirements.	2
Using mathematical ideas and techniques	Mathematics may be applied in the calculation and measurement of materials and resources used and volume dimensions.	2
Solving problems	Malfunctions or breakdown will require arrangements for repair or replacement to meet work requirements.	2
Using technology	To communicate, maintain records, and troubleshoot performance problems.	2

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What items might be included in this standard?

Items may include working with metal, fibreglass and plastic components in the manufacture, repair and/or installation of plant, equipment and structures.

What may be included in work plans?

This may include pre-operational checks and maintenance procedures, designated job tasks, equipment, resources and materials for use, supervisors instructions, timeframe for work completion and reporting requirements.

What techniques might be used when identifying items for repair and fabrication?

Techniques may include metal identification through grinding, and observing spark colour, filing and colour.

What equipment might be selected?

Equipment may include cutting tools, welding and thermal cutting equipment, and soldering irons.

What jointing/welding materials might be used in fabrication/repair?

Materials may include iron and steel, copper or brass, aluminium, cast iron, high tensile steel, gun metal and plastics.

What potential and existing hazards may be encountered in the workplace?

Hazards may include exposure to loud noise and fumes, solar radiation, dust, hazardous substances, oil and grease spills. It may also include the presence of bystanders, livestock and wildlife, obstacles, extreme weather conditions, electricity, powerlines, and equipment malfunctions.

What personal protective equipment may be relevant to this standard?

Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).

What OHS requirements may be applicable to this standard?

This may include systems and procedures for manual handling and transportation of fabrication and repair of materials and equipment, the appropriate use of personal protective equipment, the elimination of hazards, safe handling of hazardous substances, the provision of safety signage and decals, and the safe use of tools and equipment particularly welding and thermal cutting equipment.

What enterprise requirements may be applicable to this standard?

SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.

What techniques might be used in the safe repair or fabrication of structures and equipment?	Techniques may include cutting, forming, jointing, welding, brazing, soft soldering, thermal cutting, hot air welding, drilling, plastic welding and forming, brazing or welding cast iron including the use of pre-heating and controlled cooling, the use of the full range of jointing techniques, the use of masonry anchors and bolts, silver soldering of high tensile materials, gas welding or silver soldering copper piping, metal forming and wrought iron fabrication, hard facing techniques, and thread cutting or tapping. Welding techniques may include: manual metal arc welding (MMAW), gas metal arc welding (MGAW), gas tungsten arc welding (GTAW), or oxy acetylene (or fuel gas) welding (OAW).
What jointing methods might be used?	This may include silver soldering, soldering, solid rivets, pop rivets, folding, self tapping screws, glues and silicones.
What might be considered to be a work area?	A working area may be an enclosed workshop, field, or area constructed specifically for job requirements.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in minor fabrication and repair requires evidence of the ability to effectively identify job requirements and select materials, tools and equipment to complete the job. It also requires the ability to identify and use jointing methods and safe and appropriate repair/fabrication techniques, and to clean up after operations. Evidence must be demonstrated in the employment of safe workplace and environmentally responsible practices.

The skills and knowledge required to fabricate and repair metal or plastic structures must be transferable to a different work environment. For example, this could include fabrication and repair of different items and structures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of fabrication materials and their various applications
- range of metals and non-metal materials that may be used in fabrication and repair
- industry jointing/welding techniques and fabrication and repair methods
- OHS legislative requirements
- environmental codes of practice with regard to equipment operation and maintenance activities
- operating principles and operating methods for equipment
- various types of welders and respective functions
- environmental impacts and minimisation measures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- safely use welding and thermal cutting equipment
- demonstrate safe and environmentally responsible workplace practices
- read and interpret manufacturers specifications, work and maintenance plans, and MSDS
- effectively communicate information, interpret and apply task instructions, and maintain records and reports
- estimate and measure dimensions, and calculate volumes.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2212A

Unit Descriptor

Prepare grain storages

This competency standard covers the process of safely maintaining the site, the storage and equipment for handling, and storage of bulk materials. At the completion of the work described in this standard, storages, surrounding areas and equipment are prepared in readiness for receiving grain at an acceptable level of hygiene.

Work is likely to be under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Preparing bulk material storages is usually within established routines, methods and procedures. Competency at this level involves the application of knowledge and skills in the maintenance of facilities, tools and equipment.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Prepare to work in bulk material storage area | <p>1.1 Work to be undertaken is interpreted from work program where necessary, and confirmed with supervisor.</p> <p>1.2 OHS hazards are identified, risk assessed and suitable controls implemented.</p> <p>1.3 Suitable personal protective equipment is selected, used and maintained.</p> <p>1.4 Tools and equipment suitable for the work to be undertaken are selected, checked and maintained, if necessary.</p> <p>1.5 Environmental implications of undertaking work in the bulk material storage area are identified, likely outcomes assessed and, if necessary, responsible action taken.</p> |
| 2. Prepare storage area | <p>2.1 Storage site is cleaned of weeds, dust and spillage to organisation requirements.</p> <p>2.2 Refuse is disposed of according to regulatory requirements.</p> <p>2.3 Site is maintained in a clean and tidy condition according to organisation requirements.</p> <p>2.4 Storage site is prepared according to OHS standards.</p> |
| 3. Prepare storages | <p>3.1 Storages are prepared according to OHS standards.</p> <p>3.2 Bulk material storages are cleaned of all residues according to organisation requirements.</p> <p>3.3 Bulk material storages are checked for structural safety, damage or deterioration, and repaired or reported as required according to organisation requirements.</p> <p>3.4 Temporary storages are prepared and erected to meet the needs of the organisation according to OHS standards.</p> |

RTE2212A Prepare grain storages

- | | |
|---|---|
| 4. Prepare bulk material handling machinery | <p>4.1 Bulk material handling machinery is cleaned free of contamination and residues according to organisation requirements.</p> <p>4.2 Bulk material handling equipment is adjusted and set according to organisation requirements .</p> <p>4.3 Bulk material handling equipment is prepared ready for use according to manufacturers instructions and OHS standards.</p> |
| 5. Complete maintenance operations | <p>5.1 Workplace information is recorded clearly and accurately in the format and at the time required by the organization.</p> <p>5.2 Waste is collected and disposed of or recycled to minimise damage to the external environment.</p> <p>5.3 Tools and equipment are cleaned and stored according to organisation work procedures.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In interpreting and clarifying the work that is required to be done with employer/manager and other co-workers.	1
Collecting analysing and organising information	In determining what work is required and what resources/tools will be needed.	1
Planning and organising activities	In working out what order the work should be done to co-ordinate with other activities on the site.	1
Working with others and in teams	In completing specified activities and operations with co-workers.	1
Using mathematical ideas and techniques	In calibrating and maintaining the equipment and tools used.	1
Solving problems	In assessing the extent of maintenance requirements and selecting an approach for the repair.	1
Using technology	In the use of communication equipment.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What OHS hazards apply to this standard?

Amongst the risks are operating and maintaining machinery and equipment, including hydraulics and exposed moving parts, noise, organic and other dusts, working with, transporting and storing hazardous substances (such as pesticides), using fumigants, working at heights, and working on the bulk material mass.

What actions could be taken to eliminate or minimise OHS risk?

The range of actions are both systemic and at an operational level. These are listed below.

Systems should be in place to ensure the safe operation and maintenance of machinery and equipment. Precautions should also be in place to minimise exposure to noise and organic and other dusts. Systems and procedures for handling and storing bulk material, as well as working with and around electricity, should also be in place.

Fixtures should be in place in all silos and storage sheds, including appropriate access ladders, hand rails and ladder cages.

Personal protective equipment should be selected, used and maintained.

Environmental conditions should be controlled. For example, keeping moisture levels as low as possible will reduce the likelihood of fire and silo collapse.

Procedures should be in place and used for working on top of stored bulk material, working with bulk material mass movement and stability, working within confined working spaces, moving vehicles, and working at height.

Record keeping should ensure that requirements in relation to properly observing and using product labels and MSDS sheets, instruction manuals and written organisational procedures.

What personal protective clothing and equipment may be relevant to this standard?

Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sun screen).

What equipment is likely to be used for the cleaning and maintenance work?

Cleaning equipment for hand use, air compressors, vacuum cleaners, mobile load handling plant, mowers/slashers, loading and unloading equipment, tractors, and portable augers.

What kind of preparation is required for cleaning and mobile equipment?	Site cleaning and mobile equipment use includes pre-operational checks, start-up, shutdown, and minor servicing to organisation requirements.
What bulk materials may be stored at the site?	Bulk materials stored may include the entire range produced or used by the organisation and may include grains (cereals, legumes, pulses, oilseeds, or pasture seeds), animal feed (e.g. meal), flour and fertilizers.
What storage facilities and surroundings might be subject to maintenance and cleaning?	They may be permanent and/or temporary storages, fixed and/or portable commodity handling equipment, the surrounding areas, entry, exit and site roads.
What areas are subject to the cleaning activities?	They are the handling of equipment, storage facilities, buildings and surrounding grounds.
What cleaning and maintenance will be involved?	On the storage site, it will be aspects of site tidiness and cleanliness, weed control, and cleaning of spilled materials and rubbish.
What might be identified in the storage area that will need to be cleaned up, maintained, or repaired?	The presence of water or water damage, presence and activity of pests including insects, moulds, birds and rodents, dead vertebrate pest in storage, breakdown of storage security and integrity, e.g. holes, cracks, poor sealing or general physical deterioration, storm damage, and/or level of hygiene will need to be seen to.
What workplace information is likely to be recorded?	Records may include environmental parameters, date of maintenance work, and what has been checked/maintained.
What type of waste may be collected?	Waste may include left over treatments, unused containers, general debris, or discarded components.
What are the implications for the external environment when undertaking this work?	Environmental implications may include the contamination of off-site ground water or soils from solids, debris, nutrients or chemicals.
What might the organisations and statutory instructions include?	They might be those relating to health and safety, quality control, administrative reporting, commodity storage and movement control, residual fumigants and confined space entry.

Potential emergency situations may include.

Inclement weather during operations, machinery breakdowns, and storm damage to equipment and site.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in preparing bulk material storages requires evidence that the storage facility, the surrounding area, and the bulk material handling equipment are clean, operable, and within the hygiene standards required by the organisation.

The skills and knowledge required to prepare bulk material storages must be transferable to a different work environment. For example, across a range of storage facility types, materials and enterprise guidelines.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- range of construction methods, potential hazards, safety and structural requirements for storage
- erection/dismantling for types of temporary storage used by organisation
- organisation and commodity quality requirements
- organisation hygiene requirements
- typical signs of damage to be documented and reported
- appropriate legislative requirements, manufacturers instructions and organisation procedures/ instructions
- appropriate action in contingency situations
- organisation requirements for protective equipment and safe practices in relation to OHS
- pre-operational and safety checks, servicing and maintenance procedures for tools and equipment
- potential hazards associated with the operation of basic tools and equipment
- general machine maintenance procedures
- machinery operating principles and operating methods
- machinery storage and protection methods
- relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS, and the use and control of machinery and equipment
- environmental impacts associated with the operation of machinery and equipment
- personal protective clothing and equipment and when and how it should be used
- cleaning and storage of machinery, equipment and materials
- organisation recording and reporting procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These skills are:

- erect simple temporary bulk material storages
- use communication systems
- check equipment and storage facilities, and identify current or impending faults
- handle and manoeuvre equipment
- complete pre-operational checks on basic tools and equipment
- perform routine safety, service and maintenance procedures on tools, equipment and machinery
- operate hand and independently powered tools and cleaning equipment to industry standards
- clean, secure and store machinery and equipment
- perform basic trouble shooting
- recognise and rectify minor operational faults
- handle hazardous substances (fuels) safely
- read and interpret manufacturers specifications, work and maintenance plans, and Material Safety Data Sheets
- interpret and apply task instructions, communicate with work team and supervisor, and record and report faults, workplace hazards and accidents.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2213A

Unit Descriptor

Weld and fabricate stainless steel

This competency standard covers the process of the cut out, assembly and welding of a range of stainless steel tubing in fabricating the cans and pipe-work used in milking equipment installations. It includes the completion of purged welds and buff finishing to quality standards to meet the needs of the food industry.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Prepare for welding operations | 1.1 Welding equipment settings and welding consumables are selected in accordance with planned welding procedures.
1.2 Welding equipment including leads and cables is safely prepared according to industry standard operating procedures.
1.3 OHS hazards are identified, risks assessed and reported to the supervisor. |
| 2. Cut and fit pipes and cans | 2.1 Individual parts are cut using dedicated stainless steel tools and cutting equipment.
2.2 Vessels are formed and entries cut to measure.
2.3 Sizing and format of pipes and vessels are checked against performance, sizing requirements and installation plans. |
| 3. Assemble and weld stainless steel milking equipment | 3.1 Stainless steel is pre-warmed as required to minimise work hardening.
3.2 Vessels and joins are purge welded to conform with OHS requirements and using industry standard techniques to achieve a smooth and slag free finish.
3.3 Welds are buffed to remove burr or irregularities.
3.4 Pipework is joined to conform to industry minimum standards . |
| 4. Test and finish stainless steel fabrications | 4.1 Weld joints are visually inspected against specifications and defects identified.
4.2 Defects are removed with a minimum loss of sound material using appropriate techniques and tools . |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating with fellow workers and the shed manager on the work requirements.	1
Collecting analysing and organising information	Information on the relevant standards and specific work instructions will be collated and effectively implemented.	2
Planning and organising activities	Through workshop scheduling and contract specification.	2
Working with others and in teams	The conduct of this activity needs to be co-ordinated in a team environment in either the workshop or in a field situation.	1
Using mathematical ideas and techniques	The use of mathematical formulae in the measurement of materials and the estimation of suitable sizes is integral in the performance of this unit.	1
Solving problems	Problem-solving, including the identification of defective welds and the implication of remedial action, is required in this unit.	2
Using technology	The measuring and calculating of material quantities as well as the actual welding process utilise a range of technologies.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work contexts.

What are the OHS hazards associated with this unit? OHS hazards include heat and hot metal, foreign bodies in the eye, hazardous substances, noise and fumes.

Why should dedicated stainless steel tools and cutting equipment be used? Tools and cutting equipment used on mild steel may increase the risk of carbon inclusion in weld metal and joints if subsequently used on stainless steel.

What are the OHS requirements of welding and fabricating stainless steel?	OHS requirements include the use of suitable personal protective equipment - protective clothing, eye and hearing protection and protection from dangerous fumes.
What are the OHS implications of the performance of this unit?	Welding operations of any kind require observance of a number of safe working procedures including the uses of protective clothing and eyewear. Working with metals also requires these measures, as well as hearing protection and protection from fumes and welding gases.
What are the applicable industry standards for stainless steel welding?	The relevant Australian Standard regarding stainless steel welding is AS/NZS 1554.6:1994. These provide the guidelines for the welding of a wide range of welded stainless steel fabrications other than pressure vessels and pressure piping.
How is buffing of the weld joins carried out?	<p>Buffing by:</p> <ul style="list-style-type: none"> • rotary buffing with sisal or calico mops with grit glued or applied via a stick • rotary buffing with synthetic material buffs such as Scotch Brite TM-type buffs • finishing with belt sander equipment • acid cleaning/passivation with a proprietary pickling solution • rotary burrs • sand blasting • glass bead blasting.
What are the industry minimum standards and what do they specify?	The Australian Milking Machine Trade Association specifies minimum standards recommendations for the sizing, construction and installation of milking equipment.
What sorts of fabrications are involved in welding operations in this industry?	Fabrication may include cans, pipework, pipework entries (angled or straight), bracketing, or stainless steel welded unions.
Where are welding operations normally carried out?	Welding and fabrication may be carried out in the workshop or on site on the farm.
Are there any environmental implications in welding operations?	Operations need to ensure that all workshop debris including off-cuts and materials packaging is disposed of in an environmentally sensitive manner.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in welding and fabricating stainless steel requires evidence that an individual is able to work autonomously or within a team environment using predetermined standards of quality, safety, work and welding procedures, and apply these skills to a range of fabrication activities.

The skills and knowledge required to weld and fabricate stainless steel must be transferable to differing work environments. For example, they may be used in situations ranging from a workshop environment through to on-site fabrications in large rotary installations.

Evidence should include the reporting of OHS hazards to the supervisor.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- welding amperage requirements and selection of welding electrodes
- relevant industry standards and minimum standard recommendations
- identification of weld materials, suitable electrodes and welding gases
- buffing materials tools and compounds.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- competently and safely cut and fabricate metal forms, sections and pipes
- read and interpret plans and drawings
- interpret industry recommended minimum standards and standards specifications
- identify and use appropriate personal protective equipment
- work co-operatively in a team environment
- responsibly dispose of materials scrap and constructional debris.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2214A

Unit Descriptor

Clean out intensive production sheds

This competency standard covers the process of cleaning out sheds used for the intensive production of livestock. It is necessary to provide a hygienic and disease free environment for each new batch of livestock. The adherence to strict hygiene standards underpins the competency in many areas of the industry.

The cleaning out of intensive production sheds is likely to be under limited supervision from others, with checking only related to overall progress. It is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment and materials, organisation of work, services and actions, and the achievement of outcomes within time constraints.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------|--|
| 1. Prepare to clean shed | <p>1.1 Requirements for the work to be undertaken are interpreted and confirmed with supervisor.</p> <p>1.2 OHS hazards are identified, risks assessed and suitable controls are implemented.</p> <p>1.3 Suitable personal protective equipment is selected, used and maintained.</p> <p>1.4 The environmental implications of cleaning the shed are identified, likely outcomes assessed and, if necessary, responsible action is taken.</p> <p>1.5 Equipment is raised, dismantled or removed from the shed for cleaning according to supervisors instructions.</p> <p>1.6 Feed and watering equipment is raised or removed from shed and cleaned to remove contamination.</p> <p>1.7 Electrical switchboards and other equipment are covered or sealed to prevent entry of water if appropriate.</p> |
|--------------------------|--|

2. Clean shed and surrounds
 - 2.1 **OHS** hazards relating to the cleaning process are identified, risks assessed and suitable controls are implemented.
 - 2.2 Machinery is available, serviced and prepared for operation according to established operating practice.
 - 2.3 Where used, litter is removed and disposed of according to establishment **hygiene** practice.
 - 2.4 According to production circumstances, manure is removed and disposed of according to environmental codes, enterprise quality assurance requirements, and OHS guidelines.
 - 2.5 According to production circumstances and environment, dust and cobwebs are removed from all surfaces
 - 2.6 Filters are serviced and drinker lines and tanks are **flushed**.
 - 2.7 Where appropriate, **silos** are emptied and cleaned as required by hygiene and production programs.
 - 2.8 **Cleaning agents** are prepared and used according to manufacturers instructions and in line with established safe working procedures.
 - 2.9 Shed is aired to ensure evacuation of cleaning agent's toxicants prior to re-entry of staff and re-installation of equipment.
 - 2.10 Chemical agents are safely handled and applied in compliance with **OHS** standards, and in line with property quality assurance program.
 - 2.11 Electrical equipment is dry-cleaned.
 - 2.12 Run-off from cleaning activity is managed according to the organisations effluent and waste management procedures.
 - 2.13 Checks are made to ensure that all cleaning and **hygiene processes** are completed to standard.
3. Complete hygiene and administration tasks
 - 3.1 **Equipment** is cleaned in accordance with manufacturers specifications, and organisational procedures and regulations.
 - 3.2 Attachments and other ancillary equipment are cleaned and stored to minimise damage and to maximise hygiene according to manufacturers' specifications, and organisational procedures and regulations.
 - 3.3 All containers, leftover fluids, waste and debris from the cleaning operations are disposed of safely and appropriately.
 - 3.4 All required **records and documentation** are completed accurately and promptly in accordance with organisational requirements.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	To ascertain the specific requirements of the operation and the need for cleaning.	1
Collecting analysing and organising information	While gathering data to complete records, such as MSDS sheets.	1
Planning and organising activities	In undertaking the preparation activities for cleaning.	1
Working with others and in teams	In ensuring safe work practice and to minimise risk.	2
Using mathematical ideas and techniques	In measuring and mixing the required volumes and quantities of detergents and other chemicals.	2
Solving problems	In ensuring that any hazards that present are dealt with effectively and promptly.	2
Using technology	By operating the range of equipment used in cleaning and washing the shed.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What actions could be taken to eliminate or minimise OHS risk?

The range of actions are both systemic and at an operational level. These are listed below.

Systems should be in place to ensure the safe operation and maintenance of machinery and equipment, especially high-pressure cleaners. Precautions should also be in place to minimise exposure to noise, gases and organic dusts

Fixtures should be in place in all storage sheds, including, where appropriate, access ladders, handrails and ladder cages

Personal protective equipment should be selected, used and maintained, including precaution for hot water protection

Environmental conditions should be controlled. For example, keeping moisture levels as low as possible will reduce the likelihood of fire. Safe access to above floor level areas

Procedures should be in place and used.

Record keeping should ensure requirements in relation to properly observing and using product labels and MSDS sheets, instruction manuals and written organisational procedures.

What personal protective equipment may be relevant to this standard?

Boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sun screen), waterproof clothing and footwear.

What environmental implications might be involved?

Chemical use, run-off or escape of liquid from lines being flushed.

How might information be documented?

Record keeping systems used may be either paper-based or digital, and information will be recorded into logbooks or other records.

Why must equipment be raised or removed?

Equipment must be located to ensure ease of cleaning and to ensure spray or fall off from equipment being cleaned does not cross contaminate already cleaned equipment.

What will determine whether or not equipment is dismantled?

Decisions whether to dismantle equipment will be based on whether equipment can be easily moved or cleaned in situ.

What equipment is used in the cleaning of intensive production sheds?	Mechanised brooms, manual brooms, high-pressure cleaners, hand tools, and other cleaning agents applicators.
What areas inside and outside the sheds are cleaned and checked?	All surfaces inside and outside sheds (including equipment housing), shed aprons and shed workrooms. Fan cowlings, purlins, trusses and other dust/dirt traps should also be checked.
What determines the hygiene standard in place in the production shed?	The level of hygiene required is dependent on enterprise requirements and industry quality assurance program.
How might the flushing of lines be carried out?	Flushing tanks and lines are often done with an approved anti-algal chemical included, and treated water may be allowed to stand in lines prior to flushing. Flushing can dislodge algae and particles that can block valves in drinkers and cause flooding. Flushing also requires checking in-line filters for efficiency of operation.
What are the key results required of cleaning agents?	They must remove surface gross materials and dust, and work efficiently on cleaned surfaces where there is little soiling or faecal residue remaining.
What kinds of cleaning agents might be used?	They might be chemicals, detergents, disinfectants and/or sanitising agents. Note: Sanitising agents can include gases, vapours or fine misting sprays, and can include a gaseous phase and liquid applications through aerosol. If handling and working with sanitising agents, the operator should be mindful that they can be carcinogenic and an irritant to the respiratory tract. They may also choke operators if inhaled in concentrated forms. Sanitising agents require strict operating procedures.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in the cleaning of intensive production sheds requires evidence that minimum contamination remains from previous livestock, and that all surfaces inside and outside the shed are treated/cleaned so they meet enterprise standards.

The skills and knowledge required to clean intensive production sheds must be transferable to a different work environment. For example, across a range of production shed types containing a variety of equipment set-ups and uses.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of sheds and equipment in them
- relevant **OHS** legislation, regulations, and codes of practice
- chemical spillage management and safety equipment and clothing.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- operate high pressure washing equipment
- read and interpret cost sheets, production information, target statistics, quantities of feed and other inputs, job performance audits, and MSDS
- prepare and present production and other information in a manner that is readily accessible for both management and operators
- observe, identify and react appropriately to environmental implications and **OHS** hazards
- make shed environment secure to prevent accidental entry of personnel until environment safe.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2216A**Assist in preparing for shearing and crutching****Unit Descriptor**

This competency standard covers the process of assisting the owner/classer in the preparation of sheds and facilities prior to shearing and crutching operations. It requires following directions, cleaning the shed, checking equipment for correct operation, and disposing of contaminants. Assisting in the preparation of sheds for shearing and crutching also involves positioning of equipment used in wool handling and ensuring it is ready for use.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Prepare equipment | <p>1.1 Facilities are inspected with owner/classer to determine the degree of preparation required.</p> <p>1.2 Facilities and equipment are cleaned to industry standards and hazards are eliminated according to OHS requirements, and as directed.</p> <p>1.3 Contaminating substances are identified, removed and disposed of according to enterprise and environmental requirements, and as instructed.</p> <p>1.4 Equipment faults or malfunctions are reported to owner/classer.</p> <p>1.5 Suitable personal protective equipment is selected, used and maintained according to OHS requirements.</p> |
| 2. Arrange equipment and materials | <p>2.1 Equipment is positioned according to owner/classers requirements.</p> <p>2.2 Bins/wool packs are arranged according to instructions.</p> <p>2.3 Brooms/scrapers are positioned according to requirements.</p> |
| 3. Identify hazards and dispose of contaminants | <p>3.1 Potential and existing hazards are identified and reported to owner/classer.</p> <p>3.2 Directions of owner/classer are followed in eliminating hazards.</p> |
| 4. 4 Pen sheep | <p>4.1 Work is undertaken in conjunction with shed manager/other shed staff to ensure sheep are penned for shearing or crutching.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to the need to arrange equipment and facilities may be discussed with the owner/classer.	1
Collecting analysing and organising information	Information and instructions with regard to industry requirements for the preparation of shearing facilities may be accessed and referred.	1
Planning and organising activities	Basic repairs and maintenance to equipment and facilities are carried out prior to shearing operations as directed.	1
Working with others and in teams	Team work may be applied in the efficient preparation of safe and hygienic shearing equipment and facilities with timeframes.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation of how many sheep need to be penned in relation to cutouts.	1
Solving problems	In organizing sheep numbers in catching pens at cutouts.	1
Using technology	Technology may be used to communicate.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What types of equipment might be checked?

This may include wool tables, wool pack holders, brooms/scrapers and wool presses

What types of facilities may be inspected and assessed?

Facilities may include shearing and wool handling area of the shearing shed. It may also include bin labelling for fleece and non-fleece types.

What cleaning may be required?

Hygiene of the shearing shed and wool handling areas must be strictly controlled and will require the removal of all pieces of fleece/fibre, dirt, dust and any polypropylene fibre.

What OHS requirements may be applicable to this standard?

Safe systems and procedures for:

- hazard and risk control measures
- manual handling, including lifting and carrying
- fleece/fibre handling and harvesting
- the protection from electrical hazards, hazardous noise and organic and other dusts
- the handling and storage of hazardous substances
- the appropriate use of personal protective equipment.

What fleece/fibre contaminants might be identified for removal?

This may include burrs and vegetable matter, shed debris, dust, chemicals, dark or medullated fibre, non-animal fibrous material (poly-propylene, jute, other rope, strings), non-sheep fibres (feathers, dog, rodent, cattle or goat hair), solid objects and rubbish.

What enterprise requirements may apply to this standard?

SOP, industry standards, Total Quality Management standards, product labels, manufacturers specifications, MSDS, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use), and reporting requirements.

What range of materials and supplies may be provided for shearing operations?

This may include brooms, board scrapers, stencils and ink, fleece bins and rubbish bins, paddles, press, wool packs, trolley, bale hooks and fasteners, non-contaminating branding fluid, and first aid supplies.

What existing and potential hazards to health and safety may be identified?

Hazards may include loose floor boards and protruding nails, inadequately maintained, unguarded and faulty equipment, inappropriately located electrical leads and cabling, exposure to fuel and other chemicals (e.g. diazinon), exposure to excessive noise and dust, exposure to solar radiation, inadequate lighting in handling areas, stairs and ramps, inadequate ventilation, and draught control.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting in preparing facilities for shearing and crutching requires evidence of the ability to work under direction of owner/classer, and clean and maintain shearing facilities to industry standards. It also requires the ability to arrange materials and supplies, and carry out minor repairs. Evidence must also be demonstrated in the employment of safe workplace and positive environmental practices.

The skills and knowledge required to assist in the preparation of facilities for shearing and crutching must be transferable to a different work environment. For example, this could include different shearing sheds, owner/classers, and enterprise procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- maintenance and hygiene requirements of shearing sheds, boards and catching pens
- OHS legislative requirements
- National codes of practice for the Shearing Industry (Health, Safety and Welfare standards).

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- maintain contamination and hazard-free environment for shearing and wool handling
- recognise and report OHS hazards
- carry out minor maintenance and repairs to equipment and facilities as directed
- disposal of waste in an environmentally responsible manner as directed
- communicate verbally with owner/classer and follow instructions.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2302A

Grind combs and cutters for machine shearing

Unit Descriptor

This competency standard covers the process of grinding combs and cutters for machine shearing to ensure they correctly cut the type and conditions of wool being removed from sheep. This work is undertaken under routine supervision and requires the ability to determine the need for sharpening combs and cutters, prepare grinder and pendulum for use, and carryout grinding. Grinding combs and cutters for machine shearing requires knowledge of types of combs and cutters, terminology, techniques and procedures for grinding combs and cutters, setting of, storage and caring for grinding papers, tools and equipment used in grinding combs and cutters, and OHS policies and practices related to grinding of combs and cutters.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Determine need for sharpening combs and cutters | <ul style="list-style-type: none"> 1.1 Combs and cutters are checked for wear in line with supervisors instructions. 1.2 Combs and cutters are cleaned to enterprise and manufacturers recommendations prior to grinding. 1.3 Potential and existing hazards are recognised, controlled and reported in line with OHS and organisational requirements. |
| 2. Prepare grinder and pendulum for use | <ul style="list-style-type: none"> 2.1 The grinder and its location is checked for serviceability. 2.2 Grinder faults or malfunctions are identified and reported to supervisor for repair or replacement. 2.3 Grinding papers are applied to grinder discs. 2.4 Grinding papers are correctly stored and cared for. 2.5 The bottom bar of the pendulum is checked, cleaned and adjusted to ensure it is true. 2.6 The pressure bar and pins are set at the recommended distance in accordance with manufacturers guidelines. 2.7 Height setting of pendulum is checked in line to manufacturers guidelines. |
| 3. Carryout grinding | <ul style="list-style-type: none"> 3.1 Eye protection is worn while grinding is carried out. 3.2 Comb or cutter is secured for grinding. 3.3 Correct pressure is applied while grinding. 3.4 Combs and cutters are ground according to manufacturers specifications and/or supervisors instructions. 3.5 Combs and cutters are visually checked for even grinding 3.6 Faults or unevenness in grinding are identified and rectified . 3.7 Grinding wheel is not left running when unattended. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In reporting OHS hazards to the appropriate person.	1
Collecting analysing and organising information	Through visual checking of worn components and carrying out grinding to OHS and industry standards.	1
Planning and organising activities	By observing manufacturers recommendations and/or supervisors requirements	1
Working with others and in teams	In working alongside others during shearing.	1
Using mathematical ideas and techniques	Not applicable.	-
Solving problems	By dealing with issues associated with worn or uneven combs and cutters.	1
Using technology	In use of grinding equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What variations might be used for combs? Combs vary in bevel and the consistency of the teeth in length, shape, thickness and steel temper.

What may be checked for grinder serviceability? That grinder nuts are tight, papers are secure and have not lifted, discs don't wobble, boss is clean, and appropriate safety guards are installed, the area is well lit, and that there is clear access to the grinder

What process may be involved when grinding papers are applied? The disc must be clean, dry and free from old glue, glue is spread onto the disc evenly and sparingly, and paper is clamped firmly and evenly into place.

How should grinding papers be stored and properly cared for? Papers should be stored in dry conditions. Caring for papers includes using all the paper to sharpen tools, and avoiding grinding in early mornings when the atmosphere is moist.

What OHS requirements may be applicable to this standard?

Safe systems and procedures for:

- operating shearing and crutching equipment
- manual handling including lifting and carrying
- protection from organic and other dusts
- protection against electrical hazards
- controlling and removing hazards
- protection from hazardous noise, and the
- appropriate use of personal protective clothing and equipment.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in grinding combs and cutters for machine shearing requires evidence that the leading edge of comb and cutter have been safely and correctly ground in line with industry standards and manufacturers guidelines.

The skills and knowledge required to grind combs and cutters for machine shearing must be transferable to a different work environment. For example, this may include manufacturers guidelines being able to identify a sharp edge on other tools.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- types of combs and cutters
- terminology, techniques and procedures for grinding combs and cutters
- setting of, storage and caring for grinding papers
- tools and equipment used in grinding combs and cutters
- OHS policies and practices related to grinding combs and cutters.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- determine need for sharpening combs and cutters
- prepare grinder and pendulum for use
- carryout grinding
- clearly report any OHS hazards to the appropriate person.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2303A

Unit Descriptor

Operate cane haulage vehicle

This competency standard covers the preparation and operation of a cane haulage vehicle in the sugar cane production industry.

It requires the application of skills and knowledge to perform pre-operational checks, identify crop class and variety from maps, haul and deliver cane safely and efficiently, and conduct shutdown procedures. In addition, an awareness of licensing requirements associated with the operation of cane haulage vehicles is required. The work involves the application of some judgement and discretion, and would be carried out with supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|---|
| 1. Prepare cane haulage vehicle | <ul style="list-style-type: none"> 1.1 Routine pre-operational checks of cane haulage vehicle are completed to manufacturers specifications and enterprise requirements. 1.2 Cabin drill is carried out according to enterprise instructions and safety routines. 1.3 Potential and existing OHS hazards in the workplace are recognised, risk assessed and minimised according to enterprise requirements. 1.4 Suitable personal protective equipment is selected, used and maintained according to OHS requirements. |
| 2. Carry out cane haulage operations | <ul style="list-style-type: none"> 2.1 Vehicle is operated in a safe, controlled and correct manner and monitored for performance and efficiency. 2.2 Cane is correctly selected, hauled and delivered efficiently, safely and co-operatively. 2.3 Risks to self, others and the environment are anticipated and minimisation strategies implemented accordingly. 2.4 Environmental implications associated with cane haulage are identified, assessed and reported to the supervisor. |
| 3. Complete cane haulage operations | <ul style="list-style-type: none"> 3.1 Shut-down procedures for cane haulage vehicle are completed to manufacturers specifications and enterprise requirements. 3.2 Records are completed and maintained according to enterprise requirements. 3.3 Malfunctions, faults, irregular performance and damage to cane haulage vehicle are identified, detailed and reported according to enterprise requirements. 3.4 Cane haulage vehicle is cleaned, secured and stored according to OHS and enterprise requirements. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information and ideas with regard to cane haulage vehicles, their components and job requirements may be discussed with the work team and the supervisor.	1
Collecting analysing and organising information	Information with regard to performance, faults and maintenance may be observed and monitored for analysis, and organised by records and reports.	1
Planning and organising activities	Activities involving maintenance and repairs to cane haulage vehicles, pick up and delivery of loads may be planned and co-ordinated around work schedules, other haulage drivers or sequenced as required.	1
Working with others and in teams	Team work may be applied in communication, methods and procedures to complete maintenance and repairs, and to work co-operatively with harvester and other haulage drivers.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation and measurement of load weights, distance, consumption, and oil and fuel requirements.	1
Solving problems	Cane haulage vehicle breakdown, faults or malfunctions will need arrangements for repair or replacement to meet work plan requirements to be made.	1
Using technology	To access, communicate, measure and record information with regard to maintenance, usage and performance of cane haulage vehicles.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What may be involved in routine pre-operational checks of cane haulage vehicles?

This may include cabin drills, pre-start and safety checks including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis, suspension, power take-off equipment and guards, rollover protection, and spark arresters. It may also include service and maintenance of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting, and transmission. Inspection of hitch and towing points.

What types of cane haulage vehicles might be used?

This may include trucks, infield transporters, tractor-trailer combinations, and other cane transporters

What enterprise requirements may apply to this standard?

SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.

What procedures might be included in a cabin drill?

Procedures may include checking to ensure that all controls are operational and in correct position. It may also include checking gauges, warning devices and controls for correct operation, and adjusting seating and vision assisters to driver requirements.

What OHS requirements may be relevant to this standard?

Safe systems and procedures for:

- the safe operation and maintenance of cane haulage vehicles including hydraulics and guarding of exposed moving parts
- ensuring loads are secure and within working specifications
- hazard and risk control
- safe mounting and dismounting
- manual handling including lifting and carrying
- the application of emergency/defensive driving techniques
- handling, application and storage of hazardous substances
- outdoor work including protection from solar radiation, noise, dust and cane trash
- the appropriate use and maintenance of personal protective equipment.

What potential and existing hazards may be encountered in the workplace?	Hazards may include exposure to loud noise and fumes, hazardous substances, solar radiation, organic and other dusts, and airborne cane trash. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include venomous animals (including snakes and insects), difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, adverse weather conditions, electricity, powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts, and other machinery.
What personal protective equipment may be relevant to this standard?	This may include boots, hat/hard hat, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
How might the operation of cane haulage vehicles be demonstrated in a safe, controlled and correct manner?	Appropriate selection and use of cane haulage equipment controls, features, settings and operational techniques for the specific terrain (including varying infield terrain), and weather conditions during the day or night without causing damage to machinery, equipment, person, property or environment. Correct operation includes using appropriate methods for a cane haulage vehicle that is towing or pushing, and the prompt recognition of emergency road and farm conditions so that corrective action, including defensive driving techniques, are implemented.
How might cane be selected for haulage?	Crop class and variety are identified from farm map, or from work plans or supervisors instructions.
What are the key considerations when hauling and delivering cane?	Cane is hauled safely to the correct delivery point in a controlled manner with minimal spillage. Any spillage is controlled and spillage containment is carried out according to industry guidelines.
What are the key considerations when working co-operatively to haul cane?	This may include ensuring that clear understanding and co-operation occurs between harvester driver and other haul-out drivers, and any operational haul-out systems.
What environmental implications may be associated with the operation of cane haulage vehicle?	Negative environmental impacts may result from excessive noise and exhaust emissions, the incorrect use and disposal of maintenance debris (oils, containers, chemical residues), and hazardous substances. Impacts may also include run-off flows of water and cleaning agents from servicing, maintenance and cleaning activities, soil disturbance, and dust problems from high traffic areas.

What procedures may be included in the shutdown of cane haulage vehicle?	Safe dismount procedures (including turning engine off), maintaining a clear thoroughfare, parking away from hazards, securing, refuelling and cleaning, and identifying and attending to any damaged or worn parts.
What records may need to be kept or updated?	Log books, records concerning haulage, spillages and delivery, maintenance records, and records of faults and potential faults.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in the operation of cane haulage vehicles requires evidence of the ability to effectively utilise their respective various components, controls and features to collect, haul and deliver cane. It requires the ability to check haulage equipment prior to use, determine operating methods, determine load from farm maps and instructions, haul cane safely and efficiently, identify and report faults or breakdowns, demonstrate emergency operating procedures, evaluate performance, and maintain records. Evidence must also be demonstrated in safe workplace and environmentally responsible practices.

The skills and knowledge required to operate a cane haulage vehicle in this standard must be transferable to a different type of haulage vehicle. For example, if competence is evident in the safe operation of a tractor-trailer combination in cane haulage, it must also be evident in the operation of a truck when hauling cane.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- components, controls and features of cane haulage vehicles and their functions
- operating principles and operating methods for cane haulage vehicles
- principles of weight distribution with regard to load shifting and vehicle movement
- risks associated with the operation of cane haulage vehicles in different weather and difficult terrain conditions
- OHS legislative requirements
- environmental codes of practice with regard to the operation of machinery
- legislation and regulations with regard to the operation of cane haulage vehicles and licensing requirements
- cane haulage processes and spillage minimisation techniques
- cane harvesting processes as they relate to collection and haulage of harvests.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- become familiar with local conditions, promptly
- operate a variety of pushing and towing haulage vehicles
- demonstrate emergency operating procedures in normal and adverse conditions
- demonstrate safe and environmentally responsible workplace practices
- obtain relevant licences and permits
- read and interpret farm maps, operators manuals, manufacturers specifications, work and maintenance plans, and MSDSs
- effectively communicate faults, malfunctions and workplace hazards, report and maintain operational records
- comprehend and apply task instructions
- measure and calculate volumes, load weights, consumption and servicing requirements.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2308A

Unit Descriptor

Operate ride-on vehicles

This competency standard covers the process of maintaining and operating two and four wheel all terrain vehicles and ride-on machinery. This unit does not include tractors or motor vehicles, as they are covered by other units of competency.

It requires the application of basic skills and knowledge to safely utilise individual controls and features of ride-on vehicles, with or without attached equipment, and carry out basic maintenance procedures. Competency requires an awareness of duty of care to self, others and the environment. The work is likely to be carried out under routine supervision within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare ride-on vehicle for operation | <p>1.1 Existing and potential OHS hazards in the work area are identified and reported to the supervisor.</p> <p>1.2 Routine checks and maintenance of ride-on vehicle are conducted prior to use according to manufacturers specifications and enterprise requirements.</p> <p>1.3 Attached equipment is identified and selected appropriate to work requirements, checked for safety, and set for operation.</p> <p>1.4 Ride-on vehicle and equipment faults or malfunctions are identified and reported for repair according to enterprise requirements.</p> <p>1.5 Appropriate licences for operation of vehicles are obtained where required.</p> |
| 2. Operate ride-on vehicle | <p>2.1 Risks to self, others and the environment are recognised and avoided according to OHS and enterprise requirements.</p> <p>2.2 Suitable personal protective equipment is selected, used and maintained according to OHS and enterprise requirements.</p> <p>2.3 Ride-on vehicle is operated in a safe and controlled manner, and monitored for performance and efficiency.</p> <p>2.4 Hazards are identified, anticipated and controlled through the application of safe riding techniques.</p> <p>2.5 Environmental implications associated with ride-on vehicle operation are recognised and positive enterprise environmental procedures applied where relevant.</p> |
| 3. Complete and check ride-on vehicle operation | <p>3.1 Shut-down procedures are conducted according to manufacturers specifications and enterprise requirements.</p> <p>3.2 Malfunctions, faults, irregular performance or damage to ride-on vehicle is detailed and reported according to enterprise requirements.</p> <p>3.3 Ride-on vehicle is cleaned, secured and stored according to enterprise requirements.</p> <p>3.4 Ride-on vehicle operational reports are maintained to industry standards according to enterprise requirements.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information with regard to hazards and unsafe work practices associated with the operation of ride-on vehicles may be reported to the supervisor and work team.	1
Collecting analysing and organising information	Information with regard to ride-on vehicle performance, faults and maintenance carried out may be detailed and recorded for reference, and organised by reports.	1
Planning and organising activities	Maintenance and repairs may be planned and co-ordinated around work schedules, or sequenced as required.	1
Working with others and in teams	Team work may be applied in the application of methods and procedures to complete maintenance procedures and maintain records.	1
Using mathematical ideas and techniques	Mathematics may be applied in the calculation and measurement of load and weight, servicing requirements, and distance and fuel consumption.	1
Solving problems	Breakdown, faults or malfunctions will require arrangements for repair or replacement to achieve work schedules.	1
Using technology	To communicate, measure and record information with regard to maintenance, usage and performance of vehicle.	1

RANGE STATEMENT

The Range of Variables explains the range of contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment may depend on the work situations available.

What OHS requirements may be relevant to this standard?

Safe systems and procedures for:

- the safe operation and maintenance of ride-on vehicles and attached equipment, including the guarding of exposed moving parts
- checks to ensure loads are secure and within working specifications
- hazard and risk control
- safe mounting and dismounting
- manual handling including lifting and carrying
- the application of emergency/defensive driving techniques
- handling, application and storage of hazardous substances
- outdoor work including protection from solar radiation, dust and noise
- the appropriate use and maintenance of personal protective equipment.

What existing and potential hazards may be associated with the operation of ride-on vehicles?

Hazards may include exposure to loud noise and fumes, hazardous substances (fuel, oils), solar radiation, and organic and other dusts. It may also include ergonomic hazards associated with posture and mechanical vibration. Other hazards may include bystanders, livestock and wildlife, difficult terrain and varying gradients, broken ground, potholes, ditches, gullies, embankments, obstacles, flying objects, adverse weather conditions, electricity, powerlines, loose clothing, speed and fatigue, load shifts, mechanical malfunctions, exposed moving parts, and other machinery.

What routine checks and maintenance might be carried out prior to operation?

Pre-start and safety checks to manufacturers specifications including an assessment of tyres, wheels, controls and cables, lights, safety mirrors, electrics, safety restraints, chain/driveshaft, chassis and suspension. Service and maintenance of cooling system, fuel, oils and lubricants, battery levels; tyre pressure, fan belts, leads, lines, connections, air filters, air conditioning, brakes, clutch, gearbox, steering, lighting, and transmission. Inspection of hitch and towing points.

What ride-on vehicles might be covered in this standard?

This may include 2 wheel motorcycles (agbikes and trailbikes, excluding road motorcycles), 3 and 4 wheel motorcycles (all terrain vehicles), and ride-on mowers. All terrain vehicles are small, motorised vehicles with low pressure, high flotation tyres.

What enterprise requirements may be applicable to this standard?	SOP, industry standards, production schedules, MSDS, work notes and plans, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), and supervisors oral or written instructions.
What range of attached equipment may apply to this standard?	Mounted equipment may include spray equipment, spreaders, winch, gun scabbard, toolbox, and first aid kits. Trailed equipment may include a range of trailers, slashers and spreaders.
What risks may be associated with the operation of ride-on vehicles?	Loss of rider control caused by the incorrect matching of operator size and weight to vehicle size and weight, and load shifting as a result of uneven weight distribution.
What personal protective equipment may be relevant to this standard?	This may include helmets, boots, overalls, gloves, protective eyewear, hearing protection, respirator or face mask, and sun protection (sun hat, sunscreen).
How might the operation of a ride-on vehicle be demonstrated in a safe and controlled manner?	Appropriate selection and use of vehicle controls, features, settings and operational techniques for the terrain and weather conditions without causing damage to ride-on vehicle, equipment, person, property, or environment.
What environmental implications may be associated with the operation of ride-on vehicles?	Negative environmental impacts may result from excessive noise and exhaust emissions, the unsafe use and disposal of maintenance debris (oils containers, chemical residues), and hazardous substances (fuel, oils). High traffic activity, particularly the repeated use of tracks may negatively impact in soil disturbance, dust problems and increased run-off flows from unsafe cleaning and servicing activities.
What may be involved in shut down procedures for ride-on vehicles?	This may include turning the engine off, safe dismounting, and securing the vehicle. It may also include parking away from hazards, maintaining a clear thoroughfare, refuelling and cleaning the vehicle.
What reports may be relevant to this standard?	This may include routine checks and maintenance, scheduled maintenance activities, mandatory or statutory inspections, log books, faults, malfunctions and damage details, and hazard and incident reports.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in this standard requires evidence of the ability to safely and effectively ride 2, 3 and 4 wheel all terrain vehicles, with or without attached equipment in off-road environments. It also requires the ability to perform routine pre-operational checks and maintenance, attach and operate equipment, recognise and control hazards and risks, and monitor and maintain vehicle records. Evidence must be demonstrated in safe workplace and positive environmental practices associated with the operation of ride-on vehicles.

The skills and knowledge required to operate ride-on vehicles must be transferable to a different work environment. For example, this could include different vehicles, terrains and enterprise situations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- components, controls and features of ride-on vehicles and their functions
- range of ride-on-vehicles and attached equipment and functional applications
- operating principles and operating methods
- load limits and the principles of weight distribution with regard to load shifting and vehicle movement
- effects of adverse weather and terrain conditions on the operation of ride-on vehicles
- OHS legislative requirements
- codes of practice with regard to the use and control of hazardous substances
- environmental codes of practice for machinery operation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- steer, manoeuvre and position vehicles in a smooth and controlled manner
- apply hand-eye co-ordination
- safely operate ride-on vehicles in adverse weather and difficult terrain conditions
- match and attach equipment appropriate to work requirements
- demonstrate safe and environmentally responsible workplace practices
- read and comprehend manufacturers specifications, work and maintenance plans, and MSDSs
- effectively communicate faults and hazards, interpret and apply task instructions, report and maintain operational records.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2310A

Prepare handpiece and downtube for machine shearing

Unit Descriptor

This competency standard covers the process of preparing handpieces for machine shearing. Work is likely to be under routine supervision and requires the ability to prepare combs, cutters and handpieces for shearing, lubricate and maintain handpiece and downtube, recognise and remedy health and safety hazards, carry out minor maintenance, and report any OHS hazards to the appropriate person. Preparing handpieces and downtubes for machine shearing requires knowledge of components of a shearing handpiece and downtube terminology and assembly procedures for handpieces, maintenance and lubrication procedures for shearing equipment and handpieces, types of combs and cutters to use under different conditions, and OHS policies and practices in the shearing shed.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare combs and cutters for shearing | <p>1.1 Combs and cutters are selected to suit fleece type and shearing conditions.</p> <p>1.2 Combs and cutters are checked for serviceability and prepared in line with manufacturers specifications and enterprise requirements.</p> <p>1.3 Comb and cutter faults or malfunctions are identified and reported for repair or replacement in accordance with enterprise requirements.</p> <p>1.4 Combs and cutters are cleaned prior to sharpening to enterprise requirements.</p> <p>1.5 Combs and cutters are changed during the shearing operations to suit shearing conditions.</p> <p>1.6 Potential and existing hazards are recognised, controlled and reported in line with OHS and organisational requirements.</p> |
| 2. Prepare handpiece for shearing | <p>2.1 Comb and cutter are secured for shearing.</p> <p>2.2 Handpiece is lubricated prior to shearing.</p> <p>2.3 Tension is adjusted to suit shearing conditions and preference of the shearer.</p> <p>2.4 Handpiece is checked for serviceability and prepared in line with manufacturers specifications and enterprise requirements.</p> <p>2.5 Handpiece faults or malfunctions are identified and reported for repair or replacement in line with enterprise requirements.</p> |

3. Prepare downtube for shearing
- 3.1 Downtube is checked for serviceability and prepared in line with manufacturers specifications and enterprise requirements.
 - 3.2 Downtube faults or malfunctions are identified and reported for repair or replacement in line with enterprise requirements.
 - 3.3 Safety clutch is adjusted in line with manufacturers specifications and enterprise requirements.
 - 3.4 Downtube is adjusted in line with manufacturers specifications and enterprise requirements.
 - 3.5 Downtube is lubricated prior to shearing.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	In reporting OHS hazards to the appropriate person.	1
Collecting analysing and organising information	In selecting the appropriate comb and cutter for the specific fleece type and conditions.	1
Planning and organising activities	In selecting the appropriate comb and cutter for the specific fleece type and conditions.	1
Working with others and in teams	In working alongside shearers during shearing. Positioning wool for wool handlers.	1
Using mathematical ideas and techniques	Not applicable.	-
Solving problems	By dealing with issues associated with maintenance performance of shearing equipment.	1
Using technology	In maintaining and preparing shearing equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

Note: Shearers are not responsible for drive mechanisms.

What might be the fleece type and the shearing conditions?

The fleece might be open, dense, cotted, dusty, double, lamb, or daggy, and the sheep might be flyblown.

What variations might be used for the comb and cutter?

They may be thick or thin, scalloped, have long-medium-short bevels, wide and narrow combs and cutters, rough or dirty tips and the handpiece can vary.

What downtube parts are relevant to this competency standard?

Relevant parts include friction spindle catch top sleeve, tube spring, short and long tube, ferrule, cogs, caps, hook and eye or threaded tube joint spindles, safety clutch, bayonet, long and short core, worm drive, pin drive, hook and eye joints and tube joint guard.

What OHS requirements may be applicable to this standard?

Safe systems and procedures for:

- operating shearing and crutching equipment
- manual handling including lifting and carrying
- protection from organic and other dusts
- protection against electrical hazards
- controlling and removing hazards
- protection from hazardous noise, and the
- appropriate use of personal protective clothing and equipment.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in preparing handpieces for machine shearing requires evidence that the handpiece, comb and cutter is selected to suit the fleece type and conditions, and that the assembly is in good working order.

The skills and knowledge required to Prepare for machine shearing must be transferable to a different work environment. For example, across a range of shed types and fleece conditions.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- components of a shearing handpiece
- components of a downtube
- terminology for handpieces and downtubes
- maintenance and lubrication procedures for shearing equipment and handpieces
- types of combs and cutters to use under different conditions
- OHS policies and practices in the wool shed before and during shearing and crutching.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- prepare combs, cutters, handpieces and downtubes for shearing
- lubricate and maintain handpiece and downtube
- carry out minor maintenance and repairs
- recognise and clearly report any OHS hazards to the appropriate person.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2314A

Unit Descriptor

Mechanically test milking machines

This competency standard covers the process of the static testing of milking equipment and the compilation of results according to industry standard reporting procedures. Integral to this process is the accurate recording of vacuum and airflow equipment readings, and the provision of an interpretation of the results to the farmer or shed manager.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Record milking machine specifications | <ul style="list-style-type: none"> 1.1 Herd details and health status are established in consultation with dairy farmer. 1.2 Overall machine specifications are recorded to establish expected performance. 1.3 Component condition is assessed and recorded. 1.4 OHS hazards are identified and risks assessed in line with workplace OHS and industry standards, and reported to supervisor. |
| 2. Calculate required milking machine performance | <ul style="list-style-type: none"> 2.1 Effective reserve is calculated based on individual shed specification. 2.2 Vacuum pump capacity is calculated from effective reserve. 2.3 Manufacturer's recommended component specification and matching is recorded. |
| 3. Measure milking machine performance | <ul style="list-style-type: none"> 3.1 Working vacuum levels are measured in line with required performance. 3.2 Vacuum is adjusted as required to optimise plant performance. 3.3 Air consumption and component leakage is established and reported. 3.4 Pulsators are tested in line with manufacturer's recommendations. 3.5 Working air consumption is established and matched to manufacturer's recommendations in line with industry standards. |
| 4. Make recommendations to optimise machine performance | <ul style="list-style-type: none"> 4.1 Test results are interpreted in line with desired performance and herd details. 4.2 Verbal recommendations backed with a written report are provided to the farmer or shed manager on safety considerations for the specific installation tested. 4.3 Written recommendations on plant performance are provided to the farmer. 4.4 Report on component condition is completed in line with manufacturer's requirements. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information collected will be communicated to the testing technician, and the outcomes and their interpretation communicated back to the farmer or shed manager.	2
Collecting analysing and organising information	Information will be collected through personal interview and the use of testing equipment, and analysed and organised using industry standard reporting procedures.	1
Planning and organising activities	The organisation and sequence of activities is established as a part of the standard industry testing procedures.	1
Working with others and in teams	Whilst testing can be carried out in isolation, the use of teamwork to assist with the testing as well as the dismantling and reassembly of milking installations is far more effective. An individual therefore needs to be able to work independently or in teams.	2
Using mathematical ideas and techniques	The use of mathematical formulae and the calculation of milking equipment performance are critical in the performance of this unit.	1
Solving problems	Action to identify operating characteristics and malfunction or poor performance requires reasoning and problem solving abilities.	1
Using technology	Milking machine testing equipment, together with the use of calculators and computer recording equipment, are a core part of the performance of this unit.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What herd details need to be investigated and recorded in relation to the herd and its health status?

Herd details may include last herd Bulk Milk Cell Count (BMCC), number of cows, number of units, incidence of mastitis, and animal behaviour.

Herd health details and health status needs to include what detail in addition to factory records?

Establishing herd health details and health status needs to include an assessment of the severity of teat lesions in the milking herd through consultation with the dairy farmer or relevant industry professionals.

What overall machine specifications need to be recorded?

Overall machine specifications may include details of vacuum pumps, milkline size, milkline fall, airline sizes, regulator detail, pulley and belt sizes, electric motor size, claw specifications, liner and cup specifications, and shaft speeds.

What information is recorded about component condition?

Component condition reports may include reports on the condition of vacuum pumps, regulator, releaser, pipelines, liners, rubberware, claw tubes, milk pump, filtered air filters, automatic cup removers, pulsators, belts, shed design factors, milk filters, and bracketing.

What are the OHS hazards associated with milking equipment?

OHS hazards include mechanical hazards of plant and machines (guarding, noise, etc.) hot water, electricity, and ergonomic hazards.

What are the industry standards against which performance is measured and calculated?

Industry minimum standards recommendations are specified by the Australian Milking Machine Trade Association and are based on the International Standards for Milking Machines ISO5707 *Construction and Performance* and ISO6690 *Mechanical Tests*. *All testing and recommendations will be made according to these standards.*

Are the vacuum pumps encountered in dairy sheds likely to be of differing configurations?

Vacuum pumps may be oil lube, vane, lobe or liquid-ring versions.

In what range of configurations are milking machines generally installed?

Machines under testing may be installed in herringbone sheds, rotary sheds, and conventional sheds.

How will air consumption be measured?

Air consumption measurement will include the measuring of actual effective reserve, regulator leakage, air consumption of components, air leakage, and airflow change.

What testing equipment is required?

Testing equipment may include manometer, vacuum gauge, mercury column, pulsation tester, and airflow meter.

Are there specific points at which testing must be carried out?

ISO Standards also specify points at which machine testing should be carried out.

What sort of releasers would we expect to find in different sheds?

Releasers may be spit chamber, or replaced by diaphragm or centrifugal milk pumps.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in mechanical testing of milking machines requires evidence of competence in the static testing of milking equipment. This requires evidence that an individual can accurately carry out these tests including recording, interpreting the results and reporting the results to the dairy farmer or shed manager in understandable terms.

The skills and knowledge required to mechanically test milking machines must be transferable to a different work environment. For example, sheds may vary from small 4 bail walk-throughs to a 100 unit rotary installation, and competence needs to be demonstrated across the range of these environments.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- The International Standards ISO 6690 - 1983 (*Mechanical Tests*) and ISO5707 (*Construction and Performance*) together with the Industry Standard Minimum recommendations established by the Australian Milking Machine Trade Association are the basis of testing procedures - knowledge needs to include an awareness of these documents and an ability to use and interpret their contents in a working environment
- OHS hazards associated with milking machines and principles of risk control including machine guarding, protection from hot water or steam scalds, noise control, electrical safety in the dairy, and the responsibilities of people in the workplace
- vacuum requirements, pulsation and the interaction between these characteristics in a milking machine
- the components that make up milking equipment.
- how milking machines work
- pulsation systems, e.g. difference between 2x2 or 4x1 systems
- the effects of high or low milking machine vacuum on animal health
- the establishment and recording of machine specifications includes a working knowledge of how to obtain and interpret manufacturer's specifications.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- through experience, readily complete the necessary calculations and identify leakage and defects isolated from a machine test
- competently disassemble and reassemble milking machines and equipment
- competently operate milking machine testing equipment
- effectively communicate with the farmer or shed manager and relevant industry professionals
- access and interpret relevant industry standards
- identify and make appropriate recommendations on aspects of milking equipment and shed safety identified during equipment testing procedures
- demonstrate a mechanical aptitude in the use of tools and testing equipment, and in the disassembly and reassembly of milking equipment.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the Milking Machine Testing job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2503B

Unit Descriptor

Observe and report on weather

This unit of competency specifies the outcomes required to observe and report on weather and climate conditions for an agricultural, horticultural or land management enterprise. It also requires the application of skills and knowledge to recognise adverse weather and climate conditions and to monitor, record and report on weather and climate information. The work is likely to be carried out with limited supervision, within enterprise guidelines.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Check weather and climate information. | <p>1.1 Weather and climate information is checked to determine likely conditions.</p> <p>1.2 Changed weather and climate situations are recognised.</p> <p>1.3 Likely impact of changes in weather and climate are anticipated in respect to work tasks, safety of others, property, natural resources and local environment.</p> <p>1.4 Report is made to supervisor of anticipated impact of weather and climate.</p> |
| 2. Carry out preventative action. | <p>2.1 Information and advice is promptly disseminated to relevant personnel.</p> <p>2.2 Preventative action is determined according to the known effects on livestock, crops and work tasks.</p> <p>2.3 Actions to minimise loss and damage are implemented.</p> <p>2.4 Livestock, horticultural or crop management program or schedule of work tasks are adjusted and revised according to weather and climatic changes.</p> |
| 3. Monitor weather and climate. | <p>3.1 Regular updates are accessed to determine ongoing suitability of current programs.</p> <p>3.2 Viability of livestock, horticultural or crop management practices are reviewed to ensure suitability within meteorological conditions.</p> <p>3.3 Research on forecasting techniques is undertaken to maintain currency of information.</p> <p>3.4 Relevant information is documented and recorded according to enterprise requirements.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- communicate information.
- monitor physical signs in the context of available information
- relate forecasts to impact on current operations and activities

relate weather and climate conditions and changes to decision-making and prevention of loss and damage

Required knowledge:

- effects of wind and rain on wind chill
- effects of wind shear and wind chill exposure
- enterprise and industry policies for monitoring weather and climate conditions, and recording and reporting weather and climate conditions.
- relevant legislative health and OHS requirements, especially as they relate to weather and climate monitoring and preparations for hazardous weather
- weather and climate conditions and its impact upon farming and grazing activities
- working knowledge of climate and weather
- If applicable to the enterprise:
 - effects of wind chill on metabolism of animals
 - effects of prolonged dry periods on pastures and animal production, and natural resources

effects of extreme heat on animals, including during birthing, and effects of heat stress on neonates.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Where might ***weather*** and climate ***information*** be sourced from?

Radio, T.V., Internet, email, fax, telephone, newspapers, word of mouth, weather station on property and interpretive tools.

What might ***weather*** and climate ***information*** include?

Reports, warnings, data collected from property weather station, and grazier alerts.

What ***preventative actions*** might be reviewed?

Provision of shelter, shedding animals, covering fodder, moving fodder, fire fighting equipment, auxiliary power, supplies, moving stock, securing equipment and buildings, preparing fire breaks and assured water supply, rescheduling work tasks, operating sprinklers in order to cool animals in extreme heat.

Who might be considered to be relevant personnel ?	Other staff and colleagues, owners and managers, and neighbours.
What loss and damage may need to be minimised?	To staff, livestock, crops, fodder, produce, buildings sheds and/or other physical resources.
Where might regular updates be obtained from?	Radio, T.V., Internet, email, fax, telephone, newspapers, word of mouth, weather station on property, and interpretive tools.
What warnings might be issued or relevant?	Fire, flood, wind, rain, hail, storm, cyclones, heat waves, snow, dust, frost, gale, grazier alerts, and rapid changes in temperature or weather conditions.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

<p>What evidence is required to demonstrate competence for this unit as a whole?</p>	<p>Competence in monitoring weather and climate conditions requires evidence of the ability to monitor and interpret weather information, communicate warnings and concerns, and identify resource requirements and dangers. In addition, it requires an ability to minimise loss and damage to staff, livestock, crops, natural resources, property and produce, and to implement alternative livestock or other programs and continue to monitor weather changes.</p> <p>The skills and knowledge required to monitor weather conditions must be transferable to another rural workplace. For example, if competence is evident in monitoring weather and climate conditions for a large sheep property, it should also be evident for a small cattle property or a different climatic zone.</p>
---	---

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (2) be applied?
 - In discussing conditions and changes with weather and climate information agencies and colleagues.
- How can information be collected, analysed and organised (2)?
 - In analysing and interpreting data from weather and climate information sources on weather predictions and changes.
- How are activities planned and organised (2)?
 - To plan activities and resources to minimise impact of adverse weather and climate on livestock, crops and staff.
- How can team work be applied?
 - To collate all available information on weather and climate, and to organise resources and minimise loss and damage.
- How can the use of mathematical ideas and techniques (2) be applied?
 - To analyse and interpret weather and climatic condition, and changes in weather and climate.
- How can problem-solving skills (2) be applied?
 - To minimise impact of adverse weather and climate, and to implement appropriate tactics and strategies when weather and climate changes unexpectedly.
- How can the use of technology (2) be applied?
 - To access a range of information resources and record information.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2601A

Assist with the operation of gravity fed irrigation

Unit Descriptor

This competency standard covers the process of assisting with the operation of gravity fed irrigation systems under routine supervision. It requires the ability to handle and shift loads, follow enterprise policy and procedures relating to irrigation duties, identify adverse environmental impacts of gravity fed irrigation system and take appropriate remedial action, estimate water levels and volumes/flow, and follow OHS procedures. Assisting with the operation of gravity fed irrigation systems requires knowledge of basic operation of gravity fed irrigation system, irrigation times for enterprise fields to deliver sufficient volume without over watering, manual handling procedures, and OHS procedures relating to general activities involved in irrigating field crops using gravity fed irrigation.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Set up field for gravity fed irrigation | <p>1.1 Irrigation equipment is handled safely in accordance with OHS practices.</p> <p>1.2 Irrigation equipment is positioned in accordance with enterprise requirements.</p> <p>1.3 Rotobuck area is checked for irrigation set up and action taken as required in accordance with enterprise policy and procedures.</p> <p>1.4 Pumps, bores and other water delivery mechanisms are checked for irrigation set up and action taken as required in accordance with enterprise policy and procedures.</p> <p>1.5 Tarpaulins or other water control devices are positioned and secured as required in accordance with enterprise procedures.</p> |
| 2. Carry out irrigation operations | <p>2.1 Gates and/or valves are opened and shut as necessary in accordance with enterprise procedures.</p> <p>2.2 Required head and water levels in head ditch are achieved and maintained to ensure sufficient water flow and availability to crops.</p> <p>2.3 Required number of siphons are started/opened in accordance with enterprise procedures.</p> <p>2.4 Progress of water flow in furrows is monitored in accordance with enterprise procedures.</p> <p>2.5 Siphons are lifted where irrigation is complete in accordance with enterprise procedures.</p> <p>2.6 Irrigation change is carried out and marked as required.</p> <p>2.7 Irrigation equipment is shifted, as required, for irrigation changes in accordance with OHS guidelines.</p> |

3. Clean and store irrigation equipment as required
- 3.1 Equipment is cleaned and prepared for storage, as necessary, in accordance with enterprise policy and procedures.
 - 3.2 Equipment is loaded for **transport** safely, if necessary, in accordance with OHS practices.
 - 3.3 Equipment is stored as required, in accordance with enterprise policy and procedures.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Marking irrigation changes.	1
Collecting analysing and organising information	By checking set up information for equipment.	1
Planning and organising activities	By organising irrigation activities to occur simultaneously.	1
Working with others and in teams	Co-ordinating irrigation activities with others.	1
Using mathematical ideas and techniques	Estimating time and water levels for sufficient water flow.	1
Solving problems	In determining required action once set up information has been checked.	1
Using technology	Using computerised irrigation systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What gravity fed irrigation systems are relevant to this standard?

These may include border check, contour irrigation, furrow irrigation, hillside flooding, basin irrigation, ebb and flow, and flood systems. Border check systems may be either permanent or temporary earth, plastic or concrete devices for insertion in a drain for reticulating water, contour banks used to collect and distribute water along the perimeter of an irrigation plot, contour banks within a plot to collect/distribute water, or larger scale systems to stop water exiting one area to another.

Irrigation systems may range from manual operation and monitoring to fully automated with computer control and monitoring.

What might irrigation equipment consist of?

This may be siphons.

What might the OHS requirements be for carrying out irrigation activities?

These may include safe systems and procedures for the operation and maintenance of machinery and equipment, for outdoor work (including protection from solar radiation, dust and noise), manual handling, prevention of electrical injury, handling, transportation, protection against chemical residues, including that in/on foliage, water, soil and other items, and the use and maintenance of relevant personal protective clothing and equipment.

What environmental considerations relate to sufficient water flow?

Ensuring sufficient water flow to crops must include measures to prevent over watering.

How might equipment be transported?

Transport may include flat bed trucks and pipe trailers.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting with the operation of gravity fed irrigation systems requires evidence that a person can set up fields for irrigation, operate, check, clean and store irrigation equipment, and carry out all basic activities involved in irrigating field crops under routine supervision.

The skills and knowledge required to assist with the operation of gravity fed irrigation systems must be transferable to a different work environment. For example, if irrigation duties are carried out on a property for one field crop, it should be evident that irrigation duties could be performed on another property with different field crops using gravity fed irrigation systems.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- basic operation of gravity fed irrigation system
- irrigation times for enterprise fields to deliver sufficient volume without over watering
- components of a gravity fed irrigation system including cleaning and storage requirements
- manual handling procedures
- required head and water levels in head ditch
- OHS procedures relating to general activities involved in irrigating field crops using gravity fed irrigation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- start up and close down the system
- monitor progress of water flow
- handle and shift loads
- clean and store system components
- follow enterprise policy and procedures relating to irrigation duties
- estimate water levels and volumes/flow
- follow OHS procedures relating to general activities involved in irrigating field crops using gravity fed irrigation systems.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2602A**Assist with the operation of pressurised irrigation****Unit Descriptor**

This competency standard covers the process of assisting with the operation of pressurised irrigation systems under routine supervision. It requires the ability to handle and shift loads, follow enterprise policy and procedures relating to irrigation duties, identify adverse environmental impacts of gravity fed irrigation system and take appropriate remedial action, estimate water levels and volumes/flow, and follow OHS procedures. Assisting with the operation of pressurised irrigation systems requires knowledge of basic operation of pressurised irrigation system, irrigation times to deliver sufficient volume without over watering, manual handling procedures, and OHS procedures relating to pressurised irrigation systems.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Assist with setting up of movable irrigation components | 1.1 Irrigation equipment is handled safely in accordance with OHS practices.
1.2 Irrigation equipment is positioned, if necessary, in accordance with enterprise requirements.
1.3 Irrigation components are checked and action taken, as required, in accordance with enterprise policy and procedures.
1.4 Assemble and join irrigation system components where required.
1.5 Water outlets are checked in accordance with enterprise practices. |
| 2. Carry out irrigation operations | 2.1 Valves are opened and shut, as necessary, in accordance with enterprise procedures.
2.2 Required pressures and water flows are achieved and maintained to ensure sufficient water availability.
2.3 Equipment is relocated, if necessary, in accordance with enterprise procedures and OHS guidelines. |
| 3. Clean and store irrigation equipment as required | 3.1 Equipment is cleaned and prepared for storage, as necessary, in accordance with enterprise policy and procedures.
3.2 Equipment is loaded for transport safely, if necessary, in accordance with OHS practices.
3.3 Equipment is stored, as required, in accordance with enterprise policy and procedures. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Checking irrigation set up.	1
Collecting analysing and organising information	Monitoring pressures and water flows.	1
Planning and organising activities	Organising irrigation activities to occur simultaneously or as required.	1
Working with others and in teams	Co-ordinating irrigation activities with others.	1
Using mathematical ideas and techniques	Estimating irrigation time and water volume for sufficient availability to plants/crops.	1
Solving problems	Determining required action once set up information has been checked.	1
Using technology	Using computerised irrigation systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What pressurised irrigation systems are relevant to this standard?

These may include micro-irrigation systems and spray irrigation systems.

Micro-irrigation systems may be mains pressure, low pressure, below or above ground, sprays systems, drip emitter trickle, t-tape, mini-sprinklers, capillary pop ups and gear driven sprinklers.

Spray irrigation systems may be travelling irrigators (soft hose, hard hose boom type) centre pivot, linear move, powered side roll hand shift permanent (installed), and bike shift/easy shift.

Irrigation systems may range from manual operation and monitoring to fully automated with computer control and monitoring.

What OHS requirements may be relevant to this standard?	These may include safe systems and procedures for the operation and maintenance of machinery and equipment, for outdoor work (including protection from solar radiation, dust and noise), manual handling, prevention of electrical injury, handling, transportation, use and storage of farm chemicals, protection against chemical residues including that in/on foliage, water, soil and other items, and the use and maintenance of relevant personal protective clothing and equipment.
What irrigation components need to be checked?	Components may include pumps, pipes, valves (including solenoids), and sprinkler heads/emitters.
What action may be required after checking components?	Action may include remove, repair, replace or clean components. It may also include bleeding solenoid valves, lubrication and priming pumps.
What outlets should be checked?	Outlets may include drip lines, pipes, risers, valves, sprinklers and emitters.
How might equipment be transported?	Transport may include utility, flat bed trucks, pipe trailer, or four-wheel motorbike.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in assisting with the operation of pressurised irrigation systems requires evidence that a person can set up irrigation systems, operate, check, clean and store irrigation equipment, and carry out all basic activities involved in irrigation under routine supervision.

The skills and knowledge required to carry out basic irrigation duties for pressurised irrigation systems must be transferable to a different work environment. For example, this could include different systems, irrigation techniques, and plants/crops to be irrigated.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- basic operation of pressurised irrigation system
- irrigation times to deliver sufficient volume without over watering
- manual handling procedures
- OHS procedures relating to using pressurised irrigation systems.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- shift and transfer loads
- follow enterprise policy and procedures relating to irrigation duties
- assemble and join irrigation system components
- operate irrigation systems (i.e., turn on and off)
- regulate system to achieve and maintain correct operating pressures and water flows
- estimate water flow.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2603A

Unit Descriptor

Lay irrigation and/or drainage pipes

This competency standard covers the process of setting out and excavating trenches using manual equipment and a machine operator, laying bedding materials, and positioning irrigation and/or drainage of varying types and sizes under routine supervision. Laying pipes requires the ability to read and interpret scale drawings, measure trench width, depth, grade and location, use power tools and hand tools, and work safely to instructions. This unit requires knowledge of irrigation and/or drainage pipes, types and sizes, hand and power tools and equipment, bedding and backfill materials and handling methods, hand signals for communication, and relevant OHS issues and procedures.

NB: This unit does not include operating excavation machinery such as trench diggers or ditch witches, but does include the use of mechanical equipment for lowering irrigation and/or drainage pipes.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|----------------------------------|---|
| 1. Plan and prepare job | 1.1 Materials required for the job are transported to the location and stacked in a safe position.
1.2 Tools, equipment and machinery are selected consistent with the requirements of the job.
1.3 Quality Assurance requirements are recognised and adhered to.
1.4 Personal protective equipment is selected, correctly fitted and used.
1.5 OHS requirements are adhered to. |
| 2. Set out and excavate trenches | 2.1 Location and depths of trenches is determined from job drawings.
2.2 Trench location is set out with pegs and string line and clearly marked with appropriate marking material.
2.3 Manual support is provided to machine operator with excavation of trenches, shoring or battering in accordance with OHS requirements.
2.4 Trenches are cleaned out by hand and corners left square.
2.5 Trench depths and grades are checked for conformity to job requirements. |
| 3. Install bedding materials | 3.1 Bedding materials are laid and consolidated to specified depths and grades. |
| 4. Lower and position pipes | 4.1 Pipes are installed/lowered into position with appropriate mechanical equipment according to specifications.
4.2 Pipe joints and fittings are installed to job specification.
4.3 Pipes are back filled to specifications and cover left level with surrounding ground. |

5. 5 Clean up
- 5.1 Site is cleared and excess soil, debris and unwanted materials removed in accordance with organisational procedures and **environmental requirements**.
- 5.2 Tools and equipment are cleaned, maintained and stored.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Using hand signals to machine operator.	1
Collecting analysing and organising information	Checking depth and grade of trenches and meeting design specifications.	1
Planning and organising activities	Selecting equipment, tools, materials and personal protective equipment.	1
Working with others and in teams	Providing manual support to machine operator.	1
Using mathematical ideas and techniques	Pegging out trench locations.	1
Solving problems	Lowering and positioning pipes.	1
Using technology	Using laser equipment to design grades.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What tools, equipment and machinery might be relevant to this competency standard?

These may include string lines, hammers, measuring tapes, automatic or manual levels, staves, optical squares, rakes, shovels, spades, rollers, trench digger, backhoe, polythene pipe layer, and fitting and welding tools.

What OHS requirements might be relevant to this standard?

OHS requirements include safe systems and procedures for the operation of machinery such as trench diggers and backhoes and other equipment, manual handling, selection and use of hand tools, selection and use of relevant personal protective clothing and equipment, and for working outdoors including protection from solar radiation, dust and noise.

What factors might affect trench location and trench depth?

Factors affecting the location and depth of trenching may include existing services such as power, water, and telephone, depth of cultivation for pasture improvement, existing plant and facilities such as roads and tracks, the susceptibility of soil to erosion or slipping during excavation or construction, and relevant legislation and/or regulations.

How might the grade be designed?

This may include manual and laser equipment.

What type of irrigation and/or drainage pipes might be used?

These may include concrete, metal, polythene or polyvinylchloride (PVC). The type and size of pipe will vary with the terrain, soil type and traffic load.

What fittings may be relevant to this standard?

Fittings may include valves, outlets, thrust blocks and connecting surfaces such as O-rings.

What environmental requirements might there be in the clean up phase of laying pipes?

Environmental requirements may include recycling or environmentally safe disposal of excess soil, debris and unwanted materials.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in laying irrigation and/or drainage pipes requires evidence that a person can set out and excavate trenches, check trench depth and grade, lay bedding materials, and position pipes to job specifications and supervisor instructions. The skills and knowledge required to lay pipes must be transferable to a different work environment. For example, this could include different pipes types and sizes, soil types and enterprises.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- workplace and equipment safety requirements for excavating, filling trenches and laying pipes, including relevant legislation regulations and codes
- irrigation and/or drainage pipes, types and sizes
- hand and power tools and equipment
- bedding and backfill materials and handling methods
- scale drawings for laying irrigation and/or drainage pipes
- hand signals for communication
- OHS issues and procedures related to trenching and pipe laying
- Quality Assurance procedures for excavating, filling trenches and laying pipes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and interpret scale drawings and specifications
- use hand signals for communicating with machine operator
- measure trench width, depth, grade and location
- level cover with existing ground
- use power tools and hand tools
- handle materials safely
- work safely to instructions.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2604A

Unit Descriptor

Maintain drainage systems

This competency standard covers the process of carrying out routine maintenance activities for drainage systems, including the repair and replacement of components under routine supervision. It requires the ability to read and follow operational procedures for drainage system maintenance, record and report maintenance observations and activities, control weeds, safely use chemicals, and follow OHS procedures relating to drainage system maintenance. Maintaining drainage systems requires knowledge of drainage systems and cleaning procedures, OHS procedures, weeds encountered in drainage systems and their control, equipment used to clean and maintain drainage systems, legislation regarding the use of chemicals near waterways, environmentally safe disposal procedures for chemical containers and residues, oils/grease and used parts.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Carry out pre- and post-season maintenance | <ul style="list-style-type: none"> 1.1 Equipment is prepared pre-season for effective operation in accordance with design specifications and enterprise standards. 1.2 System is flushed, cleaned, closed down and maintained post-season in accordance with design specifications and enterprise standards. 1.3 Equipment requiring storage is dismantled, loaded, transported and stored without damage according to enterprise standards. |
| 2. Carry out routine maintenance activities on drainage systems | <ul style="list-style-type: none"> 2.1 All maintenance activities are carried out according to the maintenance program and the manufacturers specifications. 2.2 Mechanical equipment is serviced in accordance with the operators manual or as directed. 2.3 Drainage system is flushed and cleaned, with simple components replaced as directed. 2.4 Drainage system is visually inspected for leaks and operating faults, and observations are recorded in the maintenance book. 2.5 Operation area is maintained in a clean and safe condition, and OHS procedures are followed. |
| 3. Maintain system components | <ul style="list-style-type: none"> 3.1 System maintenance is carried out at scheduled times using equipment and materials in accordance with enterprise standards. 3.2 Components are inspected for wear or blockage and reported or replaced according to enterprise guidelines. 3.3 Operation area is maintained in a clean and safe condition, and OHS procedures are followed. |

- | | |
|---|--|
| 4. Monitor and control weed growth | 4.1 Silt is cleared from channels, drains, sumps and crossings with no disruption to gradients and levels as necessary.
4.2 System checks ensure a weed free and unobstructed water flow from outlets as necessary.
4.3 Damage to plants, structures and fittings is minimised through the use of recognised mechanical and chemical methods of weed control according to enterprise guidelines .
4.4 Operation area is maintained in a clean and safe condition, and OHS procedures are followed. |
| 5. Record and report maintenance activities | 5.1 All damage and blockage caused by pests and vermin is recorded by damage type, location and the section of the system affected.
5.2 Damage or faulty pumps, valves, electrical components and computer systems are recorded and reported, and action taken to effect repairs.
5.3 All routine maintenance activities are recorded and reported in accordance with enterprise standards. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through reporting damage, faulty systems and routine maintenance activities.	1
Collecting analysing and organising information	Preparing records of drainage maintenance activities.	1
Planning and organising activities	Organising maintenance activities.	1
Working with others and in teams	Reporting drainage system problems to others for action.	1
Using mathematical ideas and techniques	In preserving gradients and levels to design requirements.	1
Solving problems	In identifying and repairing damaged and faulty parts.	1
Using technology	Using computerised drainage systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What pre-season maintenance might be carried out?

Pre-season maintenance may include removing scale in pipes, weed control in the system, removing sludge and living organisms, and repairing control devices.

What post-season maintenance might be carried out?

Post-season maintenance may include draining supply system, draining and flushing diesel tanks of sediments, treating and flushing the system, capping open pipes on fixed systems, and covering fixed systems to protect from environmental degradation.

What drainage systems might be relevant to this standard?

These may include surface drains, culverts, mole drains, sand slit, sub-surface traps, reed beds, pumps for recycling, and baffles. Systems may range from manual operation and monitoring to fully automated with computer control and monitoring.

What components might be inspected and/or replaced?

These may include gutters, pipes, swales, subsurface pipes, gross pollutant traps, culverts, outfalls, and drainage materials such as rocks and gravels.

What might the OHS requirements be for maintenance activities?

Requirements may include systems and procedures for safe manual handling, outdoor work (including protection from solar radiation, dust and noise), selection, use and maintenance of relevant personal protective clothing and equipment, selection, care and safe use of hand tools, and safe systems for the prevention of electrical injury.

What might enterprise guidelines for weed control include?

Enterprise guidelines will identify OHS and environmental considerations. OHS requirements may include safe systems and procedures for the operation and maintenance of machinery and equipment, the handling, transporting, use and storage of farm chemicals, and protection against chemical residues, including that in/on foliage, water, soil and other items.

Environmental considerations may include choice of chemical versus mechanical weed control/removal, use of hand versus powered equipment, and procedures for avoiding chemical contamination of water supplies.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in undertaking routine maintenance on drainage systems requires evidence that a person can inspect, repair and replace simple drainage system components, monitor and control weeds and silt build up, and carry out maintenance activities under routine supervision.

The skills and knowledge required to undertake routine maintenance on drainage systems must be transferable to a different work environment. For example, if maintenance is carried out on one type of drainage irrigation system, it should be evident that it could be carried out on other drainage systems.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- basic types of drainage systems
- drainage system cleaning procedures
- OHS procedures relating to drainage system maintenance
- weeds encountered in drainage systems and their control
- equipment used to clean and maintain drainage systems
- legislation regarding the use of chemicals near waterways
- environmentally safe disposal procedures for chemical containers and residues, oils/grease and used parts.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and follow operational procedures for drainage system maintenance
- record and report maintenance observations and activities
- use hand or powered equipment to control weeds
- safely use chemicals for weed control
- follow OHS procedures relating to drainage system maintenance.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2605A

Unit Descriptor

Maintain gravity-fed irrigation systems

This competency standard covers the process of maintaining gravity fed irrigation systems under routine supervision. It requires the ability to read and follow operational procedures for gravity fed irrigation system maintenance, remove and treat weeds, record and report maintenance observations and activities, and follow OHS procedures. Maintaining gravity fed irrigation systems requires knowledge of types of channels, furrows, borders, fittings and outlets, system cleaning procedures, damage and problems that can occur with gravity-fed irrigation systems, and weeds.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Carry out pre- and post-season maintenance	<p>1.1 Equipment is prepared pre-season for effective operation in accordance with design specifications and enterprise standards.</p> <p>1.2 System is closed and made resistant to damage post-season in accordance with design specifications and enterprise standards.</p> <p>1.3 Equipment is stored post-season according to enterprise standards.</p>
2. Carry out routine maintenance activities on gravity fed irrigation delivery systems	<p>2.1 All maintenance activities are carried out according to the maintenance program, OHS requirements and the manufacturers specifications.</p> <p>2.2 Mechanical equipment is serviced in accordance with the operators manual or as directed.</p> <p>2.3 Supply and distribution system is flushed and cleaned as directed.</p> <p>2.4 System inlets, outlets, structures and fittings are maintained as directed.</p> <p>2.5 System is checked for smooth running and is free of damage, leaks and blockages in channels, drains and outlets, as necessary, in accordance with design specifications and enterprise procedures.</p> <p>2.6 Silt is cleared from channels, drains, sumps and crossings with no disruption to gradients and levels, as necessary.</p> <p>2.7 Adverse environmental impacts of the irrigation system are identified and reported.</p> <p>2.8 Appropriate materials are used for backfilling and building/repairing banks in accordance with enterprise standards.</p>
3. Clear system of weeds using mechanical or chemical methods	<p>3.1 Weeds are removed/controlled in accordance with enterprise standards, OHS and environmental requirements.</p> <p>3.2 Crops and plants are protected from damage in accordance with enterprise standards.</p> <p>3.3 Water flow from outlets is checked, as necessary, to verify freedom from blockage.</p>

4. Record and report maintenance activities
- 4.1 All damage and blockage caused by pests and vermin are recorded by damage type, location and the section of the system affected.
- 4.2 Damage or faulty pumps, valves, electrical components and computer systems are recorded and reported, and action taken to effect repairs.
- 4.3 All routine maintenance activities are recorded and reported in accordance with enterprise standards.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through reporting damage, faulty systems and routine maintenance activities.	1
Collecting analysing and organising information	While recording maintenance activities.	1
Planning and organising activities	To organise task activities and equipment for maintenance activities.	1
Working with others and in teams	Working with others to report system problems.	1
Using mathematical ideas and techniques	In preserving gradients and levels when clearing silt.	1
Solving problems	In identifying and correcting damaged and faulty systems.	1
Using technology	In computerised irrigation systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What pre-season maintenance might be carried out?

Pre-season maintenance may include weed control, motor servicing, flushing and supply distribution, desilting channels, descaling and equipment service.

What post-season maintenance might be carried out?

Post-season maintenance may include disconnecting electrics, motor servicing, reports of equipment and machinery damage, flushing and draining, protection from environmental damage, and servicing equipment.

What types of gravity fed irrigation systems might be relevant to this standard?	These might include border check, contour irrigation, furrow irrigation, hillside flooding and basin irrigation. Border check systems may be either permanent or temporary earth, plastic or concrete devices for insertion in a drain for reticulating water, contour banks used to collect and distribute water along the perimeter of an irrigation plot, contour banks within a plot to collect/distribute water, or larger scale systems to stop water exiting one area to another. Gravity fed systems may range from manual operation and monitoring to fully automated with computer control and monitoring.
What periodical maintenance might be required?	This may include maintaining fuel, lubrication and cooling levels, and changing lubricants and filters. Periodical maintenance for the pumping unit may include changing engine oil, replacing the oil filter, replacing the air cleaner, checking battery water level, pre-cleaner, gear box oil, cooling system/water, fuel, battery charge and fuel tank, greasing the pump jack shaft and bearings, and flushing (de-silting) the pump, etc. Environmental considerations may include environmentally safe disposal of oils/grease and other contaminants.
What might the OHS requirements be for maintenance of gravity fed irrigation systems?	Requirements may include systems and procedures for safe manual handling, outdoor work (including protection from solar radiation, dust and noise), selection, use and maintenance of relevant personal protective clothing and equipment, selection, care and safe use of hand tools, and safe systems for the prevention of electrical injury.
What might the supply and distribution system and parts consist of?	These may vary according to brand and supplier and may include pumps, tensiometers, probe tubes, flow meter, pressure gauge, computer and/or other scheduling devices, recycling equipment, and spray equipment.
What outlets might require maintenance?	Outlets may include siphons, cups and flumes, pipes and gates/slides/doors.
What adverse environmental impacts may occur?	These may include leaking channels or water storages and the secondary impacts of erosion and salinity.
Why might banks require repair?	Banks may be damaged by washouts, subsidence, run-off, and/or animals.
What mechanical methods might be used for weed control?	These may include graders, backhoes, front-end loaders, ploughs, and moulding boards.

What might the OHS and environmental requirements be for weed control/removal?

OHS requirements may include safe systems and procedures for the operation and maintenance of machinery and equipment, the handling, transporting, use and storage of farm chemicals, and protection against chemical residues, including that in/on foliage, water, soil and other items.

Environmental considerations may include choice of chemical versus mechanical weed control/removal, use of hand versus powered equipment, and procedures for avoiding chemical contamination of water supplies.

What crops and plants will require protection?

Crops and plants will vary with the region.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in undertaking routine maintenance on gravity fed irrigation delivery systems requires evidence that a person can check for problems and return the system to smooth running, build or repair banks, control weeds and silt build-up, and carry out maintenance activities under routine supervision.

The skills and knowledge required to undertake routine maintenance on gravity fed irrigation delivery systems must be transferable to a different work environment. For example, this could include different systems, watering strategies, crops and enterprises.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- enterprise and OHS procedures relating to gravity fed irrigation maintenance
- types of channels, furrows, borders, fittings and outlets
- system cleaning procedures
- damage and problems that can occur with gravity-fed irrigation systems
- weed types encountered in gravity fed irrigation systems and their control
- environmentally safe disposal procedures for chemical containers and residues, oils/grease and used parts

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and follow operational procedures for gravity fed irrigation system maintenance
- identify adverse environmental impacts of gravity fed irrigation system and take appropriate remedial action
- read instructions and safely use chemicals for weed control
- use mechanical equipment to build/repair banks and for weed removal
- record and report maintenance observations and activities
- follow OHS procedures relating to gravity fed irrigation maintenance.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2606A

Unit Descriptor

Maintain pressurised irrigation systems

This competency standard covers the process of maintaining pressurised irrigation systems, including the repair and replacement of basic, simple components under routine supervision. It requires the ability to read and follow an operators manual and manufacturers specifications for pressurised irrigation systems, maintain selected irrigation system components, and record and report maintenance observations and activities. Maintaining pressurised irrigation systems requires knowledge of major components of a pressurised irrigation delivery system, maintenance requirements and procedures for system components, and environmentally safe disposal procedures for chemicals.

Unit Sector No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Carry out pre- and post-season maintenance	<p>1.1 Equipment is prepared pre-season for effective operation in accordance with design specifications and enterprise standards.</p> <p>1.2 System is flushed, cleaned, closed down and maintained post-season in accordance with design specifications and enterprise standards.</p> <p>1.3 Equipment requiring storage is dismantled, loaded, transported and stored without damage according to enterprise standards and safe working practices.</p>
2. Carry out routine maintenance activities on pressurised irrigation delivery systems	<p>2.1 All maintenance activities are carried out according to the maintenance program and the manufacturers specifications.</p> <p>2.2 Mechanical equipment is serviced in accordance with the operators manual or as directed.</p> <p>2.3 Supply and distribution systems are flushed and cleaned with sprinklers, emitters and/or drip line tapes replaced as directed.</p> <p>2.4 Outlets, strainers, pump screens and filters are cleaned and replaced as directed.</p> <p>2.5 System is visually inspected for leaks, operating faults and dry areas, and observations recorded in the maintenance book.</p> <p>2.6 Operation area is maintained in a clean and safe condition, and OHS procedures are followed.</p>
3. Maintain system components	<p>3.1 System maintenance is carried out at scheduled times using equipment and materials in accordance with enterprise standards and manufacturers specifications.</p> <p>3.2 Parts are inspected for wear or blockage and reported or replaced according to enterprise guidelines.</p> <p>3.3 Outlets are removed and cleaned and damaged ones are reassembled and replaced according to manufacturers specifications.</p> <p>3.4 Operation area is maintained in a clean and safe condition, and OHS procedures are followed.</p>

4. Record and report maintenance activities
- 4.1 All damage and blockage caused by pests and vermin is recorded by damage type, location and the section of the system affected.
- 4.2 Damage or faulty pumps, valves, electrical components and computer systems are recorded and reported, and action taken to effect repairs.
- 4.3 All routine maintenance activities are recorded and reported in accordance with enterprise standards.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reporting damage, faulty systems and routine maintenance activities.	1
Collecting analysing and organising information	Recording observations of irrigation equipment in the maintenance book.	1
Planning and organising activities	Organising task activities and equipment for maintenance activities.	1
Working with others and in teams	Reporting system problems others.	1
Using mathematical ideas and techniques	Preparing equipment according to design specifications.	1
Solving problems	Identifying and replacing damaged outlets or faulty systems.	1
Using technology	Using computerised irrigation systems.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What pre-season maintenance might be carried out?

Pre-season maintenance may include weed control, motor servicing, flushing and supply distribution, descaling and equipment service.

What post-season maintenance might be carried out?

Post-season maintenance may include disconnecting electrics, motor servicing, reports of equipment and machinery damage, flushing and draining, protection from environmental damage, and servicing equipment.

What enterprise standards might be relevant to flushing and cleaning the system?

These might include environmental considerations such as the identification of the impacts of pumping water from any ground or underground source and appropriate remedial action, and procedures for dealing with cleaning agents and waste water.

What safe working practices apply to dismantling and storage of equipment?

These may include safe procedures for manual handling, and the operation of machinery and equipment.

What types of pressurised irrigation systems might be relevant to this standard?

Irrigation systems may range from manual operation and monitoring to fully automated with computer control and monitoring. They may include micro-irrigation systems and spray irrigation systems. Micro-irrigation systems may be mains pressure, low pressure, below or above ground, sprays systems, drip emitter trickle, t-tape, mini-sprinklers, and capillary. Spray irrigation systems may be travelling irrigators (soft hose, hard hose boom type) centre pivot, linear move, powered side roll hand shift permanent (installed), and bike shift/easy shift.

What might servicing of mechanical equipment include?

Periodical maintenance for pumping unit may include changing engine oil, replacing the oil filter, replacing the air cleaner, checking battery water level, pre-cleaner, gear box oil, cooling system/water, fuel, battery charge and fuel tank, greasing the pump jack shaft and bearings, and flushing (de-silting) the pump.

Centre control tower maintenance may include greasing head of pivot and all gearboxes, checking tyre pressure, and cleaning electrical controls of authorised components.

There may be environmental considerations relating to the servicing of mechanical equipment such as disposal of oils/grease and used parts.

What are the OHS procedures relevant to this standard?

These might include prevention of electrical injury, protection against cleansing agents including acids, and safe systems and procedures for protection against risks of slips and falls.

What materials may be used for system maintenance?

Materials may include gland packing, rubber rings, belts and pulleys, hazardous substances, or chemicals.

What parts/replaceable system components might be inspected or replaced?

These may include pipes, jets, microjets, laterals, sprinklers, emitters, integrated dripline "thin wall", seals and outlets.

What outlets might be removed and cleaned or replaced?

Outlets may include drip lines, cups and fluming, pipes, risers, valves, sprinklers and emitters.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in undertaking routine maintenance on pressurised irrigation delivery systems requires evidence that a person can inspect and replace worn parts, and follow procedures to carry out routine maintenance with only routine supervision.

The skills and knowledge required to undertake routine maintenance on pressurised irrigation delivery systems must be transferable to a different work environment. For example, this could include different systems, watering schedules and enterprises procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- enterprise and OHS procedures relating to pressurised irrigation system maintenance
- major components of a pressurised irrigation delivery system
- maintenance requirements and procedures for system components
- environmentally safe disposal procedures for chemical containers and residues, oils/grease and used parts.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- read and follow an operators manual and manufacturers specifications for pressurised irrigation systems
- maintain selected irrigation system components
- record and report maintenance observations and activities.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2607A

Unit Descriptor

Install micro-irrigation systems

This competency standard covers the process of installing micro-irrigation systems under routine supervision. It requires the ability to organise equipment and materials for installation work, set out and prepare site, install irrigation components, complete installation work, and communicate with work team members, supervisors, contractors and consultants. Installing micro-irrigation systems requires knowledge of methods and techniques of micro-irrigation, components of an micro-irrigation system, characteristics and operation of joints, valves and sprinkler components, operation of pumps and water flow rates, behaviour of water on varying terrain and soil types, soil water retention testing techniques, and enterprise OHS procedures.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Prepare tools and materials for installation work | <p>1.1 Materials, tools, equipment and machinery are selected according to irrigation design requirements and supervisors instructions.</p> <p>1.2 The site for installation of the micro-irrigation system is identified according to the site and irrigation system plans and enterprise work procedures.</p> <p>1.3 Parts and equipment delivered to site are checked according to system drawings and specifications.</p> <p>1.4 Water supply is checked to ensure that it is compatible with system specifications.</p> |
| 2. Set out and prepare site | <p>2.1 Measurement and marking out of irrigation lines are undertaken as directed by supervisor.</p> <p>2.2 Equipment operation and work practices conform with enterprise and legislative OHS requirements.</p> <p>2.3 Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturers specifications and enterprise work procedures.</p> <p>2.4 OHS hazards are identified, risks assessed, controls implemented and reported to the supervisor.</p> <p>2.5 Suitable safety and personal protective equipment (PPE) are selected, used and maintained</p> |
| 3. Install irrigation components | <p>3.1 Work is undertaken according to plan and supervisors instructions.</p> <p>3.2 Components are assembled and connected according to plan, joints are completed and tested.</p> <p>3.3 A clean and safe work area is maintained while installation work is carried out.</p> <p>3.4 Tools are chosen appropriate to the task being undertaken, and used according to guidelines and safe working practices are employed.</p> |

4. Complete installation work
- 4.1 Earthworks are finished off to plan specifications and enterprise work procedures.
 - 4.2 The site is restored and **waste material** is removed from the site and disposed of in an environmentally aware and safe manner according to enterprise work procedures.
 - 4.3 Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.
 - 4.4 System is flushed and commissioned as directed.
 - 4.5 Operating faults are identified and reported to supervisor and/or corrective actions taken.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Written, oral and telecommunication of ideas and information with the work group, supervisor, contractors or consultants relating to installation activities and problems.	1
Collecting analysing and organising information	Enterprise work procedures and site and irrigation system plans should be consulted, interpreted and applied to co-ordinate installation activities, with further clarification sought from the supervisor when necessary.	1
Planning and organising activities	Co-ordinating work activities for the work group, contractors and self prior to and during the installation program.	1
Working with others and in teams	Facilitating and leading work group members to complete the installation to specification.	1
Using mathematical ideas and techniques	Measuring materials and interpreting specifications for the irrigation installation.	1
Solving problems	Dealing with problems imposed by site characteristics or when system operation doesn't meet specifications.	1
Using technology	Applying design specifications, communicating and keeping records.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What tools, equipment and machinery may be required?	Tools, equipment and machinery may include surveying and levelling equipment such as automatic level, laser level, dumpy level, Cowley level, staff, boning rods, pegs, notebook, pencil and calculator; hand tools such as rakes, shovels, spades, rollers, wheelbarrows, hoses and hose fittings; machinery such as bobcats, ditch witches, backhoes, front-end loaders, graders, mechanical rollers, trucks, hydraulic trailers, and tractors and 3-point linkage equipment; pumps and pump fittings; and fitting and welding tools appropriate to the irrigation system.
What irrigation systems may apply to this standard?	Micro-irrigation systems may include low pressure micro-sprays and drippers.
What enterprise work procedures may apply to this standard?	Work procedures may include supervisors oral or written instructions, installation program, enterprise Standard Operating Procedures (SOP), specifications, routine maintenance schedules, work notes, product labels and Material Safety Data Sheets (MSDS), manufacturers service specifications and operators manuals, waste disposal, recycling and re-use guidelines, and OHS procedures.
What irrigation equipment may apply to this standard?	Irrigation equipment may include pumps, delivery equipment, and system controllers.
What safety equipment may be required?	Safety equipment may include signage and barriers.
What types of water supplies are covered by this standards?	Water supplies may be underground, mains or surface storage including fixtures such as dams, bores, windmills, tanks, and channels.
What OHS requirements may be relevant to this standard?	OHS requirements may include identifying hazards; assessing risks and implementing controls; cleaning, maintaining and storing tools, equipment and machinery; appropriate use of PPE including sun protection; safe operation of tools, equipment and machinery; safe handling, use and storage of chemicals and hazardous substances; correct manual handling; basic first aid; personal hygiene, and reporting problems to supervisors.

What PPE may be required to install drainage systems?

PPE may include hat, boots, overalls, gloves, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.

How may a clean and safe work area be maintained?

Tasks may include disabling unused tools, equipment and machinery and storing neatly out of the way of installation activities; safely storing materials on site; using signage and safety barriers during and removing after construction activities are completed; and swiftly and efficiently removing and processing debris and waste from the work area.

What waste material may be relevant to this standard?

Waste material may include unused construction and excavated materials, plant debris, litter and broken components.

Plant-based material may be mulched or composted, plastic, metal, paper-based materials may be recycled, re-used, returned to the manufacturer, or disposed of according to enterprise work procedures.

Waste may be removed to designated areas for recycling, reuse, return to the manufacturer or disposal.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in installing an irrigation system requires evidence that a person is able to prepare for installation, set out the installation works, install and test the irrigation system, and clean up the site.

The skills and knowledge required to install an irrigation system must be transferable to a different work environment. For example, this could include different types of irrigation systems and components, water supplies, soil types and enterprises.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- methods and techniques of micro-irrigation
- components of an micro-irrigation system
- characteristics and operation of joints, valves and sprinkler components
- operation of pumps and water flow rates
- behaviour of water on varying terrain and soil types
- soil water retention testing techniques
- enterprise OHS procedures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- organise equipment and materials for installation work
- set out and prepare site
- install irrigation components
- complete installation work
- communicate with work team members, supervisors, contractors and consultants.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2707B

Unit Descriptor

Follow site quarantine procedures

This unit of competency specifies the outcomes required to follow enterprise site quarantine procedures that are designed to reduce the likelihood of pathogenic organisms entering the site. Site quarantine procedures are followed as a routine part of one's own work and are applied to visitors to the site. Work is performed under supervision and according to established procedures and policies.

It may apply to work in all rural production and production horticultural enterprises.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Prepare to work in quarantine site. | <ul style="list-style-type: none"> 1.1 Ensure personal and/or work vehicles are decontaminated before entering the quarantine site. 1.2 Contact with potential contaminants is reported according to enterprise requirements. 1.3 Hands are washed before livestock, feed, plant stock or other products are handled. 1.4 Appropriate clothing and footwear is put on before commencing work and 'street clothing' is securely stored away from livestock, feed or other products. |
| 2. Work in quarantine site. | <ul style="list-style-type: none"> 2.1 Chemicals and/or medications are handled and stored appropriately. 2.2 Where relevant to the production activities of the enterprise, different feed mixes, soils and/or growing media and/or other products are kept separate and appropriately marked according to enterprise procedures. 2.3 Any cases of pest or parasite infestation are identified and reported to supervisor. 2.4 Any breaches of quarantine procedures are identified and reported to supervisor. 2.5 Any OHS hazards are identified and appropriate action is taken according to enterprise policy and OHS legislation and codes. 2.6 All waste product is disposed of according to enterprise procedures. 2.7 All deceased livestock, unwanted biological material or damaged/infected plant stock and other items are disposed of according to enterprise procedures. 2.8 Information relating to work in quarantine site is recorded as required by the enterprise procedures. |

- | | |
|--|--|
| 3. Assist in maintaining site quarantine procedures. | <p>3.1 All visitors are informed of the quarantine procedures and are provided with appropriate clothing and footwear, if required by enterprise procedures.</p> <p>3.2 Any observed breaches of quarantine procedures by visitors are noted and reported to supervisor.</p> <p>3.3 Gates and doors are kept locked where required by enterprise procedures and supervisor instructions.</p> <p>3.4 Where installed, security fencing is maintained according to supervisor instructions.</p> <p>3.5 Deliveries to site are checked to ensure that established procedures for vehicle decontamination, unloading and receipt and holding or storage of stock and/or supplies are followed.</p> |
| 4. Respond to site quarantine breach or problem. | <p>4.1 The specific problem and its location is identified and reported to supervisor.</p> <p>4.2 Problems are secured according to enterprise procedures.</p> <p>4.3 Quarantine site and location of breach is cleaned and disinfected as required according to the specific nature of the problem and enterprise procedures.</p> <p>4.4 Livestock, plant stock and other items suspected of being exposed to contaminants are isolated and monitored for evidence of contamination according to enterprise procedures.</p> <p>4.5 All contaminated stock/materials and other items are treated and/or disposed of according to enterprise procedures.</p> <p>4.6 Information about the breach or problem is recorded according to enterprise procedures.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- Read and/or interpret site quarantine procedures
- Follow procedures
- Communicate with visitors to the enterprise about site quarantine procedures.

Required knowledge:

- Enterprise site quarantine policy and procedures
- industry quality assurance requirements (where applicable) and documentation required to be kept
- Reporting procedures for alleged breaches of site quarantine procedures
- Consequences of breaching site quarantine procedures

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p>What might be included in a <i>quarantine site</i>?</p>	<p>The quarantine site may be the whole farm, an apiary, enterprise premises, or part of the premises or enterprise, such as an isolation area or sick bay. In some cases, the quarantine area may extend beyond the enterprise boundaries.</p>
<p>How might vehicle <i>decontamination</i> be carried out?</p>	<p>Vehicle decontamination may require that all vehicles are driven through a dip of treated solution before entering the site.</p>
<p>What may be <i>potential contaminants</i>?</p>	<p>Potential contaminants may include pathogens entering on clothing/footwear, equipment, vehicles or items being delivered to the enterprise. Potential contaminants may also enter in foodstuffs, including food for animal, bee or human consumption, vaccines, water or soil, or be brought on to the site by new livestock, bees or pests.</p>
<p>What may be included in <i>enterprise requirements</i>?</p>	<p>These may include standard operating procedures (SOPs), enterprise quality assurance manual, industry standards and quality assurance programs specific to biosecurity, production schedules, Material Safety Data Sheets, work notes, product labels, manufacturers specifications, operators manuals, enterprise policies and procedures (including waste disposal, recycling and re-use guidelines), OHS procedures, supervisors oral or written instructions, work and routine maintenance plans.</p>
<p>What is included in <i>livestock, feed, plant stock or other products</i>?</p>	<p>Livestock, feed, plant stock or other products include any animals, plants, prepared stock feed and stock feed ingredients, fish, all hive products and the beehive itself.</p>
<p>What type of <i>pest</i> infestations might occur?</p>	<p>Pests can include vertebrate and invertebrate pests, wild birds in sheds or housing, dogs, cats, feral animals, wildlife, parasites of honeybees, or feral or managed bees carrying parasites.</p>
<p>What sort of <i>waste products</i> and <i>other items</i> might need to be disposed of?</p>	<p>Waste products might include feed spills, unused/expired vaccine, and biological matter, such as semen, embryos, tissue samples, plant cuttings, dead birds, manures, used beekeeping equipment, dead bees, and used chemicals and pest strips.</p> <p>Other items may include beehives, materials and hive products.</p>

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What evidence is required to demonstrate competence for this unit as a whole?

Competence in following site quarantine procedures requires evidence that the person is able to understand and apply the specific procedures in place in an enterprise and to report any breaches of quarantine to supervisors.

The skills and knowledge required to follow site quarantine procedures must be transferable to a different work environment. For example, following site quarantine procedures in different types of enterprises or where quarantine is imposed in response to different circumstances on different occasions.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (1) be applied?
 - Discussing problems with maintaining the quarantine procedures.
- How can information be collected, analysed and organised (1)?
 - Keeping records of visitors to the enterprise, and noting the requirements for exclusion periods from the quarantine site.
- How are activities planned and organised (1)?
 - Scheduling locking of sheds, gates and storage areas.
- How can team work be applied?
 - Working as a team member to review and implement the required enterprise procedures and to deal with breaches of site quarantine.
- How can the use of mathematical ideas and techniques (1) be applied?
 - Recording and calculating chemical application rates.
- How can problem-solving skills (1) be applied?
 - Identifying and investigating pest infestation mode of entry.
- How can the use of technology (1) be applied?
 - Using alarms or other warning systems to notify of breaches of quarantine site.

Are there other units of competency that could be assessed with this one?

This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have access to the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.

RTE2804A

Provide information on products and services

Unit Descriptor

This competency standard covers the process of providing information on products and services in a range of rural merchandising settings. Information may need to be provided on small machinery, parts and equipment, stock feeds, animal restraint systems, horse and dairy industry products.

It requires the application of knowledge and skills to interact with customers, understand customer requirements, and to represent the enterprise in a professional and courteous manner. Competency requires an awareness of products and services, how to handle basic customer enquiries, and knowing when to seek assistance from, or refer enquiries to supervisors or more experienced personnel. The work in this standard will be carried out under supervision, within enterprise guidelines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|--|
| 1. Identify information requirements | <p>1.1 Appropriate interpersonal skills are used to accurately identify customers information needs.</p> <p>1.2 Initial customer enquiries are handled courteously and promptly in accordance with enterprise and industry requirements.</p> <p>1.3 Knowledge and understanding of products and services are actively updated via authoritative sources and appropriate personnel.</p> <p>1.4 Personal and professional limitations in addressing customer information needs are identified, and assistance is sought from appropriate personnel when required.</p> |
| 2. Provide information | <p>2.1 Information that addresses customer requirements is provided to customers in a timely and professional manner.</p> <p>2.2 Product and services that may meet customer requirements are appropriately exhibited to customer as required.</p> <p>2.3 Enquiries that fall outside own area of responsibility/knowledge are appropriately referred within enterprise for follow up and completion.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information about customer requirements and products may be discussed with customers, suppliers and other appropriate personnel. Technical information regarding products needs to be conveyed to customers in a manner that ensures the customer understands the product's application and related information.	1
Collecting analysing and organising information	Customer requirements may need to be processed. Information with regard to products may be researched and recorded.	1
Planning and organising activities	Provision of information may need to be structured, and product application thought through to ensure all components are accounted for and product is correct for application. Advice may need to be sought at a key point during a customer service enquiry.	1
Working with others and in teams	Consultation with other members of the work team to decide on best fit for application and to ensure customer satisfaction.	1
Using mathematical ideas and techniques	Mathematical techniques may be applied in the measurement of quantities to meet purchase or job requirements, calculation of volumes, and the pricing of stock supplies.	1
Solving problems	Problems relating to matching customer requirements to correct product, and in helping customer to understand technical information.	1
Using technology	In calculating volumes and quantities needed to meet customers needs and in accessing information about the product.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What interpersonal skills might be considered appropriate when identifying customer needs?

Skills may include using appropriate body language, summarising and paraphrasing to check understanding of customers message, providing an opportunity for the customer to confirm their request, and seeking feedback from the customer to confirm understanding of needs. Questioning to clarify and confirm the customers needs, listening and responding appropriately to what the client is communicating, using appropriate tone, and having regard for manner and personal space considerations.

What customer information needs might be identified?

These may relate to a range of products and services available, the specific needs of customer depending on job requirements and specifications, or the need for specialised or technical assistance.

What authoritative sources might be accessed?

Specialist advice from manufacturer/supplier or technical expert within enterprise or attached to manufacturer/supplier may be sought.

Journals, books and audio-visual materials might also be accessed.

Who might be considered to be appropriate personnel?

These might be supervisors, more experienced sales staff, or technical support within enterprise or manufacturer.

What personal and professional limitations might arise?

These include lack of knowledge in regard to specific products and product applications, store policy and procedures, OHS, and other legal considerations.

Lack of skills in handling difficult customers and accessing and providing information.

What information might customers require?

Information may relate to the product or service and its application and suitability for the intended purpose and customer requirements, service and maintenance requirements, warranty, customer/store responsibilities, correct usage and installation/limitations, replacement of parts, personal protective equipment requirements, specialised nutrition requirements of stock feeds, and the advantages and disadvantages of different power tools when constructing animal restraint systems.

How might information be provided in a timely and professional manner?

Using appropriate interpersonal skills. Information should be provided after gaining customers attention and/or permission, in a manner that is readily understood by the customer and addresses their information needs.

What types of product or service might be included in this standard?

Agricultural machinery spare parts for: farm vehicles, tractors, agricultural machinery, and small machinery. Accessories such as oil and lubricants, tools, additives, sealants, fastenings and fixings, engineering supplies, radios, air conditioners, comfort accessories, tyres, and customising accessories. Animal restraint systems such as electric fencing systems, wire strand systems, wire mesh systems, security systems, and post and rail. Building products including timber, cement, cladding, fibrous cement sheet, roofing and plumbing materials, and builders' hardware. Dairy industry equipment such as: milking systems and milk processing equipment. Horse industry products including saddles and harness racing equipment, shoeing equipment, curry combs, brushes, clippers, dentition supplies and implements, riding accessories, horse transport-trailers, and specialised racing equipment. Small machinery including motor mowers, brushcutters, electricity generators, ride on mowers, hedgecutters, motorised pumping/spraying equipment, grass slashers, chainsaws, mulchers, tillers, rotary hoes, and dairy machinery. Stockfeed requirements including standard and prepared animal feeds, supplementary or specialist products, or health, dietary and feed supplements. Personal protective equipment.

How might products be exhibited?

Products may need to be showcased or exhibited using safe handling and usage techniques. Ensuring that dynamic displays are operational, and that adequate supplies of brochures and materials are available and correctly presented.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in providing information on products and services requires evidence that demonstrates the ability to respond to client requests for information, and to understand customer requirements. It involves the ability to refer or seek advice from supervisors and appropriate personnel, as required, and to identify when it is necessary to do so. It requires communication skills and the ability to represent the enterprise in a professional manner when dealing with customers.

The skills and knowledge required to provide information on products and services must be transferable to a different work environment. For example, if competence is demonstrated in providing information on stockfeeds, it must also be evident in providing information on horse industry products in a small, medium or large enterprise environment.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- customer service techniques
- how to effectively engage and communicate with a range of customers from culturally diverse backgrounds, and of varying physical and mental abilities
- legal requirements in sales environments, particularly Fair Trading, Trade Practices and Sale of Goods legislation, and public liability
- customer requirements in various rural and horticultural settings
- enterprises business values, structure, products and services
- basic working knowledge of products and services.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- engage customer, especially in relation to giving and receiving information
- handle equipment and small machinery
- relate to people from a range of social, cultural and ethnic backgrounds, and of varying physical and mental abilities
- assess initial customer needs
- calculate quantities and prices
- access and research product information
- seek assistance as required
- recommend products
- encourage repeat business.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2901A**Observe enterprise quality assurance procedures****Unit Descriptor**

This competency standard covers the process of observing enterprise quality assurance procedures in the production of food. It requires the ability to apply basic quality assurance practices, follow work instructions and check quality of own work. Observing enterprise quality assurance procedures requires knowledge of animal production processes, enterprise guidelines relating to food safety and quality, OHS, animal welfare and biosecurity.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Apply basic quality assurance practices | <p>1.1 Elements of the enterprise quality assurance system in relation to food safety and quality, OHS, animal welfare and biosecurity are recognised</p> <p>1.2 Information about quality or problems is communicated to appropriate personnel</p> <p>1.3 Hazards to food safety and quality are identified for work area according to enterprise guidelines</p> <p>1.4 Steps in producing eggs or meat or harvesting milk are identified.</p> <p>1.5 Critical control points for immediate work area are identified according to workplace procedures</p> <p>1.6 Basic record-keeping is completed according to enterprise guidelines</p> |
| 2. Follow work instructions | <p>2.1 Work instructions related to the immediate work areas are identified and followed in accordance with workplace requirements</p> <p>2.2 Work instructions are followed for documenting the quality process</p> |
| 3. Check quality of product | <p>3.1 The quality of the product is checked as prescribed in work instructions ?</p> <p>3.2 Problems that affect or could potentially affect quality are reported to supervisor</p> <p>3.3 Actions are taken to correct the problem under supervision or workplace instruction.</p> |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Through basic written and spoken workplace instructions.	1
Collecting analysing and organising information	Through following instructions on basic recording of quality process.	1
Planning and organising activities	According to enterprise QA guidelines.	1
Working with others and in teams	Through working with others in maintaining quality.	1
Using mathematical ideas and techniques	Through basic recording of data as required.	1
Solving problems	Through recognising potential problems and reporting to supervisors.	1
Using technology	Through use of enterprise machinery and equipment.	1

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What are elements of the QA system should be considered?

These include HACCP charts, enterprise instructions, guidelines, standard operating procedures, codes of practice and the enterprise quality assurance manual.

What food is covered by this standard?

Meat, milk, eggs and any other commodities that are destined for human consumption.

What hazards may be relevant to this competency standard?

These may include:

Physical hazards including foreign objects such as retained broken needles, welding rods, nails or wire, filings, broken glass and other materials that may be present.

Chemical hazards resulting from residues such as antibiotics, sanitation chemicals, and other substances used in animal production.

Biological hazards where contamination from other animals (eg mice, rats, cats), poor housing/transport conditions, contaminated water and products that affect animal health and food quality.

Other farm practices may include hazards associated with animal welfare and with biosecurity.

Animal welfare hazards could include poor feed and water, poor handling of animals, poor loading and transport of livestock.

Biosecurity hazards may include risks caused by allowing non-essential personnel and equipment to have unrestricted or unmonitored access, by workers having contact with other animals that could pass disease to farm animals and by non-potable water and poor feed.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in observing enterprise quality assurance procedures requires evidence that enterprise guidelines have been understood and adhered to within an enterprise. The skills and knowledge required to observe enterprise quality assurance procedures must be transferable to a range of work environments and contexts. For example, this could include different enterprises, animals, food products and QA guidelines.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Animal production processes
- HACCP (Hazard Analysis Critical Control Point) approach to quality assurance
- Enterprise QA policies, guidelines and standard operating procedures relating to food safety and quality, animal welfare and biosecurity.
- Enterprise OHS requirements

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Apply basic quality assurance practices
- Follow work instructions
- Check quality of work

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about **assessing this competency standard for consistent performance and where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these competency standards must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.

RTE2902B

Unit Descriptor

Collect and record production data

This unit of competency specifies the outcomes required to collect and record agricultural or horticultural production data obtained from a variety of sources, such as stock counts, vaccination or medication records, germination rates, quantities harvested.

Collecting and recording production data is likely to be carried out under routine supervision with intermittent checking. Responsibility for some roles and coordination within a team may be required. Data collection and recording activities are usually carried out within established routines, methods and procedures. Competency at this level requires the application of knowledge and skills to a range of data collection and recording tasks and roles.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---------------------------------------|---|
| 1. Identify data to be collected. | <ul style="list-style-type: none"> 1.1 Specific requirements of the data to be collected are determined by discussion with the supervisor or by reading work instructions. 1.2 Materials or tools required for data collected are obtained, and where necessary, calibrated. 1.3 Difficulties that may be encountered in collecting the data are identified and advice sought from the supervisor if needed. 1.4 Advice about proposed data collection is communicated to others as required. 1.5 Suitable personal protective equipment (PPE) is selected, used and maintained where required. 1.6 Checks are made to determine whether notices relating to site quarantine are in effect and, where required, site quarantine procedures are followed. |
| 2. Record production data. | <ul style="list-style-type: none"> 2.1 Production data is recorded in the correct format and to meet specific requirements. 2.2 Records are legible, accurate and complete. |
| 3. Present and store production data. | <ul style="list-style-type: none"> 3.1 Production data is presented in the correct format and to meet specific requirements. 3.2 Production data sheets are stored according to enterprise procedures. 3.3 Production data is downloaded or entered into a computer where required, using specified formats and applications. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- enterprise recording methods
- purposes for which the recorded data might be used
- software programs used for recording or storing data.

Required knowledge:

- counting moving animals in paddocks, pens or in races
- operating data loggers
- entering data accurately into specified written or electronic/computerised formats
- calibrating tools and equipment.

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

What types of ***data*** might need to be collected and what are some typical sources of production data?

Data may be obtained from a variety of sources, such as counting stocks of animals or plants/crops at particular stages of growth, those with particular characteristics or at specified locations, feeding rates and mixes, weights of livestock, fleece weights and statistics, show results, livestock marking systems, reproductive data (mating, birthing, defects, individual traits and sales), supplementary feeding, special care, weaning data, application of fertiliser, chemicals or medications, inventories of stock feed ingredient and mixes, and medications administered, temperature, water used, carbon dioxide, relative humidity, picker identification number, quantities and grade harvested, weight, grades, and the numbers of boxes packed and despatched.

What ***materials and tools*** could be needed to collect data?

Materials and tools may include paper, pens, tally forms, data loggers, and bar code scanners.

Who else might need to be ***advised*** about the production data collection activity?

Other employees working with the stock or materials may need to be advised so that the activity can proceed smoothly and stock is not moved or regrouped before data collection is complete.

What **personal protective equipment** may be required when carrying out production data collection activities?

PPE may include hat, boots, overalls, gloves, apron, waterproof clothing, spray clothing, goggles, respirator or face mask, face guard, hearing protection, sunscreen lotion and hard hat.

What might be the **formats** for recording and presenting data?

Data may be recorded and presented in specified written or electronic/computerised formats. Results may be presented orally to supervisors and/or work groups.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

What evidence is required to demonstrate competence for this unit as a whole?

Competence in collecting and recording production data requires evidence that accurate and timely counts of livestock, plant or other items or materials, can be made consistently to meet enterprise requirements.

The skills and knowledge required to collect and record production data must be transferable to a different work environment. For example, counting different species of livestock in paddocks or in pens, counting seedlings or saplings at different stages of growth.

What processes should be applied to this unit of competency?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process and 3 = perform, administer and design the process.

- How can communication of ideas and information (1) be applied?
 - Presenting data in the required format.
- How can information be collected, analysed and organised (1)?
 - Collecting production data from required sources.
- How are activities planned and organised (1)?
 - Sequencing activity to meet required timeframe.
- How can team work (1) be applied?
 - Working with others to minimise disruption to routine production activities and to the data collection.
- How can the use of mathematical ideas and techniques (1) be applied?
 - Counting individual items/animals and groups of items according to requirements.
- How can problem-solving skills (1) be applied?
 - Rearranging data collection activities to fit in with other planned or unplanned production activities.
- How can the use of technology (1) be applied?
 - Using data loggers and personal computers to record and store data.

Are there other units of competency that could be assessed with this one?

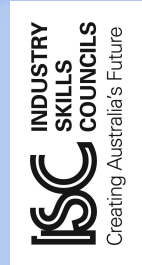
This unit of competency could be assessed on its own or in combination with other competencies relevant to the job function.

There is essential information about **assessing this unit of competency for consistent performance** and **where and how it may be assessed**, in the Assessment Guidelines for this Training Package. All users of these units of competency must have **access** to the **Assessment Guidelines**. Further advice may also be sought from the relevant **sector booklet**.



Australian Government
**Department of Education,
Science and Training**

RTE03 Rural Production Training Package
Rural Production Volume 1 - Introduction, Qualification
Packaging, Assessment Guidelines
Volume 1 of 8



Australian Government
**Department of Education,
Science and Training**

RTE03 Rural Production Training Package
Rural Production Volume 1 - Introduction, Qualification Packaging, Assessment Guidelines
Volume 1 of 8

