Stage 6 Syllabus

Primary Industries Curriculum Framework

Course Structures and Requirements and HSC Content

for implementation from 2013

Primary Industries (120 indicative hours)
Primary Industries (240 indicative hours)
Primary Industries Specialisation Study (60 or 120 or 180 or 240 indicative hours)

based on the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) version 8
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1 Introduction to the Primary Industries Curriculum Framework

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC and can contribute towards an Australian Tertiary Admission Rank (ATAR).

1.1 Aim

The Primary Industries Curriculum Framework is designed to enable students to develop a range of technical, vocational and interpersonal competencies valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work and further education within primary industries.

It also provides for the development of employability skills such as communication and teamwork which are transferable to other industry areas as well as being key features of each qualification available through the Framework.

Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure, and that will assist them to make informed career choices.

1.2 Industry context – primary industries

Australia remains a world leader in rural and related industries. These industries are key drivers of our state’s economy, and primary industries provide many social, environmental, cultural and economic benefits to the people of NSW. Sustainability of the country’s natural resources is the subject of regular debate in the Australian community.

Natural resources and primary products are crucial to our lives. The various sectors of primary industries supply us with many products and services essential to life including food, fibre, timber and energy, as well as the basic materials used in other industries.

The demand for products and services from primary industries in an environment featuring economic growth, climate change and diminishing resources will test the technologies, work practices and people in the industry. The extent of change demands the adoption of new skills and increased knowledge across the entire workforce.

The primary industries sector is a significant employer in Australia, particularly in regional and rural areas. The agriculture, horticulture and conservation and land management industry sectors offer a wide and diverse range of career opportunities and pathways, both within and across organisations and industry sectors.¹

¹ www.agrifoodskills.net.au and www.landlearnsw.org.au
1.3 AQF VET qualifications available in the Primary Industries Curriculum Framework

The Primary Industries Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed *Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10)*.

The AQF VET qualifications available in the Primary Industries Curriculum Framework are:

- AHC20110 Certificate II in Agriculture
- AHC20310 Certificate II in Production Horticulture
- AHC20410 Certificate II in Horticulture
- AHC20610 Certificate II in Parks and Gardens
- AHC20710 Certificate II in Production Nursery
- AHC20810 Certificate II in Retail Nursery
- AHC20910 Certificate II in Sports Turf Management
- AHC21010 Certificate II in Conservation and Land Management
- AHC21210 Certificate II in Rural Operations
- AHC21310 Certificate II in Shearing
- AHC21410 Certificate II in Wool Handling
- AHC21510 Certificate II in Floriculture
- AHC21610 Certificate II in Landscaping
- AHC30110 Certificate III in Agriculture
- AHC30310 Certificate III in Horse Breeding
- AHC30710 Certificate III in Horticulture
- AHC31010 Certificate III in Parks and Gardens (Statement of Attainment only)
- AHC32810 Certificate III in Rural Operations.

1.4 AQF VET qualification and HSC VET course completion requirements

The requirements for the completion of an AQF VET qualification are different to the requirements for HSC VET course completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

1.4.1 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the *Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10)*. A qualified assessor must conduct the assessment.

AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of core and elective units of competency required for eligibility for an AQF VET qualification.
Qualification packaging rules for each AQF VET qualification available through the Primary Industries Curriculum Framework are contained in the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) at www.training.gov.au. Tables detailing the status of units of competency in the Framework in relation to these qualifications are provided in the qualification associated documents and support material for this Framework (www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html).

Students may be eligible for the AQF VET qualification as a result of meeting the requirements of the packaging rules for that qualification prior to completing all HSC VET course requirements.

1.4.2 HSC VET course requirements

HSC VET courses in the Primary Industries Curriculum Framework are made up of:
- units of competency
  - HSC mandatory units of competency
  - HSC elective units of competency
- HSC outcomes and content
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Primary Industries Curriculum Framework they must meet the:
- HSC VET course requirements described in each HSC course structure in the Framework (refer to Sections 2.2–2.5 of this Syllabus)
- requirements for satisfactory course completion (refer to the Board’s Assessment, Certification and Examination (ACE) Manual) – there must be sufficient evidence that the student has:
  - followed the course developed by the Board
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - achieved some or all of the course outcomes
  - undertaken the mandatory work placement.

HSC elective units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements.

1.5 HSC VET course delivery

HSC VET courses can only be delivered by a Registered Training Organisation (RTO) with the relevant qualification and units of competency on their scope of registration. These can include:
- schools and colleges as a part of school system RTOs
- TAFE NSW institutes
- other RTOs on behalf of schools and colleges.

Information about the delivery of VET courses for the HSC by RTOs other than schools and colleges as part of school system RTOs or TAFE NSW colleges are contained in the Board of Studies Assessment, Certification and Examination (ACE) Manual.
Non-government schools also need to refer to the Registered and Accredited Individual Non-government Schools (NSW) Manual or Registration Systems and Member Non-government Schools (NSW) Manual which are available on the Board’s website (www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals).

RTOs offering training programs for the delivery and assessment of HSC Primary Industries courses must meet the requirements of the:
- VET Quality Framework [formerly referred to as the Australian Quality Training Framework (AQTF)]
- Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10)
- HSC course (including addressing the scope of learning for the HSC outlined in HSC Content focus areas in Section 3 of this Syllabus).

The units of competency that can be delivered and assessed are determined by the scope of the registration of each RTO. Teachers and trainers should check their accreditation and their RTO’s scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School or college principals should seek documentary evidence of the scope of any external RTO delivering an HSC VET course. Scope of registration can be checked at www.training.gov.au.

1.6 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:
- the units of competency (refer to Section 2.5 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.7 Assessment requirements and advice

The HSC VET courses within the Primary Industries Curriculum Framework are competency-based. The Board of Studies and the VET Quality Framework (formerly referred to as the AQTF) require that a competency-based approach to assessment is used. Advice on appropriate assessment practice in relation to the Primary Industries Curriculum Framework is contained in the Assessment and Reporting in Primary Industries Stage 6 document.

An integrated or holistic approach to course delivery and assessment should be adopted.

1.8 Documentation associated with industry curriculum frameworks

Schools and colleges offering HSC Primary Industries Curriculum Framework courses must follow the Primary Industries Curriculum Framework Stage 6 Syllabus and take into account the information provided in the associated documentation.

Industry curriculum framework documentation includes:
- the syllabus
- associated documents
- support materials.

The range of documentation for the Primary Industries Curriculum Framework is shown on the following page. This documentation is available on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html
Primary Industries Curriculum Framework Stage 6 Syllabus

**Syllabus**

- Primary Industries Stage 6 Syllabus
  - course structures and requirements
  - work placement requirements
  - HSC Content (focus areas)
  - examinable outcomes and content

**Associated documents**

- Primary Industries – Certificate II qualifications
- Primary Industries – Certificate III qualifications
- Pathways from Certificate II into Certificate III in Primary Industries
- Work placement in Primary Industries
  - industry-specific information
  - principles of work placement
- Employability skills in Primary Industries
- Assessment and Reporting in Primary Industries
  - assessment in Stage 6
  - reporting achievement in the HSC
  - competency-based assessment
  - Training Package requirements
  - HSC examination
  - estimated examination mark
  - HSC examination specifications
- HSC examination achievement standards
  - performance band descriptions
  - standards package

**Support materials**

- Syllabus modification history
- HSC Content mind maps
- HSC VET course information sheets for HSC subject selection
- Summary description of units of competency in the Framework
- Course planning templates
- Students with special education needs
  - fact sheet
  - support document
- HSC examination materials
  - sample HSC examination questions
  - past HSC examination papers
  - notes from the marking centre
2 Course structures and requirements

2.1 Primary Industries HSC VET courses

This Framework specifies the range of industry-developed units of competency from the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) for inclusion in the HSC. It describes how these units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

The Primary Industries Curriculum Framework contains the following courses:
- Primary Industries (120 indicative hours) – see Section 2.2 of this Syllabus
- Primary Industries (240 indicative hours) – see Section 2.3 of this Syllabus
- Primary Industries Specialisation Study (60 or 120 or 180 or 240 indicative hours) – see Section 2.4 of this Syllabus.

Students can undertake either the Primary Industries (120 indicative hours) course or the Primary Industries (240 indicative hours) course. In addition students undertaking the Primary Industries (240 indicative hours) course can access the Primary Industries Specialisation Study (60 or 120 or 180 or 240 indicative hours) course.

2.1.1 Preliminary and HSC unit credit

To facilitate flexibility of VET in the HSC, courses within the Primary Industries Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

Table 1 HSC credit units for Primary Industries HSC courses

<table>
<thead>
<tr>
<th>HSC VET course</th>
<th>HSC credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Industries (120 indicative hours)</td>
<td>2U</td>
</tr>
<tr>
<td>Primary Industries (240 indicative hours)</td>
<td>4U</td>
</tr>
<tr>
<td>Primary Industries Specialisation Study (60 indicative hours)</td>
<td>1U</td>
</tr>
<tr>
<td>Primary Industries Specialisation Study (120 indicative hours)</td>
<td>2U</td>
</tr>
<tr>
<td>Primary Industries Specialisation Study (180 indicative hours)</td>
<td>3U</td>
</tr>
<tr>
<td>Primary Industries Specialisation Study (240 indicative hours)</td>
<td>4U</td>
</tr>
</tbody>
</table>

The maximum number of Preliminary and/or HSC credit units available from this Framework is 8 units. That is, courses can total up to 480 HSC indicative hours.
The HSC credit units will be allocated to students’ Preliminary and/or HSC patterns of study as required.

The pattern of study (BOS course number) entered on Schools Online (Administration) should reflect the delivery of the HSC VET course over successive years. For example, delivery of the 240 HSC indicative hour course over two years should be entered as 2U x 2 years. Students will be credentialled for the HSC credit units entered each calendar year provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

2.1.2 Units of competency

Courses for the Primary Industries Curriculum Framework are based on units of competency from the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10). The units of competency available in the Framework are listed in Tables 3–5 of this Syllabus.

Each HSC VET course indicates whether a unit of competency is mandatory, stream or elective for that course (refer to Sections 2.2–2.5 of this Syllabus).

Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, VET courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the HSC indicative hours allocated, only the delivery hours.

Students may need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

Tables 3–5 in Section 2.5 of this Syllabus list the HSC indicative hours assigned to each unit of competency included in the Primary Industries Curriculum Framework for the purpose of unit credit towards the HSC.

2.1.3 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency (refer to Section 3 of this Syllabus).
2.1.4 Work placement requirements

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each HSC VET course.

Students must complete the following work placement for Primary Industries Curriculum Framework courses.

Table 2 Minimum work placement hours for Primary Industries HSC courses

<table>
<thead>
<tr>
<th>Primary Industries Framework course</th>
<th>Minimum work placement requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Industries (120 indicative hours)</td>
<td>35 hours</td>
</tr>
<tr>
<td>Primary Industries (240 indicative hours)</td>
<td>70 hours</td>
</tr>
<tr>
<td>Primary Industries Specialisation Study (60 indicative hours)</td>
<td>no additional hours required</td>
</tr>
<tr>
<td>Primary Industries Specialisation Study (120 or 180 or 240 indicative hours)</td>
<td>35 hours</td>
</tr>
</tbody>
</table>

Students undertaking these courses as part of a school-based apprenticeship or traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the apprenticeship or traineeship.

Work placement is to be undertaken in an appropriate primary industries work environment.

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing ‘N’ determinations as outlined in the Board of Studies Assessment, Certification and Examination (ACE) Manual.

Refer to the Work Placement in Primary Industries document for further information.

2.1.5 HSC examination

The Primary Industries Curriculum Framework includes an optional Primary Industries HSC examination. Students who have completed the Primary Industries (240 indicative hours) course are eligible to sit for the HSC examination.

Students who choose to sit for the Primary Industries HSC examination can have the results of the examination count towards their Australian Tertiary Admission Rank (ATAR) (refer to Section 4 of this Syllabus).

Students who want to sit for the Primary Industries HSC examination must be entered for the examination in addition to their Primary Industries course on Schools Online (Administration).
2.2 Primary Industries (120 indicative hours)

Purpose

The purpose of this HSC VET course is to provide students with an opportunity to develop basic knowledge and skills to be competent in routine tasks in various primary industries settings.

AQF VET qualifications

Depending on the selection and achievement of units of competency, the possible qualification outcomes for the Primary Industries (120 indicative hours) course are:

Statement of Attainment towards:
- Certificate II in Agriculture (AHC20110)
- Certificate II in Production Horticulture (AHC20310)
- Certificate II in Horticulture (AHC20410)
- Certificate II in Parks and Gardens (AHC20610)
- Certificate II in Production Nursery (AHC20710)
- Certificate II in Retail Nursery (AHC20810)
- Certificate II in Sports Turf Management (AHC20910)
- Certificate II in Conservation and Land Management (AHC21010)
- Certificate II in Rural Operations (AHC21210)
- Certificate II in Shearing (AHC21310)
- Certificate II in Floriculture (AHC21510)

Certificate II in Wool Handling (AHC21410)

Statement of Attainment towards:
- Certificate III in Agriculture (AHC30110)
- Certificate III in Horse Breeding (AHC30310)
- Certificate III in Horticulture (AHC30710)
- Certificate III in Parks and Gardens (AHC31010)

Course structure

This course comprises:
- one HSC mandatory unit of competency (see the diagram on next page)
- a range of HSC elective units of competency (from the units in Tables 3–5, Section 2.5 of this Syllabus).
Course requirements – Primary Industries (120 indicative hours)

Students must attempt:

**ONE**
mandatory unit of competency

AHCOHS201A Participate in OHS processes

OR

AHCOHS301A Contribute to OHS processes

**AND**

a selection of units of competency from the mandatory, stream and/or elective pool to a minimum of 120 HSC indicative hours

(Tables 3–5, Section 2.5)

Students must complete a minimum of
35 hours of mandatory work placement
(Section 2.1.4)
2.3 Primary Industries (240 indicative hours)

Purpose

The purpose of this HSC VET course is to provide students with the opportunity to gain knowledge and skills to enable the individual to be competent in a range of activities and functions in a defined context within a primary industries setting.

AQF VET qualifications

The Primary Industries (240 indicative hours) course provides a pathway to the following qualifications:

- Certificate II in Agriculture (AHC20110)
- Certificate II in Production Horticulture (AHC20310)
- Certificate II in Horticulture (AHC20410)
- Certificate II in Parks and Gardens (AHC20610)
- Certificate II in Production Nursery (AHC20710)
- Certificate II in Retail Nursery (AHC20810)
- Certificate II in Sports Turf Management (AHC20910)
- Certificate II in Conservation and Land Management (AHC21010)
- Certificate II in Rural Operations (AHC21210)
- Certificate II in Floriculture (AHC21510)
- Certificate II in Landscaping (AHC21610)
- Certificate III in Agriculture (AHC30110)
- Certificate III in Horse Breeding (AHC30310)
- Certificate III in Horticulture (AHC30710)
- Certificate III in Parks and Gardens (AHC31010) (Statement of Attainment only)

Depending on the selection of units of competency, as well as RPL and/or credit transfer granted, students may need to undertake a Specialisation Study as well as the 240 indicative hour course to achieve a qualification.

Course structure

This course comprises:

- five mandatory units of competency
- two stream units of competency
  - Livestock health and welfare
  - Plant pests, diseases and disorders
- a range of elective units of competency
- HSC Content – mandatory and stream focus area
(See Tables 3–5, Section 2.5 of this Syllabus.)

Primary Industries HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course. (refer to Sections 2.1.5 and 4 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.
Course requirements – Primary Industries (240 indicative hours)

Students must attempt ONE of the following:

### Pathway to Certificate II qualifications

**FIVE mandatory units of competency**
- (Table 3, Section 2.5)
- and the following focus areas
  - Chemicals
  - Safety
  - Sustainability
  - Weather
  - Working in the industry
  - (Section 3)

**OR**

- **AHCLSK202A**
  - (Table 3, Section 2.5)
  - and the Livestock health and welfare focus area
  - (Section 3)

**OR**

- AHCPMG202A
  - (Table 3, Section 2.5)
  - and the Plant pests, diseases and disorders focus area
  - (Section 3)

**units of competency from the elective pool, or the stream unit not previously undertaken, to bring course total to a minimum of 240 HSC indicative hours**
- (Tables 3 and 5, Section 2.5)

**a minimum of 70 hours of mandatory work placement**
- (Section 2.1.4)

### Pathway to Certificate III qualifications

**FIVE mandatory units of competency**
- (Table 4, Section 2.5)
- and the following focus areas
  - Chemicals
  - Safety
  - Sustainability
  - Weather
  - Working in the industry
  - (Section 3)

**OR**

- **AHCLSK309A**
  - (Table 4, Section 2.5)
  - and the Livestock health and welfare focus area
  - (Section 3)

**OR**

- AHCPMG302A
  - (Table 4, Section 2.5)
  - and the Plant pests, diseases and disorders focus area
  - (Section 3)

**units of competency from the elective pool, or the stream unit not previously undertaken, to bring course total to a minimum of 240 HSC indicative hours**
- (Tables 4–5, Section 2.5)

**a minimum of 70 hours of mandatory work placement**
- (Section 2.1.4)
2.4 Primary Industries Specialisation Study  
(60 or 120 or 180 or 240 indicative hours)

Purpose

The purpose of the Primary Industries Specialisation Study is to provide students with the opportunity to gain further credit towards an industry qualification.

AQF VET qualifications

The Primary Industries Specialisation Study (60 or 120 or 180 or 240 indicative hours) course provides a pathway to the following qualifications:

- Certificate II in Agriculture (AHC20110)
- Certificate II in Production Horticulture (AHC20310)
- Certificate II in Horticulture (AHC20410)
- Certificate II in Parks and Gardens (AHC20610)
- Certificate II in Production Nursery (AHC20710)
- Certificate II in Retail Nursery (AHC20810)
- Certificate II in Sports Turf Management (AHC20910)
- Certificate II in Conservation and Land Management (AHC21010)
- Certificate II in Rural Operations (AHC21210)
- Certificate II in Wool Handling (AHC21410)
- Certificate II in Shearing (AHC21310)
- Certificate II in Floriculture (AHC21510)
- Certificate II in Landscaping (AHC21610)
- Certificate III in Agriculture (AHC30110)
- Certificate III in Horse Breeding (AHC30310)
- Certificate III in Horticulture (AHC30710)
- Certificate III in Parks and Gardens (AHC31010) (Statement of Attainment only)

The selection of units of competency, as well as RPL and/or credit transfer granted, will determine the Specialisation Study course students need to undertake with the 240 indicative hour course to achieve a qualification.

Course eligibility

The Primary Industries Specialisation Study is only available to students who are currently entered in, or have completed, the Primary Industries (240 indicative hours) course.

For students who have undertaken a Certificate II qualification as a part of the Primary Industries (240 indicative hours) course, and are undertaking a Certificate III qualification pathway in the Primary Industries Specialisation Study, there are different course requirements. RTOs must refer to the associated document Pathways from Certificate II to Certificate III in Primary Industries for further information.
Course structure

The Primary Industries Specialisation Study consists of units of competency that are drawn from the elective pool, or the stream units of competency not previously undertaken (see Tables 3–5, Section 2.5 of this Syllabus).

Course requirements – Primary Industries Specialisation Study
(60 or 120 or 180 or 240 indicative hours)

Students must attempt:

- units of competency not previously undertaken to a minimum of
  - 60 HSC indicative hours
    - OR
  - 120 HSC indicative hours
    - OR
  - 180 HSC indicative hours
    - OR
  - 240 HSC indicative hours
    - (Tables 3–5, Section 2.5)

Mandatory work placement requirement

- no additional work placement for the 60 HSC indicative hours Specialisation Study
- **35 additional hours** for the 120, 180 or 240 HSC indicative hours Specialisation Study

(Section 2.1.4)
2.5 Primary Industries units of competency


**Table 3  Mandatory units of competency for the Certificate II qualification pathways for the 240-hour course**

Attempt the following units of competency:

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM201A</td>
<td>Apply chemicals under supervision</td>
<td>20</td>
</tr>
<tr>
<td>AHCOHS201A</td>
<td>Participate in OHS processes</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK201A</td>
<td>Observe and report on weather</td>
<td>15</td>
</tr>
<tr>
<td>AHCWRK204A</td>
<td>Work effectively in the industry</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
</tbody>
</table>

and one of the following stream units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK202A</td>
<td>Care for health and welfare of livestock</td>
<td>25</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWPMG202A</td>
<td>Treat plant pests, diseases and disorders</td>
<td>20</td>
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</table>

Mandatory HSC indicative hours 115 or 120

**OR**

**Table 4  Mandatory units of competency for the Certificate III qualification pathways for the 240-hour course**

Attempt the following units of competency:

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303A</td>
<td>Prepare and apply chemicals</td>
<td>20</td>
</tr>
<tr>
<td>AHCOHS301A</td>
<td>Contribute to OHS processes</td>
<td>25</td>
</tr>
<tr>
<td>AHCWRK204A</td>
<td>Work effectively in the industry</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK302A</td>
<td>Monitor weather conditions</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK313A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>25</td>
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</tbody>
</table>

and one of the following stream units

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK309A</td>
<td>Implement animal health control programs</td>
<td>30</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWPMG302A</td>
<td>Control plant pests, diseases and disorders</td>
<td>25</td>
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Mandatory HSC indicative hours 135 or 140
### Table 5  HSC elective pool – units of competency

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
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<tbody>
<tr>
<td><strong>Agribusiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCAGB301A</td>
<td>Keep records for a primary production business</td>
<td>30</td>
</tr>
<tr>
<td><strong>Biosecurity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCBI201A</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
<td>10</td>
</tr>
<tr>
<td>AHCBI202A</td>
<td>Follow site quarantine procedures</td>
<td>15</td>
</tr>
<tr>
<td><strong>Broadacre cropping</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCBCAC201A</td>
<td>Assist agricultural crop establishment</td>
<td>15</td>
</tr>
<tr>
<td>AHCBCAC202A</td>
<td>Assist agricultural crop maintenance</td>
<td>15</td>
</tr>
<tr>
<td>AHCBCAC203A</td>
<td>Assist agricultural crop harvesting</td>
<td>15</td>
</tr>
<tr>
<td>AHCBCAC301A</td>
<td>Conserve forage</td>
<td>20</td>
</tr>
<tr>
<td>AHCBCAC302A</td>
<td>Establish pastures and crops for livestock production</td>
<td>25</td>
</tr>
<tr>
<td>AHCBCAC305A</td>
<td>Undertake preparation of land for agricultural crop production</td>
<td>20</td>
</tr>
<tr>
<td>AHCBCAC306A</td>
<td>Establish agricultural crops</td>
<td>25</td>
</tr>
<tr>
<td>AHCBCAC307A</td>
<td>Maintain agricultural crops</td>
<td>20</td>
</tr>
<tr>
<td>AHCBCAC308A</td>
<td>Undertake agricultural crop harvesting activities</td>
<td>20</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCBUS301A</td>
<td>Use hand held e-business tools</td>
<td>15</td>
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<tr>
<td><strong>Chemicals</strong></td>
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<tr>
<td>AHCCHM304A</td>
<td>Transport, handle and store chemicals</td>
<td>15</td>
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<tr>
<td><strong>Dairy</strong></td>
<td></td>
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<tr>
<td>AHCBDRY201A</td>
<td>Milk livestock</td>
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<tr>
<td><strong>Drainage</strong></td>
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<tr>
<td>AHCDDRG201A</td>
<td>Maintain drainage systems</td>
<td>15</td>
</tr>
<tr>
<td>AHCDDRG301A</td>
<td>Install drainage systems</td>
<td>30</td>
</tr>
<tr>
<td><strong>Fauna</strong></td>
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<tr>
<td>AHCFAU201A</td>
<td>Recognise fauna</td>
<td>15</td>
</tr>
<tr>
<td><strong>First aid</strong></td>
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<tr>
<td>HLTFA201A</td>
<td>Provide basic emergency life support</td>
<td>15</td>
</tr>
<tr>
<td>HLTFA301C</td>
<td>Apply first aid</td>
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### Table 5 cont/d

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
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<tbody>
<tr>
<td><strong>Horse breeding</strong></td>
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<tr>
<td>AHCHBR201A</td>
<td>Monitor horse health and welfare</td>
<td>20</td>
</tr>
<tr>
<td>AHCHBR202A</td>
<td>Handle young horses</td>
<td>25</td>
</tr>
<tr>
<td>AHCHBR203A</td>
<td>Provide daily care for horses</td>
<td>30</td>
</tr>
<tr>
<td>AHCHBR204A</td>
<td>Assist with mating procedures and parturition of horses</td>
<td>25</td>
</tr>
<tr>
<td>AHCHBR302A</td>
<td>Carry out basic hoof care procedures</td>
<td>15</td>
</tr>
<tr>
<td>AHCHBR304A</td>
<td>Educate, ride and care for horses and equipment</td>
<td>30</td>
</tr>
<tr>
<td>AHCHBR306A</td>
<td>Prevent and treat equine injury and disease</td>
<td>25</td>
</tr>
<tr>
<td>AHCHBR307A</td>
<td>Assess suitability of horses for stock work</td>
<td>20</td>
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<tr>
<td><strong>Indigenous land management</strong></td>
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<tr>
<td>AHCILM201A</td>
<td>Maintain cultural places</td>
<td>15</td>
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<tr>
<td>AHCILM202A</td>
<td>Observe and report plants and/or animals</td>
<td>15</td>
</tr>
<tr>
<td>AHCILM203A</td>
<td>Record information about country</td>
<td>25</td>
</tr>
<tr>
<td>AHCILM306A</td>
<td>Follow Aboriginal cultural protocols</td>
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<tr>
<td><strong>Infrastructure</strong></td>
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<tr>
<td>AHCINF201A</td>
<td>Carry out basic electric fencing operations</td>
<td>15</td>
</tr>
<tr>
<td>AHCINF202A</td>
<td>Install, maintain and repair fencing</td>
<td>15</td>
</tr>
<tr>
<td>AHCINF203A</td>
<td>Maintain properties and structures</td>
<td>20</td>
</tr>
<tr>
<td>AHCINF302A</td>
<td>Plan and construct an electric fence</td>
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<tr>
<td>AHCINF303A</td>
<td>Plan and construct conventional fencing</td>
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<tr>
<td><strong>Irrigation</strong></td>
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<tr>
<td>AHCIRG201A</td>
<td>Assist with the operation of gravity fed irrigation</td>
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<tr>
<td>AHCIRG202A</td>
<td>Assist with the operation of pressurised irrigation</td>
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<tr>
<td>AHCIRG204A</td>
<td>Lay irrigation and/or drainage pipes</td>
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<tr>
<td>AHCIRG206A</td>
<td>Maintain pressurised irrigation systems</td>
<td>15</td>
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<tr>
<td>AHCIRG302A</td>
<td>Install irrigation systems</td>
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</tr>
<tr>
<td>AHCIRG305A</td>
<td>Operate pressurised irrigation systems</td>
<td>15</td>
</tr>
<tr>
<td><strong>Landscape</strong></td>
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</tr>
<tr>
<td>AHCLSC201A</td>
<td>Assist with landscape construction work</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSC202A</td>
<td>Construct low-profile timber or modular retaining walls</td>
<td>20</td>
</tr>
<tr>
<td>Unit code</td>
<td>Unit title</td>
<td>HSC indicative hours of credit</td>
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<tr>
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<tr>
<td>AHCLSC203A</td>
<td>Install aggregate paths</td>
<td>20</td>
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<tr>
<td>AHCLSC204A</td>
<td>Lay paving</td>
<td>25</td>
</tr>
<tr>
<td>AHCLSC205A</td>
<td>Install tree protection devices</td>
<td>10</td>
</tr>
<tr>
<td>AHCLSC301A</td>
<td>Set out site for construction works</td>
<td>35</td>
</tr>
<tr>
<td>AHCLSC304A</td>
<td>Erect timber structures and features</td>
<td>35</td>
</tr>
<tr>
<td>AHCLSC306A</td>
<td>Implement a paving project</td>
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<tr>
<td>AHCLSC307A</td>
<td>Implement a retaining wall project</td>
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</tr>
<tr>
<td>AHCLSK201A</td>
<td>Assist with feeding in a production system</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK203A</td>
<td>Carry out birthing duties</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK204A</td>
<td>Carry out regular livestock observation</td>
<td>10</td>
</tr>
<tr>
<td>AHCLSK205A</td>
<td>Handle livestock using basic techniques</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK206A</td>
<td>Identify and mark livestock</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK207A</td>
<td>Load and unload livestock</td>
<td>10</td>
</tr>
<tr>
<td>AHCLSK208A</td>
<td>Monitor livestock to parturition</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK209A</td>
<td>Monitor water supplies</td>
<td>10</td>
</tr>
<tr>
<td>AHCLSK210A</td>
<td>Muster and move livestock</td>
<td>10</td>
</tr>
<tr>
<td>AHCLSK211A</td>
<td>Provide feed for livestock</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK301A</td>
<td>Administer medication to livestock</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK303A</td>
<td>Carry out feedlot operations</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK305A</td>
<td>Maintain livestock water supplies</td>
<td>15</td>
</tr>
<tr>
<td>AHCLSK308A</td>
<td>Identify and draft livestock</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSK310A</td>
<td>Implement feeding plans for intensive production</td>
<td>20</td>
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<tr>
<td>AHCLSK311A</td>
<td>Implement feeding plans for livestock</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSK312A</td>
<td>Coordinate artificial insemination and fertility management of livestock</td>
<td>25</td>
</tr>
<tr>
<td>AHCLSK313A</td>
<td>Monitor livestock production growing environments</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSK314A</td>
<td>Prepare animals for parturition</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSK316A</td>
<td>Prepare livestock for competition</td>
<td>15</td>
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Table 5 cont/d

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
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<tbody>
<tr>
<td>Livestock cont/d</td>
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<tr>
<td>AHCLSK317A</td>
<td>Plan to exhibit livestock</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSK318A</td>
<td>Rear newborn and young livestock</td>
<td>25</td>
</tr>
<tr>
<td>AHCLSK323A</td>
<td>Maintain and monitor feed stocks</td>
<td>15</td>
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<tr>
<td>AHCLSK324A</td>
<td>Care for and train working dogs</td>
<td>20</td>
</tr>
<tr>
<td>AHCLSK329A</td>
<td>Implement procedures for calving</td>
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</tr>
<tr>
<td>AHCLSK331A</td>
<td>Comply with industry animal welfare requirements</td>
<td>20</td>
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<tr>
<td>Machinery operation and maintenance</td>
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<tr>
<td>AHCMOM201A</td>
<td>Operate two wheel motorbikes</td>
<td>15</td>
</tr>
<tr>
<td>AHCMOM202A</td>
<td>Operate tractors</td>
<td>20</td>
</tr>
<tr>
<td>AHCMOM203A</td>
<td>Operate basic machinery and equipment</td>
<td>15</td>
</tr>
<tr>
<td>AHCMOM204A</td>
<td>Undertake operational maintenance of machinery</td>
<td>25</td>
</tr>
<tr>
<td>AHCMOM212A</td>
<td>Operate quad bikes</td>
<td>15</td>
</tr>
<tr>
<td>AHCMOM302A</td>
<td>Perform machinery maintenance</td>
<td>25</td>
</tr>
<tr>
<td>AHCMOM304A</td>
<td>Operate machinery and equipment</td>
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</tr>
<tr>
<td>AHCMOM305A</td>
<td>Operate specialised machinery and equipment</td>
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</tr>
<tr>
<td>AHCMOM306A</td>
<td>Ground spread fertiliser and soil ameliorant</td>
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<tr>
<td>AHCMOM308A</td>
<td>Operate broadacre and row crop harvest machinery and equipment</td>
<td>15</td>
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<tr>
<td>AHCMOM309A</td>
<td>Operate broadacre sowing machinery and equipment</td>
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<tr>
<td>AHCMOM311A</td>
<td>Operate precision control technology</td>
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<tr>
<td>AHCMOM312A</td>
<td>Operate row crop planting and seeding machinery and equipment</td>
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<tr>
<td>Merchandising and sales</td>
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<tr>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
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<td>SIRXICT001A</td>
<td>Operate retail technology</td>
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<tr>
<td>SIRXSLS201</td>
<td>Sell products and services</td>
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<tr>
<td>Natural area restoration</td>
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<tr>
<td>AHCNAR201A</td>
<td>Carry out natural area restoration works</td>
<td>25</td>
</tr>
<tr>
<td>AHCNAR202A</td>
<td>Maintain wildlife habitat refuges</td>
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Table 5 cont/d

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<th>Unit title</th>
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<tr>
<td></td>
<td><strong>Natural area restoration cont/d</strong></td>
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<tr>
<td>FPIFGM2201B</td>
<td>Collect seed</td>
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<tr>
<td></td>
<td><strong>Nursery</strong></td>
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</tr>
<tr>
<td>AHCNSY201A</td>
<td>Pot up plants</td>
<td>10</td>
</tr>
<tr>
<td>AHCNSY202A</td>
<td>Tend nursery plants</td>
<td>15</td>
</tr>
<tr>
<td>AHCNSY203A</td>
<td>Undertake propagation activities</td>
<td>20</td>
</tr>
<tr>
<td>AHCNSY204A</td>
<td>Maintain indoor plants</td>
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</tr>
<tr>
<td>AHCNSY301A</td>
<td>Maintain nursery plants</td>
<td>25</td>
</tr>
<tr>
<td>AHCNSY302A</td>
<td>Receive and dispatch nursery products</td>
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</tr>
<tr>
<td>AHCNSY303A</td>
<td>Install and maintain plant displays</td>
<td>25</td>
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<tr>
<td></td>
<td><strong>Parks and gardens</strong></td>
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</tr>
<tr>
<td>AHCPGD201A</td>
<td>Plant trees and shrubs</td>
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</tr>
<tr>
<td>AHCPGD202A</td>
<td>Prepare and maintain plant displays</td>
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</tr>
<tr>
<td>AHCPGD203A</td>
<td>Prune shrubs and small trees</td>
<td>15</td>
</tr>
<tr>
<td>AHCPGD204A</td>
<td>Transplant small trees</td>
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</tr>
<tr>
<td>AHCPGD206A</td>
<td>Conduct visual inspection of park facilities</td>
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<tr>
<td></td>
<td><strong>Pest management</strong></td>
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</tr>
<tr>
<td>AHCPMG201A</td>
<td>Treat weeds</td>
<td>10</td>
</tr>
<tr>
<td>AHCPMG301A</td>
<td>Control weeds</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Plants</strong></td>
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<tr>
<td>AHCPCM201A</td>
<td>Recognise plants</td>
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</tr>
<tr>
<td>AHCPCM202A</td>
<td>Collect, prepare and preserve plant specimens</td>
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<tr>
<td>AHCPCM301A</td>
<td>Implement a plant nutrition program</td>
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<td></td>
<td><strong>Production horticulture</strong></td>
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<tr>
<td>AHCPTHT201A</td>
<td>Plant horticultural crops</td>
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<tr>
<td>AHCPTHT203A</td>
<td>Support horticultural crop harvesting</td>
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<tr>
<td>AHCPTHT205A</td>
<td>Carry out postharvest operations</td>
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<tr>
<td></td>
<td><strong>Shearing</strong></td>
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<tr>
<td>AHCSHG201A</td>
<td>Crutch sheep</td>
<td>20</td>
</tr>
<tr>
<td>AHCSHG202A</td>
<td>Assist in preparing for shearing and crutching</td>
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### Table 5 cont/d

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
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<tr>
<td><strong>Shearing cont/d</strong></td>
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</tr>
<tr>
<td>AHCSHG203A</td>
<td>Shear sheep to novice level*</td>
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</tr>
<tr>
<td>AHCSHG204A</td>
<td>Shear sheep to improver level*</td>
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</tr>
<tr>
<td>AHCSHG205A</td>
<td>Grind combs and cutters for machine shearing</td>
<td>10</td>
</tr>
<tr>
<td>AHCSHG206A</td>
<td>Prepare handpiece and downtube for machine shearing</td>
<td>10</td>
</tr>
<tr>
<td><strong>Soils and media</strong></td>
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</tr>
<tr>
<td>AHCSOL201A</td>
<td>Determine basic properties of soil and/or growing media</td>
<td>15</td>
</tr>
<tr>
<td>AHCSOL301A</td>
<td>Prepare growing media</td>
<td>20</td>
</tr>
<tr>
<td>AHCSOL401A</td>
<td>Sample soils and interpret results</td>
<td>20</td>
</tr>
<tr>
<td><strong>Soil and water conservation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCSAW201A</td>
<td>Conduct erosion and sediment control activities</td>
<td>15</td>
</tr>
<tr>
<td><strong>Turf</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCTRF201A</td>
<td>Assist with turf construction</td>
<td>20</td>
</tr>
<tr>
<td>AHCTRF202A</td>
<td>Prepare turf surfaces for play</td>
<td>25</td>
</tr>
<tr>
<td>AHCTRF203A</td>
<td>Renovate grassed areas</td>
<td>20</td>
</tr>
<tr>
<td>AHCTRF204A</td>
<td>Support turf establishment</td>
<td>30</td>
</tr>
<tr>
<td>AHCTRF301A</td>
<td>Construct turf playing surfaces</td>
<td>45</td>
</tr>
<tr>
<td>AHCTRF302A</td>
<td>Establish turf</td>
<td>30</td>
</tr>
<tr>
<td>AHCTRF303A</td>
<td>Implement a grassed area maintenance program</td>
<td>25</td>
</tr>
<tr>
<td>AHCTRF304A</td>
<td>Monitor turf health</td>
<td>25</td>
</tr>
<tr>
<td>AHCTRF305A</td>
<td>Renovate sports turf</td>
<td>25</td>
</tr>
<tr>
<td><strong>Wool</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWOL201A</td>
<td>Pen sheep</td>
<td>15</td>
</tr>
<tr>
<td>AHCWOL202A</td>
<td>Perform board duties</td>
<td>20</td>
</tr>
<tr>
<td>AHCWOL203A</td>
<td>Carry out wool pressing</td>
<td>15</td>
</tr>
<tr>
<td><strong>Work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK202A</td>
<td>Observe environmental work practices</td>
<td>15</td>
</tr>
<tr>
<td>AHCWRK205A</td>
<td>Participate in workplace communications</td>
<td>10</td>
</tr>
<tr>
<td>AHCWRK206A</td>
<td>Observe enterprise quality assurance procedures</td>
<td>15</td>
</tr>
</tbody>
</table>

* Substantial workplace experience would be needed to meet the required skill level for this unit of competency.
### Table 5 cont/d

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work cont/d</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK207A</td>
<td>Collect and record production data</td>
<td>10</td>
</tr>
<tr>
<td>AHCWRK208A</td>
<td>Provide information on products and services</td>
<td>15</td>
</tr>
<tr>
<td>AHCWRK303A</td>
<td>Respond to emergencies</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK305A</td>
<td>Coordinate work site activities</td>
<td>20</td>
</tr>
<tr>
<td>AHCWRK306A</td>
<td>Comply with industry quality assurance requirements</td>
<td>20</td>
</tr>
<tr>
<td>TLID1001A</td>
<td>Shift materials safely using manual handling methods</td>
<td>10</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPPDSM4068A</td>
<td>Prepare livestock for sale at saleyards</td>
<td>20</td>
</tr>
</tbody>
</table>
3 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Primary Industries Curriculum Framework must address all of the mandatory focus areas plus one stream focus area.

The Primary Industries Curriculum Framework mandatory focus areas are:
- Chemicals
- Safety
- Sustainability
- Weather
- Working in the industry.

The Primary Industries Curriculum Framework stream focus areas are:
- Livestock health and welfare
- Plant pests, diseases and disorders.

The HSC examination in Primary Industries is based on the HSC Content and employability skills for the Certificate II qualifications in this Framework (refer to Sections 2.1.5 and 4 of this Syllabus).


The following table outlines the associated units of competency for each focus area.
### Table 6  Focus areas and associated units of competency

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemicals</td>
<td>AHCCHM201A</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td></td>
<td>or AHCCHM303A</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>Safety</td>
<td>AHCOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td></td>
<td>or AHCOHS301A</td>
<td>Contribute to OHS processes</td>
</tr>
<tr>
<td>Sustainability</td>
<td>AHCWRK209A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td></td>
<td>or AHCWRK313A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
<tr>
<td>Weather</td>
<td>AHCWRK201A</td>
<td>Observe and report on weather</td>
</tr>
<tr>
<td></td>
<td>or AHCWRK302A</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>Working in the industry</td>
<td>AHCWRK204A</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td><strong>Stream</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livestock health and welfare</td>
<td>AHCLSK202A</td>
<td>Care for health and welfare of livestock</td>
</tr>
<tr>
<td></td>
<td>or AHCLSK309A</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>Plant pests, diseases and disorders</td>
<td>AHCPMG202A</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td></td>
<td>or AHCPMG302A</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
</tbody>
</table>
3.1 Chemicals – mandatory focus area

3.1.1 Outcomes

The student:
- explains the processes for safe chemical use and application
- demonstrates an understanding of OHS principles and practices when working with chemicals
- explains safe work practices within a compliance framework
- understands the principles of integrated pest/resistance management
- applies knowledge of working with chemicals to develop effective plans for the application of chemicals.

3.1.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

either
- AHCCHM201A Apply chemicals under supervision

or
- AHCCHM303A Prepare and apply chemicals.

Details of these units of competency are available in the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) at www.training.gov.au.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

AHCCHM201A Apply chemicals under supervision

Descriptor
This unit covers the process of applying chemicals under supervision using handheld or small powered equipment, and defines the standard required to:
- apply chemicals using handheld or small powered equipment;
- check, prepare, use and maintain application equipment and personal protective equipment;
- measure, mix, transport, handle store and dispose of chemicals and comply with Occupational Health and Safety (OHS), chemical label and Material Safety Data Sheets (MSDSs) requirements.

Elements
1. Check application and personal protective equipment
2. Prepare application equipment
3. Apply chemicals
4. Finalise work
5. Transport and handle chemical.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:
- apply chemicals using handheld or small powered equipment
• check, prepare, use and maintain application equipment and personal protective equipment
• measure, mix, transport, handle store and dispose of chemicals
• comply with OHS, chemical label and MSDSs requirements.

AHCCHM303A Prepare and apply chemicals

Descriptor This unit covers the process of preparing and applying chemicals and defines the standard required to: assess the need for chemical use; comply with safety, chemical label and MSDSs requirements; prepare an application/spray plan; prepare and apply chemicals; calibrate application equipment and maintain chemical records.

Elements 1. Determine the need for chemical use
2. Prepare application/spray plan
3. Prepare chemical mixes
4. Calibrate application equipment
5. Apply chemicals
6. Clean up equipment and complete records.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

• assess the need for chemical use
• comply with safety, chemical label and MSDSs requirements
• prepare an application/spray plan
• prepare and apply chemicals
• calibrate application equipment
• maintain chemical records.

3.1.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

• problem-solving
• planning and organising.
### 3.1.4 Scope of learning for the HSC

The scope of learning for the HSC should be addressed in the context of at least two relevant types of chemicals used in primary industries.

<table>
<thead>
<tr>
<th>types</th>
</tr>
</thead>
<tbody>
<tr>
<td>- types of chemical formulations used in primary industries:</td>
</tr>
<tr>
<td>- dry</td>
</tr>
<tr>
<td>- liquid</td>
</tr>
<tr>
<td>- a range of types of chemicals commonly used in a primary industries workplace/enterprise and their mode of action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- a range of chemical application equipment:</td>
</tr>
<tr>
<td>- name and general features</td>
</tr>
<tr>
<td>- purpose and limitations</td>
</tr>
<tr>
<td>- considerations for selection:</td>
</tr>
<tr>
<td>- task/job requirements</td>
</tr>
<tr>
<td>- environmental factors</td>
</tr>
<tr>
<td>- working knowledge:</td>
</tr>
<tr>
<td>- pre-operational safety checks</td>
</tr>
<tr>
<td>- prepare for use</td>
</tr>
<tr>
<td>- safe work practices for operation</td>
</tr>
<tr>
<td>- measures to minimise environmental impact</td>
</tr>
<tr>
<td>- correct chemical output</td>
</tr>
<tr>
<td>- fault identification:</td>
</tr>
<tr>
<td>- signs of poor performance and inefficiency</td>
</tr>
<tr>
<td>- common faults:</td>
</tr>
<tr>
<td>- malfunctions</td>
</tr>
<tr>
<td>- worn, broken or missing components</td>
</tr>
<tr>
<td>- solutions to a range of common faults</td>
</tr>
<tr>
<td>- maintenance:</td>
</tr>
<tr>
<td>- operation and performance monitoring</td>
</tr>
<tr>
<td>- cleaning and decontamination</td>
</tr>
<tr>
<td>- scheduled servicing</td>
</tr>
<tr>
<td>- operational records</td>
</tr>
<tr>
<td>- storage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- risk management in relation to the use of chemicals</td>
</tr>
<tr>
<td>- personal protective equipment (PPE) used when handling chemicals:</td>
</tr>
<tr>
<td>- selection:</td>
</tr>
<tr>
<td>- correct for task</td>
</tr>
<tr>
<td>- maintenance of PPE</td>
</tr>
<tr>
<td>- importance of correct fitting</td>
</tr>
</tbody>
</table>
### OHS cont/d

- use
- application
- cleaning and maintenance
- storage

- minimising risk of poisoning to workers using chemicals:
  - path of entry:
    - inhalation
    - absorption
    - ingestion
    - injection
  - limiting exposure
  - first aid

- an awareness of the potential hazardous effects associated with the use of chemicals:
  - for humans
  - for animals
  - for the environment

### Chemical compliance

- the handling and use of chemicals in a primary industries environment:
  - the purpose and intent of related legislative requirements
  - in accordance with workplace/enterprise policy and procedures and manufacturer’s instructions
  - with consideration of safe work practices and the environment

- licensing requirements for chemical use

### Working with chemicals

- use and interpret chemical labels and Material Safety Data Sheets (MSDS):
  - the information provided
  - the meaning of symbols

- methods and techniques for measuring and calculating chemical use:
  - importance of accuracy
  - units of measurement
  - measuring equipment used when handling chemicals
  - the calculations performed:
    - addition
    - subtraction
    - division
    - multiplication
    - percentages
    - ratios
    - volume
  - an understanding of:
    - calibration
### working with chemicals cont/d

- decimal points
- estimations
- ‘rounding off’
  - mixing chemicals

- procedures for loading chemicals into application equipment

- safe and effective chemical application in a primary industries workplace:
  - assessing and recording meteorological conditions and forecasts
  - following an application/spray plan
  - re-entry and withholding periods

- workplace/enterprise procedures in the event of a chemical spill

- clean up procedures related to working with chemicals:
  - requirements for disposal:
    - excess chemical
    - waste
    - containers
  - triple rinse

- purpose and importance of recording and reporting chemical use:
  - inventory
  - pre-treatment notification
  - application details

- storage of chemicals

- transport requirements when handling chemicals

### integrated pest/resistance management

- an understanding of integrated pest/resistance management

- outline strategies for integrated pest/resistance management

- alternatives to chemicals for pest/resistance management
3.2 Safety – mandatory focus area

3.2.1 Outcomes

The student:
• explains safe work practices and procedures for primary industries
• demonstrates an understanding of OHS compliance in primary industries
• applies risk management in a primary industries workplace
• describes workplace policy and procedures that ensure the safety of clients, colleagues and the primary industries worker.

3.2.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

either
• AHCOTH201A Participate in OHS procedures
or
• AHCOTH301A Contribute to OHS processes.

Details of these units of competency are available in the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) at www.training.gov.au.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

AHCOHS201A Participate in OHS procedures

Descriptor This unit covers the process of following enterprise Occupational Health and Safety (OHS) policies and procedures and defines the standard required to: recognise and report hazards in the workplace; follow workplace safety procedures and directions; adjust, use, clean and store personal protective equipment (PPE) according to safe work procedures and manufacturer directions; carry out basic safety checks on equipment before use; identify and handle hazardous substances according to workplace procedures; complete manual handling tasks using recommended techniques; and follow emergency procedures and warning signs.

Elements
1. Follow workplace procedures for hazard identification and risk control
2. Observe safe practices during work operations
3. Participate in arrangements for maintaining health and safety of all people in the workplace.
Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- recognise and report hazards in the workplace
- follow workplace safety procedures and directions
- adjust, use, clean and store PPE according to safe work procedures and manufacturer directions
- carry out basic safety checks on equipment before use
- identify and handle hazardous substances according to workplace procedures
- complete manual handling tasks using recommended technique
- follow emergency procedures and warning signs.

AHC0HS301A Contribute to OHS procedures

Descriptor This unit covers the process of carrying out enterprise Occupational Health and Safety (OHS) policies and procedures and defines the standard required to: work in accordance with workplace procedures in hazard identification and risk control; carry out safe practices during work operations; participate in arrangements for maintaining the health and safety of all people in the workplace.

Elements

1. Adapt OHS policies and procedures
2. Assist in workplace hazard identification and risk control
3. Observe safe practices during work operations
4. Participate in arrangements for maintaining health and safety of all people in the workplace.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- work in accordance with workplace procedures in hazard identification and risk control
- carry out safe practices during work operations
- participate in arrangements for maintaining the health and safety of all people in the workplace.

3.2.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- problem-solving
- planning and organising
- learning.
3.2.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>Occupational health and safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the meaning of health and safety</td>
</tr>
<tr>
<td>• implications of the cost of workplace injury:</td>
</tr>
<tr>
<td>– human</td>
</tr>
<tr>
<td>– social</td>
</tr>
<tr>
<td>– economic</td>
</tr>
<tr>
<td>– organisational</td>
</tr>
<tr>
<td>• primary roles of key bodies involved in OHS</td>
</tr>
<tr>
<td>• identification of internal and external sources of workplace OHS information</td>
</tr>
<tr>
<td>• importance of acting within level of authority in relation to OHS in the workplace:</td>
</tr>
<tr>
<td>– taking initiative</td>
</tr>
<tr>
<td>– problem-solving</td>
</tr>
<tr>
<td>– decision-making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OHS compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the differences between an act, regulation, code of practice, industry standards and workplace/enterprise standards</td>
</tr>
<tr>
<td>• purpose and intent of OHS legislation and codes of practice and their application to a primary industries workplace and a specific job role:</td>
</tr>
<tr>
<td>– OHS legislation:</td>
</tr>
<tr>
<td>▪ <em>Occupational Health and Safety Act 2000</em> (NSW) and amendments</td>
</tr>
<tr>
<td>▪ <em>Occupational Health and Safety Regulations 2001</em> (NSW) and amendments</td>
</tr>
<tr>
<td>– codes of practice:</td>
</tr>
<tr>
<td>▪ OHS Consultation</td>
</tr>
<tr>
<td>▪ Risk Assessment</td>
</tr>
<tr>
<td>▪ Manual Handling</td>
</tr>
<tr>
<td>▪ Control of workplace hazardous substances</td>
</tr>
<tr>
<td>▪ Safe use and storage of chemicals (including pesticides and herbicides) in agriculture</td>
</tr>
<tr>
<td>• OHS rights and responsibilities of the employer and employees</td>
</tr>
<tr>
<td>• consequences of failure to comply with OHS workplace policy and procedures and legislative requirements</td>
</tr>
<tr>
<td>• safety signs, symbols and barricades used in primary industries and their use in the workplace:</td>
</tr>
<tr>
<td>– legislative requirements</td>
</tr>
<tr>
<td>– meaning of colour and shape</td>
</tr>
<tr>
<td>– appropriate placement and positioning</td>
</tr>
</tbody>
</table>
**OHS compliance cont/d**

- acknowledge that OHS is everyone’s responsibility in the workplace and the implications of this responsibility
- requirements (including election/formation) of an OHS committee or representative and their role and responsibilities in the workplace
- industry and workplace/enterprise requirements for monitoring and reporting in relation to workplace safety
- describe how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons
- purpose and importance of monitoring and reporting

**safe work practices and procedures**

- importance of safe work practices and procedures
- safe work practices and procedures for a primary industries workplace and their purposes:
  - selection, use, maintenance and storage of personal protective equipment (PPE)
  - manual handling techniques:
    - when working individually, in pairs and with a team:
      - moving
      - lifting, carrying and placing items down
      - working with tools, equipment and machinery
      - loading and unloading
      - bending and twisting
      - mechanical aids/lifting equipment
      - working at heights
      - transferring hazardous materials
      - undertaking repetitious tasks
    - legal weight limits
  - clean up procedures and waste disposal with due consideration of OHS and the environment
  - hazardous substances commonly used in primary industries workplaces/enterprises:
    - correct handling, application, labelling, transport and storage
    - material safety data sheets (MSDS)
  - training (general, work activity and site-specific)
  - workplace/enterprise OHS policies and procedures:
    - safe systems of work
    - safe operating procedures (SOP)
  - access to appropriate communication processes and devices
**safe work practices and procedures cont/d**

- tools, equipment and machinery:
  - appropriate selection
  - correct use
  - maintenance

- propose safe work practices and procedures for a specific workplace/enterprise within primary industries

**risk management**

- difference between a hazard and a risk

- risk management and its application in the workplace:
  - hazard identification:
    - potential hazards to self, colleagues, other people, animals and the environment
    - range of hazards:
      - tools, equipment and machinery
      - plants and animals
      - manual handling
      - hazardous substances (chemicals, gases and waste materials)
      - work processes and practices
      - work environment
      - human factors (self, colleagues and others)
  - risk assessment
  - risk control:
    - eliminate the risk
    - minimise the risk:
      - substitution
      - modification
      - isolation
      - engineering control
    - other controls:
      - administrative
      - safe work practices
      - PPE
  - monitor and review
3.3  
**Sustainability – mandatory focus area**

### 3.3.1 Outcomes

The student:
- explains the fundamental principles of sustainability
- analyses resource consumption in the primary industries workplace
- evaluates the workplace in relation to environmentally sustainable work practices
- proposes improvements for resource efficiency and sustainability in a primary industries workplace
- understands environmental hazard identification and risk control.

### 3.3.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

**either**

- [AHCWRK209A](#)  **Participate in environmentally sustainable work practices**

**or**

- [AHCWRK313A](#)  **Implement and monitor environmentally sustainable work practices**

Details of these units of competency are available in the *Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10)* at [www.training.gov.au](http://www.training.gov.au).

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**AHCWRK209A  Participate in environmentally sustainable work practices**

**Descriptor**  
This unit covers the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and Occupational Health and Safety (OHS) guidelines.

**Elements**

1. Identify current resource use
2. Comply with environmental regulations
3. Seek opportunities to improve resource efficiency.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required
- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
identifying organisational improvements by applying efficient resource use to daily activities
knowledge of environmental and resource hazards/risks.

AHCWRK313A Implement and monitor environmentally sustainable work practices

**Descriptor**  This unit covers the performance outcomes, skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness. This unit requires the ability to access industry information, applicable legislative and Occupational Health and Safety (OHS) guidelines.

While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

**Elements**

1. Investigate current practices in relation to resource usage
2. Set targets for improvements
3. Implement performance improvement strategies

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- knowledge of relevant compliance requirements within work area
- developing plans to make improvements
- planning and organising work group activities in relation to measuring current use and devising strategies to improve usage
- monitoring resource use and improvements for environmental performance relative to work area and supervision
- ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards
- implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required.

**3.3.3 Employability skills**

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising.
### 3.3.4 Scope of learning for the HSC

#### Environment

- **current environmental issues affecting primary industries:**
  - biodiversity
  - conservation
  - salinity
  - energy use and efficiency
  - fire management
  - natural resource management
  - recycling/re-use
  - resource use and efficiency
  - sustainability
  - waste management
  - water resource management

- **potential impact of primary industries workplace practices on the environment**

- **consequences of poor environmental planning on:**
  - waterways
  - wildlife habitats
  - neighbouring properties

- **environmental responsibilities of employees in a primary industries workplace/enterprise:**
  - follow work instructions, standard operating procedures and inspection processes
  - report and communicate environmental issues
  - maintain environmental records:
    - incident and accident reports
    - inspection reports

- **concept of sustainability in the workplace/enterprise and environmentally sustainable work practices**

#### Resources

- **definition of ‘resource’**

- **resources used in primary industries and in a specific job role:**
  - energy
  - infrastructure
  - human
  - materials
  - natural
  - stock and supply
  - technology and associated consumables

- **concept of resource efficiency in a primary industries work environment**
### resources cont/d

- measuring and monitoring resource consumption within a primary industries workplace/enterprise:
  - sources of data:
    - resources in work area
    - material use analysis
    - invoices from suppliers
    - stocktake
  - techniques to collect and measure resource consumption:
    - examination, measurement and documentation of resources, materials and products on the worksite and from suppliers
    - measuring resource usage under different conditions
    - monitoring and examination of data on efficiency and resource reduction
    - instructions and reports from other parties involved in the process of identifying and reporting on improvements
  - electronic and manual tools to measure and document resource use:
    - checklists
    - software:
      - spreadsheets
      - databases
      - graphs
    - stocktake tools

- identify opportunities for improved resource efficiency in a primary industries work environment

### environmental hazard identification and risk control

- range of environmental hazards:
  - pollution
  - soil erosion
  - natural disasters
  - discharge into waterways
  - wildlife habitat destruction
  - chemical/gas spillage/leakage
  - inappropriate human interaction
  - faulty tools, equipment and machinery

- personnel responsible for environmental hazard identification and risk control in a primary industries workplace/enterprise

- organisation structure and lines of reporting in a primary industries workplace/enterprise:
  - appropriate persons
  - verbal and written reporting

### environmental compliance

- definition of:
  - ‘compliance’
  - ‘best practice’
### environmental compliance cont/d

- levels of compliance in relation to environmental requirements:
  - workplace/enterprise
  - industry
  - government (local, State/Territory and Commonwealth)
  - international
- consequences of failure to comply with environmental requirements
- purpose and intent of environmental legislation and its application to the industry, the workplace/enterprise and a specific job role
- workplace/enterprise policy and procedures relating to environmental compliance
- environmental responsibilities of the workplace/enterprise and the individual worker
- industry and workplace/enterprise requirements for monitoring and reporting in relation to the environment
- describing how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons
- primary role/function of key environmental bodies:
  - NSW Department of Environment, Climate Change and Water [incorporating Environment Protection Authority (EPA)]
  - local government

### environmentally sustainable work practices

- strategies and procedures to work in an environmentally sustainable manner for a specific primary industries workplace and job role:
  - environmental hazard and risk identification
  - avoidance or minimisation strategies:
    - purchasing sustainable products
    - regular maintenance of tools, equipment and machinery
    - use of biodegradable/non-toxic material
    - soil conservation
    - habitat protection
  - revegetation and stabilisation
  - waste management
  - efficient use of energy and resources
    - use of alternative forms of energy or energy conservation
    - reducing emissions of greenhouse gases
  - use of renewable, recyclable, reusable and recoverable resources
environmentally sustainable work practices cont/d

- removal and disposal of non-reusable materials in a responsible manner:
  - consumables
  - chemicals
  - hazardous substances

- workplace/enterprise policy and procedures for environmentally sustainable work practices

- proposing improvements for environmentally sustainable work practices:
  - workplace/enterprise
  - team
  - individual worker
3.4 Weather – mandatory focus area

3.4.1 Outcomes

The student:

- understands the concepts of weather and climate
- interprets weather and climate information
- evaluates the impact of weather and climate on farming operations and work practices.

3.4.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

either
- AHCWRK201A Observe and report on weather
or
- AHCWRK302A Monitor weather conditions.

Details of these units of competency are available in the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) at www.training.gov.au.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**AHCWRK201A Observe and report on weather**

**Descriptor**

This unit covers the process of observing and reporting on weather and climate conditions for an agricultural, horticultural or land management enterprise and defines the standard required to: monitor and interpret weather information; communicate warnings and concerns; identify weather and climate conditions and its impact upon farming and grazing activities; follow directions to minimise loss and damage to staff, livestock, crops, property; produce and review farm enterprises and operations for weather risk.

**Elements**

1. Check weather and climate information
2. Carry out preventative action
3. Monitor weather and climate.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- monitor and interpret weather information
- communicate warnings and concerns
- identify weather and climate conditions and its impact upon farming and grazing activities
- follow directions to minimise loss and damage to staff, livestock, crops, property and produce
- review farm enterprises and operations for weather risk.
AHCWRK302A  Monitor weather conditions

Descriptor  This unit covers the process of monitoring and interpreting weather and climate conditions and assessing its likely impact on staff, crops, livestock, produce, property, natural resources, equipment and work tasks and defines the standard required to: monitor and interpret weather and climate information; communicate warnings and concerns; identify resource requirements and dangers; minimise loss and damage to staff, livestock, crops, natural resources, property, and produce; implement alternative livestock or other programs; continue to monitor weather changes.

Elements  1. Interpret weather and climate information
           2. Carry out preventative action
           3. Monitor weather and climate.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- monitor and interpret weather and climate information
- communicate warnings and concerns
- identify resource requirements and dangers
- minimise loss and damage to staff, livestock, crops, natural resources, property, and produce
- implement alternative livestock or other programs and continue to monitor weather changes.

3.4.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- problem-solving
- initiative and enterprise
- planning and organising
- technology.
3.4.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>weather and climate</th>
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<td>• access and use of a range of sources of weather and climate information:</td>
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<td>– Bureau of Meteorology</td>
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<td>– reports</td>
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<td>• forecasting techniques for monitoring weather conditions:</td>
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<td>– interpreting weather maps</td>
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<td>– taking local measurements:</td>
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<td>▪ temperature</td>
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</table>
### monitoring conditions cont/d

- precipitation
- air pressure
  - interpreting weather and climate information
  - importance of maintaining current information

### managing conditions

- an awareness of potential implications of weather and climate changes for a primary industries workplace on the following:
  - crops
  - commercial decisions and activities
  - environment
  - livestock/grazing
  - natural resources
  - property
  - safety
  - work tasks

- primary industries workplace/enterprise planning (long-term and contingency) for climate and weather conditions:
  - workplace/enterprise operations
  - work practices
  - schedule of work tasks

- preventative action to minimise loss, damage or harm as a result of changes in weather and climate conditions, including revision and adjustment of work program and work tasks

### reporting and recording

- lines of communication to appropriate personnel within a primary industries workplace

- industry and workplace/enterprise requirements for documentation in relation to recording and reporting weather and climate conditions and changes

- purpose and importance of disseminating information to supervisors, colleagues and others
3.5  Working in the industry – mandatory focus area

3.5.1  Outcomes

The student:
- understands the nature of working in primary industries
- explains how to work effectively with colleagues and clients in a primary industries workplace
- applies workplace and industry standards to ensure quality work outcomes in primary industries.

3.5.2  Associated unit of competency

The scope of learning for the HSC must be read and delivered in conjunction with the associated unit of competency AHCWRK204A Work effectively in the industry.

Details of these units of competency are available in the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) at www.training.gov.au.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

AHCWRK204A  Work effectively in the industry

Descriptor  This unit of competency covers the process of working effectively on an individual basis and with others and defines the standard required to: meet the standards required in the industry for dress and work practices; implement the quality standards for workplace products or services; interpret instructions and establish work tasks and priorities; demonstrate communication skills with supervisors and co workers.

Elements
1. Obtain information about the industry
2. Observe employment requirements
3. Accept responsibility for quality of own work
4. Plan and conduct own work
5. Promote workplace cooperation
6. Contribute to a productive work environment
7. Undertake an activity to workplace requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:
- meet the standards required in the industry for dress and work practices
- implement the quality standards for workplace products or services
- interpret instructions and establish work tasks and priorities
- demonstrate communication skills with supervisors and co workers.
3.5.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.
3.5.4 Scope of learning for the HSC

### Sources of Information

- Basic research skills in order to obtain information:
  - Identify relevant information
  - Develop questioning techniques to obtain information
  - Sort, summarise and present information

- Sources of information relevant to primary industries that can be used when gathering current industry information:
  - Industry bodies
  - Professional associations
  - Unions
  - Journals
  - Internet
  - Networks
  - Workplace documents

- Access and use of a range of sources of information relating to working in the industry:
  - Job description
  - Role/duty statement
  - Workplace/enterprise manuals
  - Manager/supervisor/team leader
  - Colleagues
  - Standard operating procedures (SOP)
  - Work plan/schedule

- Strategies for understanding and clarifying work instructions

### Nature of the Industry

- Sectors within primary industries:
  - Primary role
  - Products and/or services provided
  - Occupational areas
  - Examples of organisations/businesses

- Interrelationships between various sectors within primary industries

- Organisational structures typical to primary industries workplaces/organisations

### Working in the Industry

- The difference between legal and ethical

- The differences between an act, regulation, code of practice, by-law, industry standards and workplace/enterprise standards

- Requirements that apply to working in the industry:
  - Industry standards
## Working in the Industry Cont/d

- Workplace policy, guidelines and procedures
- Legislation:
  - Purpose and intent for particular sector/department
  - Application for specific workplace and job role
- Ethical considerations
- Work standards applicable to primary industries:
  - Value
  - Expected standards
  - Consequences of non-compliance
  - For specific job role
  - Seeking opportunities to improve work practices

## Employment

- Career pathways across primary industries and the knowledge and skills required for different job roles
- Types of employment in primary industries:
  - Full-time
  - Part-time
  - Casual
  - Contract
- The differences between an award, agreement and contract and how they apply to workers in primary industries
- Investigate the employment terms and conditions for a specific job role
- Working knowledge and understanding of employee and employer rights and responsibilities in relation to employment and work
- Principles of equal employment opportunity (EEO)
- Primary roles of a range of key industry bodies for both employers and employees:
  - Employer and employee groups
  - Industry groups (e.g., National Farmers Federation)
  - Unions
  - Training
- Purpose and value of codes of conduct for the primary industries worker and the industry

## Primary Industries Worker

- Primary industries worker:
  - Personal attributes and work ethic valued by the industry
  - Interpersonal skills
  - Presentation standards for specific workplace and job role
**primary industries worker cont/d**

- how personal values, opinions and ethics can affect everyday work

- roles and responsibilities:
  - duties and responsibilities for a specific job role within primary industries
  - relationship between the individual roles and the role of teams
  - differences between individual and workplace/enterprise goals and plans

- work practices in accordance with industry standards and workplace/enterprise policy, guidelines and procedures:
  - the effect of poor work practices on:
    - colleagues
    - workplace
    - industry
  - an awareness of the effects of emerging technologies
  - work sequencing:
    - receiving instruction
    - organising for the task
    - carry out the task
    - clean up after task completion
  - importance of time and task management:
    - principles
    - techniques

- quality assurance in primary industries:
  - definition
  - role of employees
  - implications of non-adherence
  - quality systems

- feedback and improvement:
  - value of feedback to an individual worker, workplace and industry
  - sources of feedback:
    - personal reflection
    - formal/informal
    - direct/indirect
    - positive/negative
  - strategies for obtaining and interpreting
  - how to deal with positive and negative feedback
  - responsibility of a worker to seek/provide feedback and improve

**working with others**

- importance of developing collegial work relationships

- communication in the workplace:
  - with colleagues and others
  - communication process
### Working with Others Cont'd

- Workplace examples of types of communication:
  - Verbal
  - Non-verbal
  - Written
- Effective verbal, non-verbal and written
- Effective questioning and listening techniques
- Barriers to effective communication and strategies to overcome them

- Workplace protocols and procedures in relation to working with others

- Importance of teamwork when working in the primary industries workplace:
  - Definition
  - Characteristics of effective teamwork
  - Benefits
  - Examples of teams or work groups

- Delivering quality work outcomes through teamwork and work groups

### Cultural Diversity

- Concepts of cultural diversity, cultural awareness and inclusiveness

- Workplace diversity:
  - Benefits of workplace diversity
  - Need for tolerance and respect in the workplace
  - Importance of respect and sensitivity
  - Proactive strategies for promoting workplace diversity and accommodating individual differences in the workplace
  - Culturally appropriate work practices
  - Effective cross-cultural communication skills

### Anti-Discrimination

- Implications of bullying and harassment in the workplace:
  - Indirect
  - Direct
  - Types:
    - Verbal
    - Physical
    - Psychological
    - Sexual

- Anti-discrimination:
  - Principles
  - Intent of legislation
  - Reciprocal rights and responsibilities of employers and employees
  - Workplace/enterprise policy and procedures relating to anti-discrimination
### anti-discrimination cont/d

- strategies to eliminate bias and harassment in the workplace
- consequences, including legal ramifications, of inappropriate workplace behaviour
- recourse available to individuals in the event of inappropriate workplace behaviour

### misunderstandings and conflict

- conflict in the workplace:
  - the differences between being passive, aggressive and assertive
  - causes of misunderstanding and conflict when working with others
  - the extent to which conflict can be a positive or negative experience
- conflict management:
  - conflict resolution techniques
  - different approaches to conflict management including problem-solving, negotiation and mediation
  - workplace/enterprise policy and procedures regarding management conflict
- identifying when it is appropriate to seek assistance when misunderstandings or conflict arise and from whom assistance should be sought when conflict escalates
3.6 Livestock health and welfare – stream focus area

Students undertaking the Primary Industries (240 indicative hours) course must address all of the mandatory focus areas (see Section 3.1–3.5) plus ONE stream focus area.

3.6.1 Outcomes

The student:
- explains principles and techniques for monitoring and maintaining the health and welfare of livestock
- applies knowledge of animal health and welfare to the handling and treatment of livestock.

3.6.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

either
- **AHCLSK202A**  Care for health and welfare of livestock
or
- **AHCLSK309A**  Implement animal health control programs.

Details of these units of competency are available in the *Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10)* at [www.training.gov.au](http://www.training.gov.au).

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**AHCLSK202A  Care for health and welfare of livestock**

*Descriptor*  This unit covers the process required to monitor the health and welfare of livestock and defines the standard required to: monitor and assess livestock health and welfare; select, use and maintain specialised animal health equipment; prepare treatment site, facilities and equipment; administer drenches, vaccines and medication to livestock; monitor the effectiveness of treatments and report issues and keep and maintain records.

*Elements*  1. Monitor and assess livestock health and welfare
2. Implement livestock health and welfare procedures
3. Administer drenches, vaccines and prescribed medicines to livestock
4. Prepare, maintain and store animal health equipment
5. Monitor treated livestock and maintain records.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:
- monitor and assess livestock health and welfare
- select, use and maintain specialised animal health equipment
- prepare treatment site, facilities and equipment
• administer drenches, vaccines and medication to livestock.
• monitor the effectiveness of treatments and report issues
• keep and maintain records.

AHCLSK309A Implement animal health control programs

Descriptor
This unit covers the functions required to implement animal health control programs in animals and defines the standard required to: monitor animal health status and refer to the production plan for intervention strategies; accurately diagnose the type and severity of infection or parasite infestation; determine the type and scope of treatment; administer treatments and observe withholding periods; monitor animals for treatment effectiveness.

Elements
1. Assess animal health status and treatment options
2. Prepare for treatment of animals
3. Treat animals
4. Complete treatment process.

Critical aspects for assessment and evidence required to demonstrate competency in this unit
The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:
• monitor animal health status and refer to the production plan for intervention strategies
• accurately diagnose the type and severity of infection or parasite infestation
• determine the type and scope of treatment
• administer treatments and observe withholding periods
• monitor animals for treatment effectiveness.

3.6.3 Employability skills
The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• problem-solving
• planning and organising.
3.6.4 Scope of learning for the HSC

The scope of learning for the HSC should be addressed in the context of at least one relevant type of livestock used in primary industries (refer to the range statement of the unit of competency for appropriate livestock).

<table>
<thead>
<tr>
<th>Identification</th>
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<tbody>
<tr>
<td>• broad knowledge of classification methods used to identify livestock:</td>
</tr>
<tr>
<td>– breed</td>
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<td>– production type</td>
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<tr>
<td>– identification system</td>
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<tr>
<td>• methods and techniques to identify livestock</td>
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<tr>
<td>• purpose and importance of accurate livestock identification</td>
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<thead>
<tr>
<th>Working with Livestock</th>
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<tbody>
<tr>
<td>• understanding the responsibility of the primary industries workplace/enterprise and its employees to maintain a duty of care towards livestock</td>
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<td>• requirements when working with livestock:</td>
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<td>– workplace/organisation policy and procedures</td>
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<td>– ill health/disease incidence</td>
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<td>– livestock losses</td>
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<td>– treatment</td>
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<tr>
<td>– handling records</td>
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### behavior
- importance of observing livestock behaviour when undertaking work tasks
- recognise behavioural characteristics of livestock:
  - normal
  - abnormal
  - changed
- common signs of fear and aggression in livestock and appropriate responses to these behaviours

### handling
- principles and procedures for handling livestock:
  - reducing stress and discomfort
  - minimising risk to livestock, self and others
- techniques and methods used to handle livestock:
  - move
  - draft
  - control
  - inspect
  - restrain

### nutrition
- an understanding of the relationship between livestock health and nutrition
- livestock diet and nutritional requirements
- feeding of livestock:
  - systems:
    - intensive
    - extensive
  - elements
    - types of feed
    - feed supplements
    - water:
      - supply
      - quantity
      - quality
  - safe feed supply:
    - hygiene
    - toxic/noxious plants
    - contaminants

### health
- recognise and assess livestock condition:
  - normal
## health cont/d

- abnormal
- injuries

- ill health in livestock:
  - common diseases and disorders:
    - signs and symptoms
    - mode of transmission
  - parasite infestations:
    - signs and symptoms
    - severity
    - resistance
  - testing procedures
  - prevention and treatment strategies

- health status of livestock:
  - assess:
    - physiological
    - health
  - issues identified
  - monitor:
    - regular checks
    - post-treatment

## treatment

- workplace/enterprise procedures for dealing with sick and dead livestock

- common treatment procedures to maintain livestock health and welfare:
  - types of treatments:
    - drenches
    - vaccines:
      - mode of action
    - prescribed medicines
  - treatment site and facilities
  - equipment and materials used in the treatment of livestock:
    - name and general features
    - selection:
      - correct for task
      - manufacturers’ specifications for use
    - use/application:
      - calibration
      - dosage/rates according to label
      - legislative requirements
    - safe disposal
    - cleaning
    - maintenance:
      - faults and malfunctions
      - reporting and recording
    - storage
### Treatment cont'd

- preparation of treatments
- administering the treatment
- withholding periods for treated livestock:
  - compliance
  - isolation
  - monitoring
3.7 Plant pests, diseases and disorders – stream focus area

Students undertaking the Primary Industries (240 indicative hours) course must address all of the mandatory focus areas (see Section 3.1–3.5) plus ONE stream focus area.

3.7.1 Outcomes

The student:
- demonstrates an understanding of plant characteristics and features to enable recognition of plant pests, diseases and disorders
- explores the processes for treating plant pests, diseases and disorders
- analyses the impact of plant pests, diseases and disorders and their treatment and control.

3.7.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

**either**
- AHCMPG202A Treat plant pests, diseases and disorders
- AHCMPG302A Control plant pests, diseases and disorders.

Details of these units of competency are available in the *Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10)* at [www.training.gov.au](http://www.training.gov.au).

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**AHCMPG202A Treat plant pests, diseases and disorders**

*Descriptor*  
This unit covers the process of treating plant pests, diseases and disorders and defines the standard required to: identify significant plant pests, diseases and disorders for the enterprise; apply a range of control or treatment options; recognise and control risks to environment (including spray drift and chemical spillage); clean and store equipment correctly; observe the treatment site and record plant treatments.

*Elements*
1. Prepare to treat plant pests, diseases and disorders
2. Apply treatments to plant pests, diseases and disorders
3. Carry out post treatment operation.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:
- identify significant plant pests, diseases and disorders for the enterprise
- apply a range of control or treatment options
- recognise and control risks to environment (including spray drift and chemical spillage)
- clean and store equipment correctly
- observe the treatment site
- record plant treatments.
AHCPMG302A   Control plant pests, diseases and disorders

Descriptor  This unit covers the process of controlling plant pests, diseases and disorders taking into consideration Integrated Pest Management (IPM) options and defines the standard required to: identify a range of pests, diseases and disorders, and beneficial organisms; assess damage or threat to plants; select pest and disease controls and timing of operations; prepare and calibrate equipment; apply a range of pest and disease control methods and keep records; monitor the effectiveness of controls.

Elements  1.  Assess pests and disease infestation
              2.  Plan the implementation of control measures
              3.  Implement control measures
              4.  Monitor control methods.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- identify a range of pests, diseases and disorders, and beneficial organisms
- assess damage or threat to plants
- select pest and disease controls and timing of operations
- prepare and calibrate equipment
- apply a range of pest and disease control methods and keep records
- monitor the effectiveness of controls.

3.7.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:

- communication
- problem-solving
- planning and organising.
## 3.7.4 Scope of learning for the HSC

The scope of learning for the HSC should be addressed in the context of significant plant pests, diseases and disorders for a particular workplace/enterprise/situation in primary industries.

<table>
<thead>
<tr>
<th>range of plants</th>
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<tbody>
<tr>
<td>- an awareness of a range of plants common to a sector of primary industries:</td>
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<td>- types:</td>
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<td>- native</td>
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<td>- introduced</td>
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<td>- beneficial</td>
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<td>- common name</td>
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<td>- characteristics and features:</td>
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<td>- leaves</td>
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<td>- flowers</td>
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<td>- fruit</td>
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<td>- growth characteristics</td>
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<th>recognition of plant pests, diseases and disorders</th>
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<td>- difference between a plant pest, disease and disorder</td>
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<td>- for a range of significant plant pests, diseases and disorders:</td>
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<tr>
<td>- common name</td>
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<td>- identification and assessment:</td>
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<td>- signs and symptoms</td>
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<td>- level of infestation</td>
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<td>- tolerable levels</td>
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<td>- potential impact of plant pests, diseases and disorders within primary industries:</td>
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<td>- threat</td>
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<td>- damage</td>
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<th>management</th>
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<tr>
<td>- difference between treatment and control measures</td>
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<tr>
<td>- importance of safe work practices in the treatment and control of plant pests, diseases and disorders</td>
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<tr>
<td>- methods for the treatment and control of plant pests, diseases and disorders:</td>
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<tr>
<td>- biological</td>
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<td>- chemical</td>
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<tr>
<td>- cultural</td>
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<td>- mechanical</td>
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<td>- physical</td>
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</tbody>
</table>
management cont/d

- treatment of plant pests, diseases and disorders
  - types
  - preparation
    - including consequences of incorrect preparation
  - methods of application
    - including the importance of minimising non-target damage
  - post-treatment operations
    - clean-up
    - waste disposal

- appropriate selection of treatment for significant plant pests, diseases and disorders for a particular workplace/enterprise/situation

- principles and strategies for control of plant pests, diseases and disorders

- appropriate selection of control measures for significant plant pests, diseases and disorders for a particular workplace/enterprise/situation

- range of equipment used in the treatment and control of plant pests, diseases and disorders:
  - name and general features
  - selection
    - correct for task
    - manufacturers’ specification for use
  - use/application:
    - calibration
    - legislative requirements
  - cleaning
  - maintenance
  - storage

- assess the environmental impact of the treatment and control of plant pests, diseases and disorders and recommend measures to minimise the impact

- requirements applying to the treatment and control of plant pests, diseases and disorders:
  - legislation and regulations
  - industry codes of practice
  - workplace/organisation policy and procedures

recording and reporting

- recording and reporting related to treatment and control of plant pests, diseases and disorders
  - occurrence
  - treatment
  - monitoring
  - records
4 HSC examination

The Primary Industries Curriculum Framework includes an HSC examination which provides the opportunity for students to have their HSC mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

The Primary Industries HSC examination can contribute up to two units towards the calculation of a student’s ATAR.

Students who have completed the Primary Industries (240 indicative hours) course are eligible to sit for the Primary Industries HSC examination.

Students who want to sit for the Primary Industries HSC examination must be entered for both the Primary Industries course and the Primary Industries examination on Schools Online (Administration).

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the *Assessment and Reporting in Primary Industries Stage 6* document.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

4.1 Examinable outcomes and content

The HSC examination in Primary Industries is based on the HSC Content and employability skills for the Certificate II qualifications in this Framework (refer to the *Employability Skills in Primary Industries* document).

The HSC Content for the Primary Industries Curriculum Framework is organised into:

- five mandatory focus areas:
  - Chemicals
  - Safety
  - Sustainability
  - Weather
  - Working in the industry
- two stream focus areas (students undertaking the 240 indicative hour course must address ONE stream focus area):
  - Livestock health and welfare
  - Plant pests, diseases and disorders.

The HSC Content is detailed in Section 3 of this Syllabus.
4.1.1 Relationship of the Primary Industries (240 indicative hours) course structure to the HSC examination

- **HSC units of competency**
- **Mandatory units of competency** (AQF level 2 or 3)
  - Mandatory focus areas
    - Chemicals
    - Safety
    - Sustainability
    - Weather
    - Working in the industry

- **HSC Content**
  - **Stream units of competency** (AQF level 2 or 3)
    - Stream focus areas
      - Livestock health and welfare
      - Plant pests, diseases and disorders
  - **Section I**
    - 15 objective response questions
  - **Section II**
    - Short-answer questions
  - **Section III**
    - One extended response question
  - **Section IV**
    - One structured extended response question
      - One question for each stream – Livestock health and welfare or Plant pests, diseases and disorders
      - Students answer the question on the stream they have studied

- **HSC elective units of competency**
  - No HSC Content
  - Not examinable
5 Other important information

5.1 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students undertaking HSC courses within the Primary Industries Curriculum Framework may already hold units of competency or have current knowledge, skills and experience relevant to the units of competency within the courses.

Students can be granted credit (RPL or credit transfer) for:

- units of competency within AQF VET qualifications
- HSC VET course outcomes and content as defined by the indicative hour requirements of HSC VET courses
- mandatory work placement requirements.

The RPL requirements of the VET Quality Framework (formerly referred to as the AQTF) and the Board of Studies must be met.

Further information about the arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, is available on the Board’s website at [www.boardofstudies.nsw.edu.au/voc_ed/rpl.html](http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html).

5.2 School-based apprentices and trainees

The Primary Industries Curriculum Framework includes provision for school-based apprentices and trainees to gain unit credit towards the HSC for the formal training component of their apprenticeship or traineeship.


Students may choose to complete the Board endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job training component of the school-based apprenticeship or traineeship. Details of the course requirements are contained in the *Industry-based Learning* course description.

5.3 Students with special education needs

Courses in the Primary Industries Curriculum Framework are available to all students.

Students with special education needs may access:
- all courses within the Primary Industries Curriculum Framework under regular course arrangements
- or
- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Section 2 of this Syllabus.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in primary industries and work towards the achievement of an AQF VET certificate.

Work placement

Students with special education needs must undertake the minimum work placement requirements for courses within the Primary Industries Curriculum Framework, described in Section 2.1.4 of this Syllabus.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 1.7 of this Syllabus and in the document Assessment and Reporting in Primary Industries Stage 6. Some students may require adjustments to assessment strategies as well as additional time to demonstrate the required level of competence.

AQF VET qualifications

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10). A qualified assessor must conduct the assessment.

Further information

Further advice on VET courses for students with special education needs is contained in the VET Courses and Students with Special Education Needs fact sheet and Industry Curriculum Frameworks Support Document for Students with Special Education Needs document.

These documents are available on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html.

5.4 Access by students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 may access HSC VET course(s). Further information is available on the Board of Studies website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.

For further advice contact your school system and/or RTO.
6 Glossary

**AQF**
**Australian Qualifications Framework**
The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

**AQTF**
See VET Quality Framework.

**Australian Apprenticeships**
Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based ([www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)).

**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 standard**
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.

**core units of competency**
Units of competency required by the Training Package to be eligible for the AQF VET qualification.

**DEEWR**
**Department of Education, Employment and Workplace Relations**
(Commonwealth)

**elements of competency**
The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

**focus areas**
Contains the HSC Content, prescribing the scope of learning for the HSC.

**mandatory units of competency**
Units of competency that must be studied for an HSC VET course.

**recognition of prior learning (RPL)**
The result of an assessment of an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

**RTO**
**Registered Training Organisation**
A training organisation registered by a registering body in accordance with the VET Quality Framework (formerly referred to as the AQTF), within a defined scope of registration (RTOs include TAFE NSW, private providers and schools or colleges as part of school system RTOs).
**scope of registration**

The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:

- both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or
- only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment.

**Stage 5**

In NSW, Stage 5 relates to Years 9 and 10 of schooling.

**Stage 6**

In NSW, Stage 6 relates to Years 11 and 12 of schooling.

**Statement of Attainment**

May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).

**training.gov.au**

www.training.gov.au

The national register for recording information about RTOs, Training Packages and accredited courses.

**Training Package**

A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET qualifications for a specific industry, industry sector or enterprise.

**training plan**

A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.

**unit of competency**

Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

**VET**

**Vocational Education and Training**

**VET qualification**

Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by:

- a nationally endorsed Training Package, or
- an accredited course that provides training for the qualification.

**VET Quality Framework**

The VET Quality Framework comprises:

- the Standards for NVR Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework.

The VET Quality Framework replaces references to the Australian Quality Training Framework (AQTF).