



# **Primary Industries Curriculum Framework**

## **Consultation Report**

October 2003

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## Consultation Report

### 1 Background

The preparation of the Draft Primary Industries Curriculum Framework adhered to the process for framework revisions and amendments approved by the Board in June 2001.

The Draft Primary Industries Curriculum Framework was distributed widely for comment over the period 2 June to 25 July 2003.

Copies of the draft Primary Industries Curriculum Framework were distributed to all NSW schools, TAFE colleges and the VET consultative network.

Modifications to this draft, following widespread consultations, have enabled the revised Primary Industries Curriculum Framework to be finalised for submission to the Industry Curriculum Committee, the VET Advisory Committee and the Board.

27 survey responses to the consultation in Primary Industries were received by 25 July.

The sample profile of survey respondents is as follows:

#### 19 Individual responses

##### 17 School responses

classroom teacher	15	head of department	2	school executive	0
principal	0	nil response	0		
up to 3 years teaching	1	4–9 years teaching	2	10–15 years teaching	3
16 years+ teaching	10	nil response	1		
metropolitan	1	non-metropolitan town/city	4	rural	12
nil response	0				
Government	11	non-Government	6	nil response	0

*2 Other responses*

parent group	0	community group	0	business	0
university	0	professional association	0	industry body	0
organisation	0	school sector	0	other	2
nil response	0				
<hr/>					
local	0	state	1	national	0
nil response	1				

**8 Group/institution responses**

*3 School responses*

faculty	3	school	0	nil response	0
metropolitan	2	non-metropolitan town/city	0	rural	1
nil response	0				
<hr/>					
Government	1	non-Government	2	nil response	0

*5 Other responses*

parent group	0	community group	0	business	0
university	0	professional association	1	industry body	0
organisation	0	school sector	0	other	4
nil response	0				
<hr/>					
local	4	state	1	national	0
nil response	0				

The major issues raised in the consultation are addressed in section 4 of this report.

## 1.1 Profile of Structured Sample Groups

Five (5) structured sample group meetings were conducted (including two that were part of local network days). These meetings were held in Armidale, Wagga Wagga, Dubbo, Wingham and Campbelltown. The participant profile is as follows:

<b>School</b>	63	<b>TAFE</b>	2	<b>Other</b>	7
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### Location of school /TAFE

metropolitan	11	non-metropolitan	8	rural	46
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### Type of school

Government	57	non-Government	6
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### Position in school

classroom teacher	51	head of department	6	school executive	2
principal	0				

### Total years teaching

Up to 3 years	1	10–15 years	9
4–9 years	9	16 years+	41

## 2 Qualitative Analysis of the Survey

### 2.1 Rationale

Respondents were divided in their level of approval for the rationale in its explanation of the purpose of Primary Industries within the NSW Higher School Certificate. This was represented by a 52% approval rate (*strongly agree* and *agree*) and 40% disapproval rate (*strongly disagree* and *disagree*).

Comments included:

‘The rationale is quite clear.’ Survey # P21

‘Teachers of the diocese felt that the Rationale does outline the purpose.’ Survey # P24

The following concerns were expressed:

‘Additional information to be added ... students who are deemed competent at AQF level II competencies are also able to access additional extension competencies at AQF level III ... students to develop an awareness of OHS, welfare, ethical and legal issues related to working with animals and plants. Environmental responsibility relating to agro chemicals will also be developed.’ Survey # P3, P4, P5, P6, P8, P28, P29, P37

‘The rationale itself expresses the right sentiments. However, my concern is that the syllabus is not as skills based as is intimated in the rationale. Primary Industries students need to be catered for according to the rationale.’ Survey # P26

The majority of respondents who did not agree with the rationale (40%) raised issues and concerns related to the proposed course structure rather than with the rationale of the course.

The major issues raised in the consultation are addressed in section 4.

### 2.2 Aim

The aim states the overall purpose of the subject. It indicates general educational benefits for students who satisfactorily complete a Primary Industries course. This strongly correlates to the strategies and principles detailed in *Securing Their Future* including enhancing:

‘... the contribution of the courses to the broader education of the students’

and providing:

‘clear links to post-school destinations, particularly further vocational education and training and employment’.

Survey responses indicate a high level of satisfaction with the aim (approval rate 85%).

Comments included:

‘The Aim is clear and concise.’ Survey # P3, P4, P5, P6, P8, P23, P28, P29, P37

‘The Aim is clear and appropriate.’ Survey # P40

Several respondents made the following suggestion:

‘Add technical, *practical*, personal and organisational skills.’ Survey # P3, P4, P5, P6, P8, P23, P28, P29, P37

The following quote raises two concerns expressed by several respondents:

‘I agree with the aim, however I am not sure that it is achievable given the HSC requirements. It is a level II certificate and I feel that some HSC requirements far exceed that level . . . . Also there may be conflict between syllabus requirements and the Animal Welfare Guidelines.’ Survey # P39

The major issues raised in the consultation are addressed in section 4.

## 2.3 Primary Industries Curriculum Framework

The Primary Industries Curriculum Framework is based on national qualifications available within the Conservation and Land Management (RTD02), Amenity Horticulture (RTF03) and Rural Production (RTE03) Training Packages. Many respondents (74%) were satisfied that the text, figures and tables provided an adequate overview of the relationships between qualifications, industry and the Training Packages. Comments included:

‘The changes that have been made to include Conservation and Land Management, goat and pig production etc are to be commended.’ Survey # P13

Some suggestions were made to improve the text, figures and tables. For example:

‘Good to see in the document. It needs to be more clearly explained that this is from the Training Package and that not all of these qualifications are available through this course.’ Survey # P34

The following comments indicate some concerns related to this section of the syllabus:

‘This information is clearly communicated in the formats used, but should be extended to include Level III competencies and credentialing outcomes where appropriate.’ Survey # P40

‘Needs to be modified to allow access to further extension units at AQF level III.’ Survey # P3, P4, P5, P6, P8, P23, P29, P37

The major issues raised in the consultation are addressed in section 4.

## 2.4 Course structures

The ‘course structures’ section describes how the units of competency are arranged for the purpose of HSC credit. The statements provide advice on the purpose, structure, requirements and qualifications for each of the courses within the framework.

A number of respondents indicated support for the format, agreeing that the information was clearly presented and easy to understand (approval rate 78%).

‘This section achieves its structural function well. The information is clearly presented and easy to understand and terms are clearly defined.’ Survey # P40

The range of courses proposed within the Primary Industries Curriculum Framework received a divided response. The following comments indicate the range of issues raised:

‘The core is so big that by the time you completed it, there will be no time for anything else! ... It’s not Primary Industries if there’s so much focus on environmental ... not traditional sheep, cattle, other primary industries areas.’ Survey # P15

‘Students learning will be inhibited by too much theory and a very small amount of practical experience ... .’ Survey # P26

‘There is a major anomaly in the fact that this course only allows a student to study Certificate II units from the training package ... inability of this course to provide access to Certificate III units ... The course structure as it stands provides a quite poor course with a reduction in academic rigour.’ Survey # P27

‘There should not be an arbitrary upper limit of a total of 6 units (360 hours) of HSC credit available from this framework ...’ Survey # P40

‘Course structure is restricting students learning by forcing them to do specialisation study to achieve what they can do at present. There is only a very narrow list of competencies listed. Greater flexibility is needed ... Specialisation studies don’t allow for a meaningful Certificate II qualification in sectors.’ Survey # P34

‘With regard to the 240-hour course ... we believe that 140 hours of mandatory units is excessive and detracts from the ability to program a more appropriate course for students. It also limits the ability to program for a Certificate II Agriculture Specialisation outcome.’ Survey # P24

The major issues raised in the consultation are addressed in section 4.

## **2.5 Assessment requirements and advice and HSC examination**

Section 11 briefly outlines assessment requirements for the Higher School Certificate and the Training Packages. There was a mixed response to this section of the syllabus. 85% of the respondents were in agreement that the assessment requirements were satisfactorily outlined. However, respondents were divided in their opinion as to whether fair, reliable and valid HSC examinations could be developed based on the breadth of learning experiences within the range of mandatory units of competency (approval rate 44%, disapproval rate 44%).

‘The new course does allow for a broader base to assist in setting an exam.’ Survey # P21

‘Generally, the core competencies are fair and a fair, reliable and valid HSC exam could be drawn from this.’ Survey # P23

‘This section is OK it is quite clear and concise. The range of mandatory units of competency in the course as it stands will allow a fair, reliable and valid HSC examination to be developed.’ Survey # P27

‘The required information is clearly and succinctly presented. The mandatory pool of exam competencies as proposed accesses a significantly wider range of learning experiences than the current Agcore and Farm chemicals competencies.’ Survey # P40

The following comments indicate concerns with this section of the syllabus:

‘... strongly suggest that the HSC exam should be mandatory for all students doing this course to improve the attitude and motivation of students.’ Survey # P13

‘This is a course not meant for those academically able.’ Survey # P29

‘A very extensive subject matter to develop an exam from – perhaps too broad. The HSC requirements are exhaustive.’ Survey # P34

The majority of respondents who did not agree that fair, reliable and valid HSC examinations could be developed (44%) raised issues and concerns related to the proposed course structure rather than with the examination.

The major issues raised in the consultation are addressed in section 4.

## 2.6 Students with Special Education Needs

Section 13 provides information on the ways in which VET courses are able to meet the needs of a broad range of students, including those with special education needs.

Eighty-one percent (81%) of respondents agreed that courses within the Primary Industries Curriculum Framework could be adapted to meet the needs of students with special education needs.

‘Broad enough to take special education needs into account.’ Survey # P8

‘The framework offers students with special needs access to the course which is great.’ Survey # P13

‘The course does allow for the special needs students – gives scope to assist teachers planning a course to suit these needs.’ Survey # P21

Those with concerns made the following comment:

‘Children with special needs never meet compulsory core units.’ Survey # P15

‘Students with special needs are often the students who can excel in practical subjects. Their performance will again be inhibited by too much theory and not enough practical work.’ Survey # P26

The major issues raised in the consultation are addressed in section 4.

## 2.7 AQF qualification packaging rules

This section has been included so that the minimum requirements for achieving qualifications available in the Primary Industries Curriculum Framework are clear.

Eighty-five percent (85%) of respondents were in agreement.

‘This section is comprehensive and commendably accessible. The AQF qualification rules are clear and accurate, and Table 8 is a well laid out and extremely useful tool to help deliverers plan courses which target the most appropriate outcomes for particular groups of students.’ Survey # P40

The major issues raised in the consultation are addressed in section 4.

## 2.8 Syllabus documentation Part B

Part B reproduces the text of each unit of competency directly from the relevant Training Packages as well as providing associated HSC requirements and advice.

The majority of respondents were satisfied with the content layout and formatting of Part B, agreeing that there is a clear relationship between the unit of competency and the HSC requirements and advice. This was represented by an 81% approval rate.

‘Part B is in a better format.’ Survey # P32

‘The whole package deal is far too big – but is clear.’ Survey # P29

Respondents also indicated that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs (approval 81%).

Typical comments included:

‘I agree that parts A and B can be used to develop teaching/learning programs.’  
Survey # P27

‘The documents are generally clear and layout is sound. The tabular layout of competency groupings is of great benefit to teachers trying to design a course to satisfy multiple outcomes for their students. The intended packaging of Document B is also a more user friendly format ...’ Survey # P35

The following comments highlight concerns:

‘... concern ... only a very small part of the survey is dedicated to Part B ... BOS should have sought detailed feedback on every one of the mandatory units of competency.’  
Survey # P27

‘The level and extent is too deep for Certificate II ...’ Survey # P33

‘HSC requirements in document ‘B’ are extremely comprehensive; there is an awful lot to try and cover in the allocated time.’ Survey # P34

‘HSC indicative hours have been challenged by a number of teachers from our sector ... . Teachers are also concerned that in some units the ‘HSC requirements and advice’ mandates areas and depth of study beyond that prescribed in the training package.’  
Survey # P35

The major issues raised in the consultation are addressed in section 4.

## 2.9 Overall comments

Whilst acknowledging a number of positive features about the proposed framework in general, 56% of respondents expressed dissatisfaction about:

- the inability to access units of competency or qualifications at Certificate III level through the proposed course structures in the curriculum framework
- the limitation on the number of Preliminary or HSC units of credit towards the HSC
- the depth of study required for the HSC.

These issues have been addressed and the curriculum framework adjusted in response to consultation.

### 3 Quantitative Analysis of the Survey

#### 3.1 Rationale

The rationale describes the nature of Primary Industries in broad terms and explains the place and purpose of the subject in the NSW Higher School Certificate. Do you agree that this has been achieved?

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
4%	48%	7%	33%	7%	0%

#### 3.2 Aim

The aim provides a succinct statement of the overall purpose of the syllabus.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	74%	0%	7%	7%	0%

#### 3.3 Primary Industries Curriculum Framework

The text, figures and/or tables provide an overview of the national qualifications related to this industry from the Training Packages and outline the units of competency included in the framework.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	74%	7%	11%	4%	4%

#### 3.4 Course structures

3.4a The information provided is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
26%	52%	7%	11%	4%	0%

3.4b The course structures enable the flexibility to plan and deliver programs that maximise student learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	37%	7%	11%	44%	0%

3.4c The 120/240 indicative hour courses provide students with the opportunity to gain broad general skills and experience in the primary industries sector.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
4%	41%	4%	15%	37%	0%

3.4d The 60/120 indicative hour Specialisation Study provides students with the opportunity for specific experience in a specialist sector of the industry.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	33%	26%	4%	37%	0%

### 3.5 Assessment requirements and advice and HSC examination

3.5a This section briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and the Training Packages.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
4%	81%	4%	11%	0%	0%

3.5b Fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of mandatory units of competency.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	33%	11%	33%	11%	0%

### 3.6 Students with Special Education Needs

Courses within the Primary Industries Curriculum Framework can be adapted to meet the needs of these students.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
37%	44%	15%	4%	0%	0%

### 3.7 AQF qualification packaging rules

Minimum requirements for achieving the industry qualifications available in the Primary Industries Curriculum Framework are clear.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
0%	85%	15%	0%	0%	0%

### 3.8 Syllabus documentation Part B

3.8a There is a clear relationship between the unit of competency and the HSC requirements and advice.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
22%	59%	7%	4%	4%	4%

3.8b Together, Parts A and B of the syllabus documentation provide sufficient information to develop teaching/learning programs.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
22%	59%	7%	4%	4%	4%

### 3.9 Overall comments

Excellent, fine as is	7%
Good, a little fine-tuning necessary	22%
Acceptable, some reworking necessary	15%
Unsatisfactory in its treatment of some significant issues as identified in this response	56%
Nil response	0%

## 4 Key Issues Raised in Consultation and Actions Taken

Issue	Source	Action/Response
<ul style="list-style-type: none"> <li><b>Access to units of competency at AQF level III</b></li> </ul> <p>Availability of an extension course in the framework containing AQF level III units of competency. This allows RTOs with the scope, resources and trained teachers to tailor courses and deliver the units of competency to satisfy student, industry and community needs.</p>	<p>P2, P3, P4, P5, P6, P8, P14, P16, P23, P27, P28, P29, P33, P34, P37, P38, P40</p>	<p>Extension course added to the framework containing units of competency at AQF level III.</p>
<p>The revised framework reduces depth/rigour and devalues the skills that students gain in comparison to the current syllabus.</p>	<p>P2, P3, P4, P5, P6, P7, P8, P16, P28, P29, P33, P37</p>	<p>Certificate II qualification and scope of units established by national ITAB and ANTA. The revised framework has a Certificate II outcome, as does the current framework.</p>
<p>Denying access to units of competency at AQF level III is working against the best interests of the students and is at odds with government education policy where syllabuses are designed to cater for the broad range of students.</p> <p>For students who are already deemed competent at AQF level II, this syllabus places a ceiling on students prohibiting access to higher levels of competencies, as well as being unable to enrich their educational experiences through more breadth of study.</p> <p>This limits the range and depth of study of students attending specialist agricultural high schools and students from rural and remote areas.</p>	<p>P2, P3, P4, P5, P6, P8, P23, P24, P27, P28, P29, P30</p>	<p>Extension course added to the framework containing units of competency at AQF level III.</p>
<p>Maximise articulation pathways from HSC courses into further training, particularly at AQF level III.</p>	<p>P1, P24, P33, P34</p>	<p>Board-developed curriculum framework courses articulate to AQF qualifications.</p>
<p>Inclusion of AQF level III units of competency in the elective pool for the 240-hour course.</p>	<p>P24, P35</p>	<p>Extension course added to the framework containing units of competency at AQF level III.</p>
<p>Include level III units relating to sheep – RUAAG3400–3410, 3438 and 3450 (sheep husbandry and wool technology).</p>	<p>P33</p>	<p>These units are from the previous Training Package and cannot be offered in the revised curriculum framework.</p> <p>Depending on the course undertaken and selection of units of competency in the framework, students may achieve the following qualification outcome: Certificate II in Agriculture specialising in Sheep and Wool Production, Certificate II in Crutching, Certificate II in Wool Handling, Statement of</p>

Issue	Source	Action/Response
		Attainment towards Certificate III in Agriculture (Sheep and Wool Production), Statement of Attainment towards Certificate III in Wool Clip Preparation or Certificate III in Advanced Wool Handling.
<ul style="list-style-type: none"> <li><b>Articulation from Certificate II to III</b></li> </ul> Limited articulation from Certificate II to III.	P19, P20, P21, P40	Industry is responsible for the development/revision of Training Packages on which curriculum frameworks are based. Structural rules for qualifications are determined by the Training Package.
These courses are valueless as there is no articulation to Certificate III. A student can leave school at the end of Year 9 and enrol in a Certificate III course at TAFE.	P23	Students are able to achieve a Certificate II qualification and by undertaking an Extension course, Statement of Attainment towards a Certificate III qualification. Qualification packaging rules and articulation are contained in the Training Packages established by the national ITAB and ANTA.
There is a need to provide advice regarding which Certificate II units will contribute to Certificate III qualifications.	P14	Articulation of units is dependent on the qualification pathway chosen. Units of competency within the Training Packages have been packaged together into three groups – A, B or C. A qualification is achieved by selecting units of competency from each of the categories as set out in the qualification packaging rules (see section 15 in Part A of the syllabus or <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> ). Most units of competency included at AQF level II are Group C for Certificate III qualifications. RTOs can provide this advice to delivering schools in consultation with the Training Package.
<ul style="list-style-type: none"> <li><b>Limitation to number of units towards Preliminary/HSC</b></li> </ul> The current syllabus allows students to study up to 10 units of Primary Industries. This has been reduced in the draft syllabus to 6 units or 360 hours across two years. This limits the range and depth of study of students attending specialist agricultural high schools and students from rural and remote areas. To maintain the equity with other states across Australia, 6 units of study in each of Years 11 and 12 must be allowed, ie a total of 12 units across two years.	P2, P3, P4, P5, P6, P8, P16, P28, P29, P37, P40	The maximum number of Preliminary and/or HSC units available from the current Primary Industries Curriculum Framework is 6 units. Curriculum framework adjusted in response to consultation. The maximum number of Preliminary and/or HSC units available from the revised framework is 9 units. That is, courses can total up to 540 hours. In order to meet local needs and interests of students, schools may submit locally designed Board Endorsed

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Issue	Source	Action/Response
With the vast differences between the technologies and competencies of plant and animal industries, similar rules and the same logic pertaining to the study of Science for the HSC could apply to the Primary Industries Curriculum Framework.		VET courses drawing from the Conservation and Land Management, Amenity Horticulture and/or Rural Production Training Packages in addition to courses within the framework.
Curriculum framework should allow students to study 60- and 120-hour specialisation study or extension courses.	P35, P37	Curriculum framework adjusted in response to consultation. 60- or 120- or 180-hour Specialisation Study is available.
Allow study of as many 60-hour specialisation studies as determined by student need.	P2, P3, P8, P28, P29	Curriculum frameworks consist of prescribed courses and are not open-ended. In order to meet local needs and interests of students, schools may submit locally designed Board Endorsed VET courses drawing from the Conservation and Land Management, Amenity Horticulture and/or Rural Production Training Packages in addition to courses within the framework.
<ul style="list-style-type: none"> <li><b>Part A</b></li> </ul> <p>p 11 – Table 1 lists all units available in the framework and then the ability to access is restricted on the following pages. Suggested action – reconsider arrangement of units or delete the table.</p>	P14	Curriculum framework adjusted in response to consultation. Table 1 has been deleted.
Difficult to navigate.	P20, P23	There has been strong support during consultation for the layout and organisation of Part A.
Provision of a flow chart of steps involved to aid decisions relating to choice of qualification pathway and units of competency.	P11, P20, P21	Guidelines regarding selection of units of competency for qualification outcomes are provided in section 15 in Part A of the syllabus. Further information will be provided in the support document. Selection of units of competency should be undertaken under the guidance of the RTO.
Table 8 – for convenience, include the HSC indicative hours for each unit.	P11	HSC indicative hours of credit are listed in Tables 1, 2, 3 and 4. Information provided in Table 8 is in reference to the Training Package qualifications, not HSC courses.
Advice regarding Board Endorsed Courses should be included in section 8.1 (as well as where it is stated on p 18).	P20	Part A syllabus adjusted in response to consultation.

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Issue	Source	Action/Response
Training Package qualification packaging rules need to be made more distinctive so that people do not misinterpret the availability of certain units in the HSC curriculum framework.	P14, P20	Part A syllabus adjusted in response to consultation. Units of competency available in the framework have been highlighted.
Emphasis on Conservation and Land Management will not appeal to students.	P15	There has been strong support during consultation for the inclusion of qualifications and units of competency from the Conservation and Land Management Training Package.
Section 7 is too broad and does not clearly outline what is involved in each of the certificates.	P21, P24	The qualification packaging rules for the AQF qualifications available in this framework for the 240 indicative hour course have been reproduced in section 15. Further advice may be obtained from the national ITAB – Rural Training Council of Australia (RTCA).
Clarify the difference/value between Rural Operations and Agriculture qualifications – they appear very similar.	P25	
Section 7 is misleading regarding qualifications in the Training Package versus framework.	P25	Part A syllabus adjusted in response to consultation.
Tables 2, 3 and 4 need to clearly indicate the compulsory units as well as the mandatory.	P24	Information provided in the tables in section 8 is in reference to the HSC courses, not Training Package qualifications. Compulsory units for qualifications are listed in section 15.
Mandatory units of competency in Table 3 (240-hour course) do not match up with the information on p 37 or pp 42–43. This is confusing to teachers who require simple stated guidelines.	P23	HSC courses provide learning pathways to a qualification. The 240-hour course must also meet Board of Studies requirements for inclusion as an examinable HSC subject. The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course completion than are required for successful completion of the qualification (refer <i>Board Bulletin</i> , Feb 2002 and section 4.3 in Part A of the syllabus). In this framework, units of competency that all students must attempt in their study of the HSC course are termed <i>mandatory</i> . <i>Compulsory</i> units of competency are those required under the National Training Package to be eligible for a qualification. Guidelines regarding selection of units of competency for qualification outcomes are provided in section 15 in Part A of the syllabus. Further information will be provided in the support document.

Issue	Source	Action/Response
A modified format of Table 8 applicable to Level III qualifications.	P40	Qualification packaging rules for qualifications available through the Extension course are available from the relevant Training Packages or the NTIS website ( <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> )
Equity issue – students undertaking curriculum frameworks through traineeships versus in the classroom. Students undertaking traineeships deserve more recognition of the hours of learning in the workplace in terms of credit towards the HSC.	P12, P29	The Board does not mandate hours of learning in the workplace for traineeships. The maximum number of Preliminary and/or HSC units available from this framework is nine units. That is, courses can total up to 540 hours. Students may undertake locally designed Board Endorsed VET courses drawing from the Conservation and Land Management (RTD02), Amenity Horticulture (RTF03) and/or Rural Production (RTE03) Training Packages in addition to courses within the framework.
<ul style="list-style-type: none"> <li><b>Rationale</b></li> </ul> Add the following additional information, ‘... <i>students to develop an awareness of OHS, welfare, ethical and legal issues related to working with animals and plants. Environmental responsibility relating to agro chemicals will also be developed</i> ’.	P3, P4, P5, P6, P7, P8, P28, P29, P37	Rationale adjusted in response to consultation.
Include notion of pathway of continuous learning – possibly by adding ‘ <i>suitable for employment and further training in the industry</i> ’ to the end of 2nd paragraph.	P14	Rationale adjusted in response to consultation.
Contradictory in terms of depth indicated by HSC requirements and advice (which suggest AQF III or IV or higher).	P25	HSC courses provide a learning pathway to a qualification. The 240-hour course must also allow for the development of a HSC examination contributing to a UAI.
<ul style="list-style-type: none"> <li><b>Aim</b></li> </ul> Add ‘... <i>technical, practical, personal and organisational skills.</i> ’ It would benefit from emphasis on the achievement of practical competency achievements directly related to accessing specific employment and training outcomes in the industry.	P3, P4, P5, P6, P8, P28, P29, P37, P40	Aim adjusted in response to consultation.
Change ‘... <i>work and employment within ...</i> ’ to ‘ <i>work, employment and further training within ...</i> ’	P14	
The aim should emphasise the underpinning skills specific to primary industries rather than key competencies.	P24	Section 13.2 in Part A of the syllabus describes the relationship between key competencies and units of competency.

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Issue	Source	Action/Response
<p>• <b>Availability of Certificate I and II</b></p> <p>Students should be able to achieve Certificate I in Conservation and Land Management or Rural Operations.</p>	P17, P18	The Certificate I pathways provide no occupational outcomes and very limited articulation to Certificate II.
<p>Students are unable to achieve Certificate I or II within the school environment.</p>	P15, P25	<p>Units of competency contained in the curriculum framework can be delivered by RTOs with scope and appropriately accredited teachers and facilities.</p> <p>Teachers should seek advice from their school sector regarding which qualifications and units of competency they are qualified to deliver.</p>
<p>• <b>eBOS and credentialling qualifications</b></p> <p>Where possible, there is a need for students to be able to gain more than one qualification through each course.</p>	P21	Currently eBOS VCS is able to credential one Certificate or Statement of Attainment per course.
<p>• <b>Units of competency</b></p> <p>Inclusion of RTD and RTE unit of competency as mandatory. RTC units only as mandatory as these are common units across the three Training Packages.</p> <p>RTD2803A <i>Observe and report on plants and/or animals</i> and RTE2503A <i>Observe and report on weather</i> should be elective rather than mandatory.</p>	P14, P15, P20, P21, P27, P33	<p>RTD2803A <i>Observe and report on plants and/or animals</i> has been moved from the mandatory units of competency to the elective pool. It remains available where appropriately trained teachers and facilities exist.</p> <p>RTE2503A <i>Observe and report on weather</i> remains mandatory in the 240-hour course. HSC requirements and advice adjusted in response to consultation.</p>
<p>RTD2803A <i>Observe and report on plants and/or animals</i> – content issues.</p>	P25	HSC requirements and advice adjusted in response to consultation.
<p>RTC2307A <i>Operate machinery and equipment</i> should be an elective unit rather than mandatory.</p>	P3, P4, P5, P6, P7, P8, P15, P16, P23, P27, P28, P29, P30, P35, P37	RTC2307A <i>Operate machinery and equipment</i> has been moved from the mandatory units of competency to the elective pool. It remains available where appropriately trained teachers and facilities exist for its delivery.
<p>RTC2309A <i>Operate tractors</i> should be mandatory.</p> <p>Tractor operation is a pivotal competency in rural learning. There is a moral obligation to prepare students in safe tractor operations.</p> <p>Tractors are the backbone of the rural industry.</p>	P3, P4, P5, P6, P7, P8, P15, P16, P23, P24, P27, P29, P30, P37	<p>Advice from school sectors is that tractors are not available in all schools.</p> <p>RTC2309A <i>Operate tractors</i> will remain in the elective pool of the 240-hour course, available to RTOs where appropriately trained teachers and facilities exist.</p>

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Issue	Source	Action/Response
<p>Teachers do not have the background/training to teach RTC2210A <i>Maintain properties and structures</i>. The unit should be elective rather than mandatory.</p> <p>Hand and power tools are currently excluded by the QRRRC and hence significant costs for training would be required.</p> <p>This is a good unit but further training in the use of small power tools needs to be provided.</p>	<p>P3, P4, P5, P6, P7, P8, P15, P16, P18, P23, P24, P27, P28, P29, P30, P35, P37</p> <p>P20, P23</p>	<p>RTC2210A <i>Maintain properties and structures</i> has been moved from the mandatory units of competency to the elective pool. It remains available where appropriately trained teachers and facilities exist for its delivery.</p> <p>HSC requirements and advice adjusted in response to consultation.</p> <p>The use of hand and power tools (such as drills, etc) has not been excluded by the QRRRC. Rather the units of competency MEM18.1AA <i>Use hand tools</i> and MEM18.2AA <i>Use power tools/ hand-held operation</i> cannot be delivered and assessed by Primary Industries teachers.</p> <p>School authorities are responsible for training and development.</p>
<p>RTC2209A <i>Install, maintain and repair fencing</i> should be mandatory.</p>	<p>P3, P4, P5, P6, P7, P8, P15, P16, P23, P28, P29, P35, P37</p>	<p>RTC2209A <i>Install, maintain and repair fencing</i> is now mandatory in the 240-hour course.</p>
<p>The mix of competencies does not meet the needs and facilities that are presently available to the various RTOs where Primary Industries is offered.</p>	<p>P3, P4, P5, P6, P8, P23, P28, P29, P37</p>	<p>42 elective units of competency available in the 240-hour course provide a wide range of choice. In total, 161 units of competency are available within the Framework.</p>
<p>Using the word 'livestock' rather than sheep/horse/cattle/etc disadvantages students because they cannot specialise.</p>	<p>P15, P17, P39</p>	<p>The term livestock is contained in the Training Packages that are developed by industry.</p>
<p>Concerned that there is a reduced number of chemical units available in the framework.</p>	<p>P17, P31</p>	<p>Only one unit of competency directly addressing chemicals is available at AQF level II. Industry is responsible for the development/revision of Training Packages on which curriculum frameworks are based.</p>
<p>MEM units are missing from the revised framework.</p>	<p>P17</p>	<p>The MEM units of competency from the Metals and Engineering Training Package are no longer available in this framework. RTE2205A <i>Fabricate and repair metal or plastic structures</i> is available in the Specialisation Study.</p>
<p>Wool classing units of competency have not been included in the framework.</p>	<p>P17</p>	<p>Curriculum framework adjusted in response to consultation.</p> <p>Units of competency at AQF level III are available in the Extension course.</p> <p>Depending on the selection and achievement of units of competency, possible qualification outcome for a student</p>

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Issue	Source	Action/Response
		<p>completing the 240-hour course, plus Specialisation Study and/or Extension, include Certificate II in Wool Handling or Certificate III in Advanced Wool Handling.</p> <p>Selection of units of competency should be undertaken under the guidance of the RTO. Further information will be provided in the support document.</p>
<p>Less mandatory hours to allow more elective choices in the 240-hour course.</p>	<p>P15, P20, P24, P33</p>	<p>Curriculum framework adjusted in response to consultation however the 240-hour course must meet Board of Studies requirements for a Board Developed course as part of the HSC. This course can contribute to the UAI. There is need for the inclusion of content that can be examined in a written format.</p>
<p>Elective list of competency too narrow to allow for specialisation. Advice regarding selection of units for specialisation qualifications.</p>	<p>P20, P23, P24, P33, P34</p>	<p>The 120/240-hour courses are designed to provide students with the opportunity to gain broad general skills and experience in the primary industries sector.</p> <p>The 60 or 120 or 180-hour Specialisation Study is designed to provide students with the opportunity for specific experience in a specialist sector of the industry.</p> <p>Depending on selection of elective units of competency, Certificate II specialisation qualifications can be achieved through the 240-hour course and/or the 60 or 120 or 180-hour Specialisation Study.</p> <p>Selection of units of competency should be undertaken under the guidance of the RTO. Further information will be provided in the support document.</p>
<p>Some units are a problem, eg RTE2124A <i>Carry out birthing duties</i> – should only be under strict supervision as this is something that is learnt over years of experience. Should be ‘observe birthing duties’.</p>	<p>P13</p>	<p>RTE2124A <i>Carry out birthing duties</i> is within AQF level II. Titles of units of competency cannot be modified as they are developed by industry and endorsed by ANTA. Students undertaking this unit of competency are required to assist in birthing duties under supervision as outlined in the Training Package and Part B of the syllabus. The HSC requirements and advice provide more information about learning contexts. Advice was sought from the Schools Animal Care and Ethics Committee regarding the inclusion of certain units of competency prior to finalisation of the framework.</p>

Issue	Source	Action/Response
Some of the unit requirements are well outside school resources and rely heavily on the local agricultural community for input.	P13	Industry curriculum frameworks provide units of competency for schools, TAFE and private providers to deliver for the HSC.
<i>Provide canopy maintenance</i> should be in Horticulture but it is in Agriculture.	P23	<p>The prefix RTE in the unit code RTE2006A <i>Carry out basic canopy maintenance</i> indicates that this unit is from the Rural Production Training Package.</p> <p>Units of competency and rules for packaging units to form qualifications are developed by industry and endorsed by ANTA.</p> <p>According to the qualification packaging rules, this unit is Group A for Certificate II in Production Horticulture, Group B for Certificate II in Rural Operations and Agriculture and Group C for Certificate II in Conservation and Land Management and Horticulture.</p>
<p>• <b>HSC requirements and advice</b></p> <p>The compulsory learning is broader and encompasses a lot more than the Training Package.</p> <p>HSC requirements and advice at a much higher level than industry expects from AQF I and II trainees.</p>	P16, P25, P35, P39	<p>Training Packages provide pathways to qualifications.</p> <p>HSC requirements and advice detail information required for the purposes of the HSC.</p> <p>Where appropriate HSC requirements and advice adjusted in response to consultation.</p>
Primary Industries is a vocational, competency-based course and this appears to be diminished in the revised syllabus.	P3, P4, P5, P6, P8, P28, P29, P37	The curriculum framework provides opportunities for HSC, AQF and UAI outcomes.
Whilst the information provided in each unit of competency is comprehensive, there is too much to learn in the timeframe allocated.	P18, P24, P25, P33, P34	<p>HSC Requirements and Advice provide minimum learning experiences for all students undertaking courses in this industry area. They draw from the Evidence Guide (in particular specific knowledge and skills) for each unit of competency and Performance Criteria and Range of Variables for each element of competency.</p> <p>Complementary units can be delivered and assessed concurrently reflecting the holistic approach encouraged in VET. Examples of integrated approaches to programming will be provided in the support document.</p>

Issue	Source	Action/Response
<p>The amount of information in the HSC requirements and advice column is excessive. More rigorous theoretical component will not appeal to students.</p>	<p>P15, P20, P23, P24, P31, P33, P34, P39</p>	<p>Curriculum framework adjusted in response to consultation; however the 240-hour course must meet Board of Studies requirements for a Board Developed course as part of the HSC. This course can contribute to the UAI. There is need for the inclusion of content that can be examined in a written format. The HSC examination is distinct from the competency-based assessment for VET qualifications.</p>
<p>HSC requirements and advice and performance criteria that overlap between units should be indicated and cross-referenced in Part B for quick reference to save teacher time when programming, facilitate student achievement and assist in holistic delivery.</p>	<p>P25</p>	<p>Examples of integrated approaches to programming will be provided in the support document.</p>
<p>• <b>Indicative hours</b> Disagree with the indicative hours attached to units. The indicative hours for mandatory units are too low and unrealistic.</p>	<p>P16 P15</p>	<p>Curriculum framework adjusted in response to consultation. Section 8.2 in Part A of the syllabus, <i>Allocation of HSC indicative hours of credit</i>, provides advice about indicative hours. Indicative hours are not delivery hours. The Training Package does not prescribe delivery hours. Complementary units can be delivered and assessed concurrently, reflecting the holistic approach encouraged in VET. Examples of integrated approaches to programming will be provided in the support document.</p>
<p>RTC2706A <i>Apply chemicals under supervision</i> (20 indicative hours) has replaced 9 units of competency in the current syllabus (combined total 36 indicative hours). It is extremely unrealistic to deliver 36 hours of work in 20 hours. RTC2309A <i>Operate tractors</i> was attributed 40 hours in previous framework where it contained very similar content. The hours allocated to RTC2704A <i>Provide basic first aid</i> fall short of the hours required to do a first aid course.</p>	<p>P15  P35  P28, P32</p>	<p>Industry is responsible for the development/revision of Training Packages on which curriculum frameworks are based. Only one unit of competency directly addressing chemicals is available at AQF level II in the new Training Packages. Section 8.2 in Part A of the syllabus, <i>Allocation of HSC indicative hours of credit</i>, provides advice about indicative hours. Indicative hours are not delivery hours. Advice regarding the alignment of units from the previous Training Packages to the new Training Packages is available from the Rural Training Council of Australia (<a href="http://www.rtca.com.au">www.rtca.com.au</a>). This document indicates that only one of</p>

		the previous nine units of competency available partially aligns to the new unit RTC2706A. Therefore a direct comparison in terms of content and delivery should not be made. The HSC indicative hours of credit for RTC2706A <i>Apply chemicals under supervision</i> have been increased in response to consultation.
<p>• <b>Legislation</b></p> <p>The syllabus needs to clarify which legislation ‘overrides’ another in certain situations, eg Noxious Weeds Act overrides Native Vegetation, if transporting it is different to storage.</p>	P16	<p>The Training Package identifies relevant legislation. HSC requirements and advice in Part B of the syllabus indicate the depth of study required for the HSC.</p> <p>Where legislation is updated and impacts on framework content an Official Notice will be published in the <i>Board Bulletin</i>.</p>
Point of clarification – teachers must work within legislation governing teaching and research whereas when students work with animals on farms and in the workplace that do not carry out teaching and research, they are governed by <i>Prevention of Cruelty to Animals Act</i> .	P36	Noted. Curriculum framework adjusted in response to consultation.
Too much legislation.	P19, P20	Curriculum framework adjusted in response to consultation. The Training Package states specific knowledge is needed to achieve performance criteria in the evidence guide for each unit of competency – for example, ‘ <i>relevant legislation</i> ’. This information has been reproduced in Part B directly from the Training Packages.
<p>• <b>Access to external credentials</b></p> <p>It is important that the syllabus continues to offer pathways to external credentials, eg chemical application and use and first aid are valuable additions to what is available at present.</p>	P3, P4, P5, P6, P7, P8, P18, P19, P25, P28, P29, P37	<p>The Board does not mandate vendor qualifications.</p> <p>The unit of competency related to chemicals is included in the framework as mandatory – RTC2706A <i>Apply chemicals under supervision</i> – and is broadly applicable across industry.</p>
Concern that teachers’ accreditation to deliver industry chemical qualifications will expire and sectors will not provide required training. Chemical qualification is required by law.	P17	
Access to chemical licences. If students are going to handle chemicals they should be trained in industry courses. There is a demand and expectation from the parents and community for the attainment of these certificates.	P14, P19, P20, P23	

Issue	Source	Action/Response
<p>• <b>Animal welfare/ethics</b></p> <p>Concern that some units of competency necessary for animal husbandry have been culled for reasons of animal welfare/ethics in schools. Students would be unemployable if they cannot do certain tasks, such as vaccinations and castration.</p> <p>Unsure which units of competency will be able to be delivered in schools because of limitations placed on teachers by animal ethics in schools.</p>	<p>P17, P26, P39</p>	<p>Advice has been sought from Schools Animal Care and Ethics Committee (SACEC) on appropriate activities for students and training requirements. See section 9.3 in Part A of the syllabus. All livestock units appropriate for delivery in schools have been included in the curriculum framework.</p> <p>Units of competency contained in the curriculum framework can be delivered by RTOs with scope and appropriately accredited teachers and facilities.</p> <p>Teachers should seek advice from their RTO regarding which units of competency they are qualified to deliver.</p>
<p>Advice regarding animal care and ethics omitted from Part A.</p>	<p>P36</p>	<p>Part A of the syllabus adjusted in response to consultation.</p>
<p>Units of competency that include category 4 or 5 activities.</p>	<p>P36</p>	<p>Advice from SACEC – written approval from the committee is required before students carry out a category 4 or 5 activity and before teachers can demonstrate a category 5 activity.</p> <p>Teachers should seek further advice from their school system.</p>
<p>• <b>Specialisation Study</b></p> <p>Difficult to run in schools with inflexible systems (ie. timetabling issues).</p>	<p>P17</p>	<p>A range of courses is available within the Primary Industries Curriculum Framework including 120-hour, 240-hour, 60- or 120- or 180-hour Specialisation Study and 60- or 120-hour Extension.</p>
<p>Consider moving some of the units of competency available in the Specialisation Study to become available in the 240-hour course to allow for specialisation qualifications that are available in the current Primary Industries Curriculum Framework.</p> <p>Consider including a wider range of level II elective units of competency targeted at level III extension competencies in the 240-hour course rather than in the Specialisation Study.</p>	<p>P14, P24, P25, P33, P34, P35</p> <p>P40</p>	<p>The 120/240-hour courses are designed to provide students with the opportunity to gain broad general skills and experience in the primary industries sector.</p> <p>The 60/120-hour Specialisation Study is designed to provide students with the opportunity for specific experience in a specialist sector of the industry.</p> <p>Depending on selection of elective units of competency, Certificate II specialisation qualifications can be achieved through the 240-hour course and/or the 60- or 120- or 180-hour Specialisation Study.</p>

Issue	Source	Action/Response
		To meet Certificate II qualification packaging rules students are required to complete all the mandatory units of competency plus 6–8 units of competency (depending on qualification pathway) from the elective pool. There are 42 units of competency available in the 240-hour course elective pool.
Consider including additional landscaping units.	P14	Curriculum framework adjusted in response to consultation.
Unable to locate the specialisation units in the syllabus documents or Board of Studies website.	P26, P31, P39	Only the units included in the 240-hour course are detailed in Part B. Each unit of competency in the Specialisation Study pool of additional units of competency and Extension are available on the NTIS website ( <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> ) or in the relevant Training Packages.
<ul style="list-style-type: none"> <li>• <b>Horse Industry</b></li> </ul> <p>Proposed courses do not relate to industry requirements. Units available address horse breeding rather than horse care. Equine studies would be a more suitable name rather than horse breeding.</p>	P28, P29	<p>Industry is responsible for the development/revision of Training Packages on which curriculum frameworks are based.</p> <p>Qualifications cannot be modified.</p> <p>All ‘horse’ units appropriate for delivery in schools have been included in the curriculum framework.</p>
<ul style="list-style-type: none"> <li>• <b>Viticulture</b></li> </ul> <p>Many students are passionate about studying Viticulture. A viticulture pathway is not available in the framework. It is important that the relevant units are available so students do not miss out on learning opportunities.</p>	P12, P19	<p>Curriculum framework adjusted in response to consultation.</p> <p>Six units of competency from the Food Processing Training Package (FDF03) have been included in the framework and are available through the Specialisation Study. They are available to RTOs where appropriately trained teachers and facilities exist.</p> <p>Note: Units of competency within the Training Packages have been packaged together into three groups – A, B or C. A qualification is achieved by selecting units of competency from each of the categories as set out in the qualification packaging rules (see section 15 in Part A of the syllabus or <a href="http://www.ntis.gov.au">www.ntis.gov.au</a>). Units of competency from other endorsed Training Packages are Group C and this should be considered when choosing elective units of competency.</p>

Issue	Source	Action/Response
<ul style="list-style-type: none"> <li><b>HSC examination</b></li> </ul> <p>Concerned that for the HSC examination students will be expected to know a lot more detail rather than having broad/general concept questions. Exam will be testing literacy rather than knowledge of industry.</p>	P16	All VET examinations have 15 multiple choice questions, 35 marks of short-answer questions and 2 x 15-mark extended-response questions.
Due to the level of some students electing to do the exam, the essay section needs to be adjusted so that students who know their work are not penalised because they are unable to write essays.	P21	The language in the examination will reflect the language in the syllabus.
The HSC exam should be mandatory for all students doing this course.	P13	According to Board policy, all VET HSC examinations are optional.
Only mandatory units of competency are examined. Why do elective units of competency have HSC requirements and advice when students are not tested on these units?	P26	All VET Frameworks have HSC requirements and advice for the units of competency within the 240-hour course. These requirements set the minimum learning experiences required for a Stage 6 VET course in the NSW Higher School Certificate.
<ul style="list-style-type: none"> <li><b>Preparing students for vocational outcome versus HSC examination</b></li> </ul> <p>This framework will not appeal to students because there has been a move away from competency/skills-based courses that are currently available. There are subtle shifts away from the underpinning skills that make students more employable in the primary industries sector. If this is an industry driven course, the required skills needed are not being covered with the new syllabus.</p>	P15, P23, P26, P29, P31, P39	<p><i>Securing the Future</i> (page 20) states: ‘The Government will provide vocational courses that meet the standards expected of all Higher School Certificate courses and which lead to industry-recognised vocational qualifications.’</p> <p>This framework is consistent with current policy directions as it provides opportunities for HSC, UAI and AQF outcomes.</p>
The focus appears to be on the HSC exam and not developing competencies (practical skills). The clients we get do not have high literacy skills. They choose it because they do not have to do the HSC exam.		<p>There is need for the inclusion of content that can be examined in a written format. The HSC examination is distinct from the competency-based assessment for VET qualifications. All units of competency need to be delivered and assessed using a competency-based approach.</p> <p>In 2002, 66% of students eligible to undertake the HSC examination in Primary Industries did so.</p>

Issue	Source	Action/Response
This course is meant for those not academically able.	P29	The courses contained in VET Industry Curriculum Frameworks are intended to cater for all students and should not be seen as a 'less academic' alternative to other Board-developed HSC courses.
<ul style="list-style-type: none"> <li>• <b>Students with special needs</b></li> </ul> <p>Difficult for students with special needs to achieve in Primary Industries. Are special education students still required to do the mandatory units?</p>	<p>P15, P17, P26, P31</p> <p>P23</p>	<p>Provisions for students with special educational needs (section 13.1) allow for the selection of appropriate units of competency, and address concerns regarding access to the course. VET HSC frameworks are intended to be inclusive of all students.</p>
<ul style="list-style-type: none"> <li>• <b>Part B</b></li> </ul> <p>Order of units in Part B is confusing. Would prefer mandatory units to be listed first, followed by all other units in unit code sequence.</p>	P16	<p>Part B adjusted in response to consultation. Units of competency that are mandatory for the 240-hour course will be listed first. Elective units of competency will be listed in unit code sequence – RTC, RTD, RTE, RTE.</p>
The range of variables contradicts HSC requirements.	P23	<p>The range of variables has been reproduced directly from the Training Packages.</p> <p>The range of variables links the required knowledge and organisational and technical requirements to a context. It describes contextual variables that <i>may</i> be used or encountered when applying the competency in work situations (Vol. 1, <i>Competency Standards and their Structure</i>, pp 150 and 153, Conservation and Land Management Training Package RTD02). HSC Requirements and Advice provide minimum learning experiences for all students undertaking courses in this industry area. They draw from the Evidence Guide (in particular specific knowledge and skills) for each unit of competency and Performance Criteria and Range of Variables for each element of competency. Any aspect of the Range of Variables, that all students must attempt in their study of the HSC course, need to be stated definitely. Where the Range of Variables uses 'may include', the HSC requirements column specifies content as mandatory.</p>

Issue	Source	Action/Response
A glossary of terms should be included.	P22, P36	Essential learning for the HSC is detailed in the HSC requirements and advice column.
Suggested edits for HSC requirements and advice in units of competency.	P25, P27, P36	Where appropriate, curriculum framework adjusted in response to consultation.
<ul style="list-style-type: none"> <li>• <b>Competency record book</b></li> </ul> Modify the competency record book to capture specifics, eg type of tractor, livestock, crop, etc that the unit of competency was contextualised to when achieved.	P14	The following information is included in Training Packages: ‘Due to the large number of generic standards in this Training Package, including ... those that are common with the Conservation and Land Management and Amenity Horticulture Training Packages, there may be a need to indicate the context in which the competency standards have been assessed ... the Registered Training organisation may make a notation in the Competency record book to indicate the context in which the unit was achieved’ (Vol. 1, p 38, Rural Production Training Package RTE03).  The competency record book has been amended to provide space for contextualisation. It can be downloaded and modified/customised prior to printing. The use of this competency record is not mandatory. RTOs may choose to use competency records designed in-house or by industry bodies.
<ul style="list-style-type: none"> <li>• <b>Support document</b></li> </ul> Availability and timing of support materials. Program ideas and outlines to assist teachers.	P18, P23 P21, P31, P32, P39	A support document will be developed to aid in the initial implementation of the syllabus. A resource list will be developed to support the delivery of the curriculum framework.  The support document and resource list will be available from the Board’s website. Printed copies of these documents are not distributed.
<ul style="list-style-type: none"> <li>• <b>Implementation</b></li> </ul> Short time frame for implementation of the revised syllabus.	P18	VET curriculum frameworks are based on nationally endorsed Training Packages. Training Packages are reviewed every three to five years to ensure they meet industry needs and to allow issues arising during implementation to be addressed. ‘Training

Issue	Source	Action/Response
		<p>Packages are living documents. Changes are periodically made to reflect the latest industry practices' (Vol. 1, <i>Rural Production Training Package RTE03</i>).</p> <p>Schools were notified of potential changes to frameworks following endorsement of new Training Packages in the <i>Board Bulletin</i>, March and July 2003.</p> <p>There is national agreement to implement new or revised Training Packages as soon as possible after their endorsement. All providers must ensure students are provided with up-to-date qualifications. Courses based on superseded qualifications cannot be offered as part of the HSC.</p> <p>Short implementation time frames are an issue for all providers. This issue has been raised with ANTA.</p>
<ul style="list-style-type: none"> <li><b>Syllabus development process</b></li> </ul> <p>Concern regarding the development and evaluation process to date for the revised Primary Industries Curriculum Framework.</p>	P12	<p>The development of the revised Primary Industries Curriculum Framework has adhered to the Board's VET syllabus development process. The Board of Studies NSW <i>Syllabus Development Handbook</i> outlines this process and can be found on the Board's website under manuals and guides.</p> <p>Teachers were invited to be included on the register of writers to develop the new syllabus (refer <i>Board Bulletin</i>, Feb 2002).</p>
Late arrival of syllabus documents in schools for consultation period.	P20	The draft Primary Industries Curriculum Framework was placed on the Board's website on 2 June and forwarded to schools and TAFE colleges in hard copy.
Only a small part of the consultation survey is dedicated to Part B. Detailed feedback on each mandatory unit of competency should have been sought.	P27	Survey questions 8 and 13 provided respondents with the opportunity to comment on course structures and HSC requirements and advice.
<ul style="list-style-type: none"> <li><b>Format of other Stage 6 syllabus</b></li> </ul> <p>'Learn to' and 'learn about' in other Stage 6 syllabus aids students in development of a study guide. There are too many pages in the VET syllabus to accommodate this as easily.</p>	P16	Unlike other Stage 6 syllabus documents, curriculum frameworks are based on Training Packages. Much of the information provided in Part B of the syllabus has been

Issue	Source	Action/Response
		reproduced directly from the Training Package. Training Packages are an assessment tool. The HSC requirements and advice column adds content. <i>Key Terms and Concepts</i> are highlighted at the beginning of each unit of competency.
<p>• <b>Teacher training/qualifications</b></p> <p>Concern about current teacher qualifications and their accreditation to deliver proposed framework. To enable planning to begin, when will teachers be notified as to which units of competency they are accredited to teach?</p> <p>No advice provided in the syllabus or on the website.</p>	P17, P18, P19, P21, P24, P25, P26, P29	<p>It is anticipated that additional training will not be required for the mandatory units of competency in the 240-hour course. The Qualification Recognition and Resource Requirements Committee (QRRRC) will determine if training is required for units of competency in the 240-hour elective pool, Specialisation Study and Extension. These are not mandatory units of competency for study for the HSC.</p> <p>Teacher training is an issue for the consideration of the QRRRC. Teachers can apply for RPL via the Primary Industries sub-committee of the QRRRC.</p> <p>The QRRRC has well-established policy and practice regarding teacher training requirements for curriculum frameworks.</p> <p>School authorities are responsible for training and development.</p>
When will professional development and planning days be held?	P18, P32	
First aid qualifications required for delivery of RTC2704A <i>Provide basic first aid.</i>	P18, P25	
Major problems with the teachers who deliver this course in schools. Many have no teaching background in Agriculture, nor any rural/industry background. This puts the course in jeopardy in respect to achieving standard assessment.	P13	Teacher training is an issue for the consideration of the QRRRC. The QRRRC has well-established policy and practice regarding teacher training requirements for curriculum frameworks.
<p>• <b>Funding</b></p> <p>For professional development and programming.</p>	P19	School authorities are responsible for training and development and provision of resources.
For industry-standard equipment which is safe and not old.	P19	
The electives proposed for the 240-hour course may limit choice for ACCESS students (students who attend smaller central schools which are grouped for Year 11 and 12 courses) due to lack of resources unless funding is available for outsourcing delivery.	P25	

## 5 Written Responses

In addition to survey responses, written responses were received from the following groups:

<b>Group</b>
Schools Animal Care and Ethics Committee
Department of Education and Training
Catholic Education Commission
Association of Independent Schools
Diocese of Wollongong
NSW Association of Agriculture Teachers