**Training Package:** Agriculture  

**Title:** Plan a Complete Activity  

**Unit Code:** AG1550MH A

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
<th>Activities associated with this Key Competency could include…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
<td>communicating with suppliers and other staff</td>
</tr>
<tr>
<td>Collecting, analysing &amp; organising information</td>
<td>2</td>
<td>collecting, analysing, and organising information required</td>
</tr>
<tr>
<td>Planning &amp; organising activities</td>
<td>2</td>
<td>planning and organising activities the outcome of the unit</td>
</tr>
<tr>
<td>Working with teams and others</td>
<td>2</td>
<td>working with teams and others to facilitate the smooth conduct of activities</td>
</tr>
<tr>
<td>Using mathematical ideas &amp; techniques</td>
<td>1</td>
<td>using mathematical ideas and techniques</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
<td>solving problems</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
<td>using technology</td>
</tr>
</tbody>
</table>

**HSC Requirements and Advice**

- Communicating ideas and information
  - 1 communicating with suppliers and other staff

- Collecting, analysing & organising information
  - 2 collecting, analysing, and organising information required

- Planning & organising activities
  - 2 planning and organising activities the outcome of the unit

- Working with teams and others
  - 2 working with teams and others to facilitate the smooth conduct of activities

- Using mathematical ideas & techniques
  - 1 using mathematical ideas and techniques

- Solving problems
  - 2 solving problems

- Using technology
  - 1 using technology

**Generic employment related competencies**

- that focus on effective participation in work and life.

**Hours recognised for HSC credit:** 8
<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills &amp; Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1550.1 Identify activity required</td>
<td>1550.1.1 Instructions on objections and performance requirements are obtained, understood and where necessary</td>
<td>A basic working knowledge of: • communication techniques • planning techniques • ability to identify hierarchal structures and where necessary</td>
<td>Key Outcomes</td>
<td>HSC Indicative Hours: 8</td>
</tr>
<tr>
<td>1550.1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1550.1.3 frame for activity, priority requirements criteria for acceptable completion identified.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1550.1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Background knowledge and skills required to achieve competency.**

**Specify the required level of performance. They provide a basis for training and assessment for each element and the unit as a whole.**

**Describe the outcomes that contribute to a unit of competency.**

Key Terms and Concepts:
- performance requirements and specifications
- fault diagnosis
- industry standards
- prioritising components
- OH & S constraints
- site plans
- basic site assemblies

**Holistic Outcome**

The completion of workplace activities need to include a consideration of the OHS aspects of those activities. This includes the identification and remedy of identified hazards.

**Key Outcomes**

- It is important that all instructions are clear and concise to ensure all procedures are known and understood.
- Activities need to be soundly planned and executed.
- OHS issues that impact upon the performance of this unit need to be considered.

**Learning experiences for the HSC must draw upon the full range of variables and must include:**

- A detailed description of a task or activity including expected outcomes
- A proposed plan of action listing the steps involved yet with flexibility to accommodate changes as required

**Indicates the depth of study required for purposes of HSC credit.**

**Assists the interpretation of a unit. Indicates resource implications and contexts for assessment.**
### Title: Plan a Complete Activity

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<tbody>
<tr>
<td>1550.2  Plan process to complete activity</td>
<td>1550.2.1 Based on instructions as to objectives, performance requirements and specifications, the individual components of the activity are identified and prioritised.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1550.3  Modify plan</td>
<td>1550.3.1 Plan if necessary is modified to overcome unforeseen difficulties or developments that occur as work progresses.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### A. RANGE OF VARIABLES

Instructions may include:
- quality requirements, outcome requirements, performance requirements

Instructions carried out in accordance with established procedures.

The activities may require response and modification of procedures or choice of different procedures to deal with unforeseen developments.

The activity may require a prioritising of the individual components to facilitate the meeting of the objectives.

Examples of activities to be planned include:
- fault diagnosis and repair or replacement of an item of equipment, a modification to an established sequence of assembly tasks

Activities are normally performed by the individual undertaking the planning activity.

Instructions refer to either formal or informal information about the task required.

Planning will be related to familiar work tasks and environments and performed to standard operative procedures.

Relevant specifications may include:
- basic plant assemblies, site plans, Industry Standards

Contextualises the unit of competency, provides a focus for assessment and a link to enterprise requirements
## Title: Plan a complete Activity

### ASSESSMENT GUIDE

Assessment of this unit is to be conducted in accordance with this Assessment Guide and the endorsed ‘Assessment Guidelines’ for the Qualifications in Agriculture.

**Authority managing and conducting assessment, and issuing qualifications**
Authorised Registered Training Organisation (RTO)

**Special outcomes of assessment for purposes of licensing by a government or other authority**
There are no licensing requirements for this unit.

**Interdependent assessment of units**
This unit can be assessed independently.

**Qualifications of assessor**
Assessors are to be qualified as competent against the Competency Standards for Assessment. At a minimum, this is to be in the two units: “Conduct Assessment in Accordance with an Established Assessment Procedure” and “Plan and Review Assessment”.

Only qualified assessors engaged by a Registered Training Organisation are able to assess a person against this unit of competency. The assessment is to be conducted by an assessor in cooperation with a person who has workplace knowledge, skills and competence relevant to this unit. This workplace assessment can be conducted by an individual or a group of people complying with the above criteria.

**Measures to ensure consistency in assessment**
These measures are described in the Assessment Guidelines of the industry-endorsed Trainer’s Guide for the unit.

**Where the unit is assessed**
Competency is to be demonstrated in an agricultural workplace or in situation which reproduces agricultural workplace conditions.

**Resources required beyond those normally found in a functioning agricultural workplace**
There are no additional resources required for assessment of this unit.