

# **VET in the VCE AGRICULTURE**

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



## **Incorporating RTE20103 Certificate II in Agriculture and RTE20603 Certificate II in Production Horticulture**

**October 2004**

**This program booklet must be used in conjunction with the nationally endorsed RTE03 Rural  
Production Training Package**

## Acknowledgments

The Victorian Curriculum and Assessment Authority gratefully acknowledges the work of the following people in the preparation of this booklet:

Richard Crow	Swan Hill College
Gay Gallagher	Primary Industries Curriculum Maintenance Manager
Rob Graham	Institute of Land and Food Resources – The University of Melbourne
Gordon Griffin	Rural Skills Australia
Andrew Horgan	Primary Industries Training Package Advisor
Ian Lee	Primary Skills Victoria
Dr Carl Loeliger	Wimmera Rural Training Advisory Committee
Chris May	Department of Primary Industries
Michael Schaefer	Gordon Institute of TAFE
Russell Silvester	Murray Mallee Training Company
Andrew Vague	Murtoa P-12 College

© Victorian Curriculum and Assessment Authority 2004

Published by the Victorian Curriculum and Assessment Authority

41 St Andrews Place Victoria 3002

ISBN 1 920992 14 6

First published 2004

All rights reserved. Except under the conditions described in the *Copyright Act 1968* and subsequent amendments, and except for the exemption below, no part of this publication may be reproduced by any process without permission in writing from the publishers. Photocopying: Victorian schools and TAFE institutes only may photocopy this publication for use by teachers.

The artwork on the cover has been reproduced from 1998 VCE student work:

Clare James

'Can Opener' 1998 (detail)

Ink, gouache and oil stick on paper

188 x 152.5 cm

Copyright remains the property of the artist.

# CONTENTS

<b>1</b>	<b><i>Introduction</i></b>
	National Training Framework
	Program revision
2	Arrangements for continuing students
	Students commencing in 2005
<b>3</b>	<b><i>Program details</i></b>
	Aims
	Completion requirements
4	Program duration
	VCE VET program structure
5	Sequence
6	Structured Workplace Learning (SWL)
7	Occupational Health And Safety
<b>8</b>	<b><i>Recognition within the VCE</i></b>
	VCE VET Unit Entitlement
	Duplication
	Equivalent National Tertiary Entrance Rank (ENTER)
<b>9</b>	<b><i>Recognition within the VCAL</i></b>
<b>10</b>	<b><i>Delivery and assessment</i></b>
	Role of Registered Training Organisations
11	Delivery options
	Delivery in schools
13	Delivery in the workplace
	Assessment
<b>14</b>	<b><i>Resources</i></b>
<b>15</b>	<b><i>Administration</i></b>
	Enrolments
	Recording results
	VCE VET unit completion
16	Reporting
	Certification
<b>17</b>	<b><i>Articulation and pathways</i></b>
<b>18</b>	<b><i>Registration</i></b>
<b>19</b>	<b><i>Useful contacts and information sources</i></b>
<b>22</b>	<b><i>Glossary</i></b>
<b>24</b>	<b><i>Appendix: Example training programs</i></b>



# Introduction

VCE VET programs are vocational certificates approved by the Victorian Curriculum and Assessment Authority (VCAA) as appropriate for senior secondary school students, fully integrated within the VCE and endorsed for recognition in the VCE by the Victorian Qualifications Authority (VQA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

VCE VET programs:

- are fully recognised within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- may contribute to the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
- function within the National Training Framework.

## NATIONAL TRAINING FRAMEWORK

The two key elements of the National Training Framework are the Australian Quality Training Framework (AQTF) and training packages. Under the AQTF, Registered Training Organisations (RTOs) are responsible for the assessment and certification of training qualifications, regardless of whether programs are curriculum based or based on training packages.

National training packages are agreed to by Industry Skills Councils (formerly Industry Training Advisory Bodies) and endorsed by the Australian National Training Authority (ANTA). Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

The VCE VET Agriculture program is drawn from the national *RTE03 Rural Production Training Package*.

## PROGRAM REVISION

This program booklet replaces the VCE VET Agriculture booklet published in October 1998. The VCE VET RUA20198 Certificate II in Agriculture has been replaced with qualifications from the *RTE03 Rural Production Training Package*. The revised VCE VET Agriculture program incorporates the revisions in the training package.

### **ARRANGEMENTS FOR CONTINUING STUDENTS**

Students enrolled in the VCE VET Agriculture program in 2004 or earlier, should complete their program under the arrangements outlined in the VCE VET Agriculture booklet published in October 1998.

No new students may enrol in RUA20198 Certificate II in Agriculture in 2005 and beyond.

### **STUDENTS COMMENCING IN 2005**

All students commencing the VCE VET Agriculture program in 2005 and beyond must comply with the requirements outlined in this booklet.

## Program details

### AIMS

The aims of the VCE VET Agriculture program are to:

- provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the agriculture or agriculture related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

### COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the nationally endorsed *RTE03 Rural Production Training Package*.

Students are required to achieve 17 units of competence to be awarded a Certificate II in Agriculture or Certificate II in Production Horticulture qualification. The qualifications share a common core of four compulsory units of competence. The elective units of competence are sorted into groups A, B and C. Packaging rules apply as to how electives may be selected from these groups.

### Structure of the qualifications

There are two Certificate II qualifications available in the VCE VET Agriculture program: RTE20103 Certificate II in Agriculture and RTE20603 Certificate II in Production Horticulture.

The Certificate II in Agriculture has a range of sector specialisations. Students may undertake a generalist Certificate II or a sector specialisation.

### Generalist qualification

For a student to achieve a generalist qualification in Agriculture the following rules apply:

- a total of 17 units of competence must be completed
- complete the four designated compulsory units
- the remaining 13 units must relate to agricultural procedures, activities or contexts at the Certificate II level.

### Sector specialisation

A student may undertake a sector specific qualification in Agriculture.

In order to achieve a sector specialisation, the majority of the units of competence must be selected from a specific sector and must relate to the work procedures, activities or contexts of that sector. The rules for each sector qualification are to be found in the Qualifications Framework of the Rural Production Training Package. The RTO can advise on whether a student has satisfied the requirements for a sector qualification.

Units of competence may be selected from the following sectors relevant in Victoria:

- beef production
- dairy production
- goat production
- horse breeding
- pig production
- poultry production
- sheep and wool production
- grain production
- milk harvesting.

The Industry Training Board advises that in order to maximise vocational pathways, students should be enrolled in sector specific training programs. Industry also strongly recommends *RTC2704A Provide basic first aid* as an elective in the VCE VET Agriculture program.

## PROGRAM DURATION

The VCE VET Agriculture program involves a minimum nominal duration of 380 hours of training. In some instances students may be required to undertake training in additional units of competence over and above completion of the qualification in order to satisfy the 380 hours of training required for the full recognition of the VCE.

The nominal hours attached to each unit of competence are determined by the Office of Training and Tertiary Education (OTTE) for funding purposes. They are a guide only, and the actual duration of the training required is affected by students' readiness to be assessed for the particular unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery and assessment.

## VCE VET PROGRAM STRUCTURE

In addition to the four compulsory units of competence, the VCAA has mandated the *RTC2706A Apply chemicals under supervision (30 hours)*. The contents of the Unit 1 and 2 and 3–4 sequence are not designated. Credit in the VCE is based on accrual of hours. Students must complete a Certificate II qualification to achieve Units 1–4. Where a full qualification falls short of 380 hours, students will be required to undertake additional training to meet the minimum 380 hours for recognition of Units 1–4.

Code	Unit of competence	Nominal Hours
<b>Compulsory units of competence</b>		
RTC2701A	Follow OHS procedures	20
RTC2702A	Observe environmental work practices	20
RTC2705A	Work effectively in the industry	20
RTC2801A	Participate in workplace communications	30
RTC2706A	Apply chemicals under supervision	30
<b>Subtotal</b>		<b>120</b>

**Note:** If the horse breeding specialisation is undertaken *RTC2704A Provide basic first aid* is also compulsory.



### Example programs

A number of example training programs for *RTE03 Rural Production Training Package* are provided in the Appendix of this program booklet. These examples demonstrate how a training program may be selected to provide clear employment pathways for students.

These are sample programs only and the choice of electives is not intended to be prescriptive.

The VCAA has been advised that the following units of competence are inappropriate for senior secondary students as they pose an unacceptable level of risk for students:

- RTE2002A Assist with prescribed burning
- RTD2703A Operate in isolated and remote situations
- RTE2149A Shear sheep to improver level

### SEQUENCE

While a range of delivery sequences is possible the selected delivery schedule must ensure that students undertake the five compulsory units of competence in the early stages of this program.

Schools are advised that there is no stand-alone Unit 3–4 sequence in this program. The intention of VCE VET programs is to provide students with a qualification that meets industry expectations. The foundation knowledge and skills for the ability to function effectively in the workplace are often acquired in the early stages of the training program and are necessary for the achievement of competence in other areas of the program. A student may have great difficulty in achieving competence in the specified areas without first having undertaken training in the foundation or core units of competence. The strong advice and assumption of industry bodies is that the value of the training will be compromised unless based on the foundation skills specified by industry for each qualification.

*RTC2701A Follow OHS procedures* must be undertaken prior to structured workplace learning and should be delivered early in the program.

### **STRUCTURED WORKPLACE LEARNING (SWL)**

The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence, as determined by the RTO
- increase of employment opportunities and marketability.

The VCE VET Agriculture program requires students to undertake a minimum of 200 hours of SWL. Students are encouraged to undertake SWL at different times during the year so they experience all seasons.

The school/RTO should keep evidence of the student's SWL which may take place over weekends and during school holidays as well as during the school week.

*RTC2701A Follow OHS procedures* must be undertaken prior to SWL.

Under the new SWL arrangements outlined in Ministerial Order 23, students undertaking SWL must first complete the Occupational Health & Safety (OH&S) training relevant to the workplace before commencing their SWL placement. In the situation where assessment of OH&S units of competence is conducted in the workplace, all training up to assessment stage must be completed before the student commences SWL.

### **Local community partnerships**

'SWL has grown rapidly in recent years. So that industry is not overwhelmed with requests, clusters of government and non-government schools work together with business to maximise the benefits of SWL. Clusters usually operate through a 'local community partnership' which employs staff specifically to coordinate placements and monitor their quality. Local community partnerships are often incorporated bodies with a board of management with representatives from education, industry and the community. The partnerships previously funded through the Enterprise and Career Education Foundation are now funded and managed by the Australian Government Department of Education, Science and Training. There are over 200 partnerships across Australia.

The Curriculum Corporation website provides support for SWL programs including case studies: [www.curriculum.edu.au](http://www.curriculum.edu.au)

Sourced from the Department of Education, Science and Training website:  
[www.dest.gov.au](http://www.dest.gov.au)

## OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that occupational health and safety issues are fully addressed in the training program. To assist principals in meeting the schools' responsibilities for students in SWL, delivery of training for the unit of competence *RTC2701A Follow OHS procedures* must be completed before students begin their structured workplacement.

Students must be informed of the significance of work related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing.

Schools must also be satisfied, through their review of the acknowledgment provided by employers in the Structured Workplace Learning Arrangement Form, that the workplace in question and the activities proposed, will not expose a student to risk during their structured work placement.

Employers must view their duty of care toward students as essentially no different from that owed to their employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task which presents potential risk. This means that no student may be exposed at any time to dangerous plant, equipment, substances, work environments or work practices.\*

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements. The student should be given an 'orientation tour' of the workplace and any excluded areas or activities should be pointed out.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities.

This website may be a useful resource for schools/RTOs:

[www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe\\_home](http://www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe_home)

\* Employers should be provided with the Department of Education and Training Structured Workplace Learning Guidelines for Employers, which sets out their responsibilities and provides information to assist them with induction and supervision of students. This is available on the Sofweb website: [www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)

## Industry Regulation

An Agricultural Chemical Users Permit (ACUP) is a requirement in Victoria for individuals working with certain agricultural chemicals in the Agriculture industry. An ACUP is required when the following chemicals are used in the workplace: a Schedule 7 poison, atrazine, metham sodium or ester formulations of 2, 4-D, MCPA and triclopyr.

Students undertaking the VCE VET program must not be exposed to the handling of these chemicals unless they have an ACUP.

Students who satisfactorily complete the unit of competence *RTC2706A Apply chemicals under supervision* will need to undertake further training in *RTC3704A Prepare and apply chemicals* in order to be eligible to apply to the Department of Primary Industries (DPI) for an ACUP.

Other criteria set by the DPI must also be met. The DPI sets a fee (check website for current fee) for the permit.

See the DPI website for further information:

[www.dpi.vic.gov.au](http://www.dpi.vic.gov.au)

# Recognition within the VCE

## VCE VET UNIT ENTITLEMENT

Students undertaking the VCE VET Agriculture program are eligible for credit of up to five VCE VET units on their VCE Statement of Results: up to three units at Unit 1–2 level and a Unit 3–4 sequence.

Students may accumulate VCE VET units over more than one year.

Schools should note that credit in this program is based on accrual of hours. To achieve a Unit 3–4 sequence for satisfactory completion purposes, a student must complete 380 hours of training including the compulsory units of competence.

## DUPLICATION

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the VCE VET program and VCE studies or another VCE VET certificate in a student's program.

Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies or other VET certificate identified, but a reduced VCE VET unit entitlement will then apply.

No significant duplication has been identified between the Certificate II Agriculture and VCE Agricultural and Horticultural Studies.

However, duplication exists between the VCE VET Agriculture and VCE VET Horticulture programs. Where students have completed both the VCE VET Agriculture and VCE VET Horticulture programs, a reduction in credit of one VCE VET unit at Unit 1–2 level will apply.

For the purpose of satisfactory completion of the VCE, students may not be enrolled in both Certificate II in Agriculture and Certificate II in Production Horticulture.

**Note:** A student may not be enrolled simultaneously in the VCE VET Agriculture program and the SBNA in Agriculture.

## EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the Study Scores students have received for a specified set of VCE studies.

The contribution of the VCE VET Agriculture program to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the Unit 3–4 sequence.
- Students who successfully complete the Unit 3–4 sequence will receive one ENTER increment.

An increment is calculated as 10 per cent of the average of the scaled scores of the student's primary four VCE studies.

For further information on the calculation of the ENTER, refer to the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

## **Recognition within the VCAL**

The VCE VET Agriculture program is available for students who are enrolled in the VCAL.

The contribution of the Certificate II in Agriculture to a student's VCAL program is determined by the number of units of competence completed. Each 100 hours of training will contribute one unit towards satisfactory completion of a student's VCAL program. The Certificate II in Agriculture will satisfy learning outcomes for the Industry Specific Skills and Work Related Skills strands.

The Certificate II in Agriculture may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

## Delivery and assessment

VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

### ROLE OF REGISTERED TRAINING ORGANISATIONS

Under the AQTF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs. RTOs are responsible for issuing qualifications and Statements of Attainment.

The AQTF has a number of requirements of RTOs including the following:

- documented systems for quality training and assessment
- conduct of an internal audit at least annually
- documented agreements with other organisations when they provide training or assessment in partnership
- written procedures for recruitment, induction and professional development of staff, as well as induction programs
- use of trainers and assessors with specified competencies
- explicit requirements for quality assurance in assessment.

The detailed standards for RTOs under the AQTF are available from the following website: [www.anta.gov.au/aqtfStandards.asp](http://www.anta.gov.au/aqtfStandards.asp)

In particular, Standard 7.4 addresses the issue of suitably competent staff to deliver training:

‘The RTO must ensure that training is delivered by a person who:

- i. has all the competencies in the Certificate IV from the Training Package for Assessment and Workplace Training (or has demonstrated the equivalent competencies) or who is under direct supervision\* of a person with these competencies; and
- ii. is able to demonstrate vocational competence at least to the level of those being delivered.

*\*Direct supervision is achieved when a person delivering training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the competencies in Standard 7.4 (i) and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all the training delivery.’*

RTOs may be TAFE institutes, private providers, group training companies, industry organisations, schools and enterprises.

Assessment may be conducted only by, or under the auspices of, an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education and Training regional offices, OTTE or the National Training and Information Service: [www.ntis.gov.au](http://www.ntis.gov.au)

For further information refer to ‘Registration’, on page 18.

## DELIVERY OPTIONS

Schools may consider two main options for the delivery of VCE VET programs.

### Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school.

A school in partnership with an RTO is not required to register as a training organisation, because any delivery by the school will be auspicied by the RTO.

A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the VCAA and for entering student results on the Victorian Assessment Software System (VASS) according to VCAA timelines.

### Option 2: Schools as RTOs

Schools may apply to the OTTE through a Training Recognition Consultant to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration are provided on page 18.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the VCAA in the relevant certificate and units of competence and for entering results on VASS when units of competence have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

## DELIVERY IN SCHOOLS

Two modes of delivery are possible in the school context:

1. The delivery may be conducted through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to undertake a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of units of competence must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the units of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.
- Where there is a high degree of comparability between the VET competencies and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competence may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria, and are assessed according to the assessment guidelines specified in each unit of competence.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the training package are complied with.

**Note:** When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and therefore simulations should not be considered as an inexpensive alternative.

Some elements of units of competence may be best delivered and assessed in the workplace. This may be facilitated through structured workplace learning arrangements or projects.

The following table provides advice on the VCE studies that may provide an appropriate context for delivery of some components of the VET program. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met. The RTO remains responsible for assessment (refer to page 13 under 'Assessment').

	Unit of competence	Appropriate delivery context
RTC2701A	Follow OHS procedures	VCE Agricultural and Horticultural Studies Units 1–2
RTC2702A	Observe environmental work practices	VCE Agricultural and Horticultural Studies Units 1–2
RTC2705A	Work effectively in the industry	VCE Agricultural and Horticultural Studies Units 1–2 VCE Industry and Enterprise Units 1–2
RTC2801A	Participate in workplace communications	VCE Industry and Enterprise Units 1–2



## **DELIVERY IN THE WORKPLACE**

Schools and RTOs may arrange for delivery of training and assessment to occur in the workplace.

If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competence delivered in the workplace.
- The person responsible for the structured workplace learning must have competence at the certificate level being delivered or higher.
- Assessment in the workplace requires a qualified workplace assessor with relevant industry experience, or the assessment may be conducted by a workplace assessor in cooperation with the workplace supervisor.

## **ASSESSMENT**

Training packages have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in each unit of competence under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

For further information, refer to AQTF Standard 7. A copy of the Standards can be downloaded from the AQTF website: [www.anta.gov.au/aqtfStandards.asp](http://www.anta.gov.au/aqtfStandards.asp)

In particular, Standard 7.3 addresses the issue of suitably competent staff to conduct assessments:

‘The RTO must ensure that assessments are conducted by a person who has:

- i. the following competencies from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
  - a BSZ401A Plan Assessment
  - b BSZ402A Conduct Assessment
  - c BSZ403A Review Assessment; and
- ii. relevant vocational competencies, at least to the level being assessed.’

## Resources

Program providers require access to the nationally recognised *RTE03 Rural Production Training Package*. All delivery resources and examples should be industry-focused and relevant to current industry practice.

Other resource requirements are listed in the Evidence Guide of each unit of competence. Refer to the Rural Production Training Package.

The following websites have resources and delivery advice to support the Rural Production Training Package:

[www.rtca.com.au/](http://www.rtca.com.au/)  
[www.ruralskills.com.au/](http://www.ruralskills.com.au/)  
[www.curriculum.edu.au](http://www.curriculum.edu.au)  
<http://flexiblelearning.net.au>  
[www.workcover.vic.gov.au](http://www.workcover.vic.gov.au)  
[www.resourcegenerator.gov.au](http://www.resourcegenerator.gov.au)  
[www.tpatwork.com](http://www.tpatwork.com)

Resource materials to support *RTC2706A Apply chemicals under supervision*

During 2004, ChemCert Victoria facilitated a Workplace English Language and Literacy (WELL) project funded through the Department of Education, Science and Training (DEST) to develop resource materials for the delivery of *RTC1701A Follow basic chemical safety rules* and *RTC2706A Apply chemicals under supervision*. These resource materials have now been developed and consist of a participant learning resource, a video, a kit of chemical labels, a trainer's guide and assessment tools.

DEST wishes the resources to be used as widely as possible and has agreed to ChemCert Victoria distributing these materials.

Further advice on the use and cost of these support materials is available from:

### **ChemCert Victoria**

Tel: (03) 5622 2055  
 Email: [chemcertvic@sympac.com.au](mailto:chemcertvic@sympac.com.au)

# Administration

## ENROLMENTS

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS. A student must be enrolled in all units of competence by the home school, regardless of where the training is delivered and competence assessed.

Schools must enrol students in the VCE VET program as follows:

1. Enrol all students undertaking the program in **either** Certificate II in Agriculture **or** Certificate II in Production Horticulture.
2. Enrol students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that year.
3. Ensure that students expecting to satisfactorily complete a Unit 3–4 sequence in that year have been enrolled in all the compulsory units of competence and enough elective units of competence to satisfy the hours duration that will provide a Unit 3–4 sequence.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the units of competence.

## RECORDING RESULTS

### Achievement of units of competence

To achieve a unit of competence, a student must be assessed competent for all the elements of that unit. Schools are required to record the student's achievement of all units of competence on VASS.

Results must be entered on VASS in time to meet the VCAA deadlines. Refer to the current VCE and VCAL Administrative Handbook for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records are kept of individual student achievement for all units of competence in the program.

## VCE VET UNIT COMPLETION

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence are recorded as completed, completion of VCE VET units is automatic.

## **REPORTING**

VCE VET units are reported on the student's VCE or VCAL Statement of Results, together with other VCE or VCAL units completed. Students will also receive from the VCAA a separate VET Statement of Results listing all units of competence achieved.

The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded an 'S'.

## **CERTIFICATION**

Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

## Articulation and pathways

The Rural Production Training Package services a number of well defined industry sectors, as well as a broad range of jobs and roles that are part of the broader agricultural industry. Many agricultural enterprises include two or more production sectors. Although there is a trend towards specialisation, many farms still combine animal production with cropping and/or fruit and vegetable production.

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

The Certificates II in Agriculture and Production Horticulture are entry level qualifications that have direct articulation into higher level qualifications across all sectors.

## Registration

Under the AQTF, only RTOs may issue VET qualifications.

In order to comply with these arrangements, a school offering VCE VET programs has two options: to form a partnership with an RTO, or to register through OTTE as an RTO in its own right.

Registration of training organisations in Victoria is the responsibility of the VQA. RTOs are subject to guidelines and procedures promulgated by the VQA, which are administered by OTTE.

If a school elects to become an RTO, OTTE registration requirements must be met. There are two elements to the registration requirements:

- qualification-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Current Competence/Prior Learning).

The application form for RTO registration and conditions of registration are available from:

VET Provider Registration Branch

Office of Training and Tertiary Education

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: [www.otte.vic.gov.au](http://www.otte.vic.gov.au)

## Useful contacts and information sources

### Nationally endorsed training package

Schools intending to offer the VCE VET Agriculture program are required to use the nationally endorsed RTE03 Rural Production Training Package.

The Rural Production Training Package provides the details on each unit of competence, qualification packaging rules and assessment requirements. Schools may obtain the training package and training and assessment support materials at the following address:

#### Australian Training Products

Level 25 150 Lonsdale Street  
MELBOURNE VIC 3000  
Tel: (03) 9655 0600  
Fax: (03) 9639 4684  
Email: sales@atpl.net.au  
Website: www.atpl.net.au

### Curriculum Maintenance Manager – Primary Industries

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide for the Rural Production Training Package. The current contact details are:

Ms Gay Gallagher  
Northern Melbourne Institute of TAFE  
77–91 St Georges Road  
PRESTON VIC 3072  
Tel: (03) 9269 1391  
Email: gayg-rd@nmit.vic.edu.au

The full text of the Victorian Purchasing Guide for the Rural Production Training Package can be accessed through the Training Support Network website:  
<http://trainingsupport.otte.vic.gov.au/default.cfm>

### Other sources of implementation advice

The following is a list of contacts for additional information and advice.

#### Primary Skills Victoria

Skipping Girl Place  
Suite 10 651–653 Victoria Street  
ABBOTSFORD 3067  
Tel: (03) 9428 9811  
Email: admin@psv.com.au  
Website: www.psv.com.au

**TAFE Frontiers**

Level 3 620 Bourke Street  
MELBOURNE VIC 3000  
Tel: (03) 9670 8123  
Fax : (03) 9670 8125  
Website: [www.tafefrontiers.com.au](http://www.tafefrontiers.com.au)

**VCE VET program structure**

Victorian Curriculum and Assessment Authority  
Vocational Education – Curriculum Branch  
Tel: (03) 9651 4458  
Fax: (03) 9651 4324  
Email: [vet.vcaa@edumail.vic.gov.au](mailto:vet.vcaa@edumail.vic.gov.au)  
Website: [www.vcaa.vic.edu.au/vet](http://www.vcaa.vic.edu.au/vet)

**VCAL program structure**

Victorian Curriculum and Assessment Authority  
VCAL Unit – Curriculum Branch  
Tel: (03) 9651 4532  
Fax: (03) 9651 4324  
Email: [vet.vcaa@edumail.vic.gov.au](mailto:vet.vcaa@edumail.vic.gov.au)  
Website: [www.vcaa.vic.edu.au/vet](http://www.vcaa.vic.edu.au/vet)

**Student enrolment**

Victorian Curriculum and Assessment Authority  
VASS Unit  
Hotline (metro): (03) 9651 4482  
Hotline (country): 1800 827 721  
Fax: (03) 9651 4324  
Email: [vass.support@edumail.vic.gov.au](mailto:vass.support@edumail.vic.gov.au)

**VCE certification/eligibility**

Victorian Curriculum and Assessment Authority  
Student Records and Results Unit  
Hotline (metro): (03) 9651 4402  
Hotline (country): 1800 653 045  
Fax: (03) 9651 4324

**VET certification/eligibility**

The RTO is responsible for certification.



### **Program support**

Department of Education and Training  
 Post Compulsory Pathways Branch  
 Office of Learning and Teaching  
 Tel: (03) 9637 2314  
 Fax: (03) 9637 2160  
 Website: [www.sofweb.vic.edu.au](http://www.sofweb.vic.edu.au)

### **Registration**

Office of Training and Tertiary Education  
 VET Provider Registration Branch  
 Tel: (03) 9637 2762  
 Fax: (03) 9637 2520  
 Website: [www.otte.vic.gov.au](http://www.otte.vic.gov.au)

### **Tertiary entrance requirements**

Victorian Tertiary Admissions Centre  
 Tel: 1300 364 133  
 Website: [www.vtac.edu.au](http://www.vtac.edu.au)

### **Victorian Curriculum and Assessment Authority publications**

The VCAA Bulletin (published monthly excluding January) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff and distributed to RTO partners.

VCE and VCAL Administrative Handbook (for the current year)  
 Also refer to VASS Help Screens for advice

# Glossary

## **Auspice**

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

## **Australian Quality Training Framework (AQTF)**

A set of nationally agreed standards ensuring the quality of vocational education and training services throughout Australia. Includes processes for registering training organisations as a quality assurance mechanism for the training system. The AQTF is the name given to the revised Australian Recognition Framework.

## **Australian Qualifications Framework (AQF)**

The Australian Qualifications Framework is set of descriptors that determine the level of the qualification. The level depends on the depth and complexity of the work and the degree of autonomy involved.

## **Competency standards**

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by ANTA. The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

## **Curriculum Maintenance Managers (CMMs)**

The role of the CMM is to maintain the stock of Victorian Crown copyright curriculum and to provide advice on training packages. The CMM's function is carried out by staff located within TAFE institutes in Victoria. They are recognised as officers of OTTE.

## **Industry Skills Councils (formerly Industry Training Advisory Bodies – ITABs)**

Industry Skills Councils support the development and implementation of training products, including training packages and provide the VET sector with information on current and future skill needs and training requirements.

## **National Training Framework**

This is the system of vocational education and training that applies nationally. It is comprised of the Australian Quality Training Framework and nationally endorsed training packages.

## **Office of Training and Tertiary Education (OTTE)**

OTTE is responsible for the planning, regulation and delivery of a range of education and training programs and services in Victoria.

### **Registered Training Organisation (RTO)**

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria through the VQA).

### **Training package**

A set of documents that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies, and professional development materials may support these as non-endorsed components.

### **Unit of competence**

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

### **Victorian Assessment Software System (VASS)**

An internet-based system used by schools to enter VCE and VCAL enrolments and results directly onto the VCAA central database.

### **VCE unit**

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of the VCE.

### **VCE VET unit**

A group of VET units of competence or curriculum based modules deemed to be equivalent to one VCE unit.

### **Vocational Education and Training (VET)**

A generic term, applying both to the training sector generally and to a variety of forms of post-compulsory education and training, which focuses on the development of work-related competencies that provide pathways into employment and further training.

### **VET in the VCE**

A set of vocational certificates approved by the VCAA as appropriate for delivery within a school's VCE program. This is part of the Victorian implementation of a national initiative, VET in Schools, supporting the provision of vocational education and training programs for secondary school students.

### **Victorian Qualifications Authority (VQA)**

The Victorian Qualifications Authority is responsible for all qualifications issued in Victoria, the registration of training providers and accreditation of all post-compulsory courses except higher education courses.

## Appendix: Example training programs

### EXAMPLE 1: RTE20103 CERTIFICATE II IN AGRICULTURE

#### specialising in dairy production

<b>Occupation</b>	Dairy Farm Hand	
<b>Description</b>	Appropriate for a person who is likely to be involved in a range of dairy hand tasks and working under supervision assisting a dairy farmer.	
<b>Notes</b>	Work undertaken by a senior stud hand could include: <ul style="list-style-type: none"> <li>• feeding and raising livestock</li> <li>• mustering and moving livestock, basic farm fencing operations and assisting in animal husbandry</li> <li>• assisting in animal husbandry</li> <li>• operating ride-on property vehicles, tractors and machinery</li> <li>• basic fencing operations</li> <li>• maintaining farm improvements</li> </ul>	
<b>Unit code</b>	<b>Unit title</b>	<b>Hours</b>
<b>Group A</b>		
<i>RTC2701A</i>	<i>Follow OHS procedures</i>	<i>20</i>
<i>RTC2702A</i>	<i>Observe environmental work practices</i>	<i>20</i>
<i>RTC2705A</i>	<i>Work effectively in the industry</i>	<i>20</i>
<i>RTC2801A</i>	<i>Participate in workplace communications</i>	<i>30</i>
RTE2103A	Carry out milking shed routines	100
RTE2112A	Milk livestock	30
RTE2128A	Provide feed for livestock	40
RTE2131A	Care for health and welfare of livestock	40
RTC2704A	Provide basic first aid	10
<b>Group A or B</b>		
RTC2016A	Recognise plants	40
RTE2901A	Observe enterprise quality assurance procedures	30
RTC2209A	Install, maintain and repair fencing	30
RTC2301A	Undertake operational maintenance of machinery	30
RTC2309A	Operate tractors	30
<b>Group A, B or C</b>		
RTE2110A	Maintain livestock water supplies	30
RTE2602A	Assist with the operation of pressurised irrigation systems	40
<i>RTC2706A</i>	<i>Apply chemicals under supervision</i>	<i>30</i>
<b>TOTAL:</b>		<b>570</b>

Italicised units of competence are compulsory

## EXAMPLE 2: RTE20103 CERTIFICATE II IN AGRICULTURE

### specialising in sheep and wool production

<b>Occupation</b>	Farm Hand (Sheep and Wool)	
<b>Description</b>	Appropriate for a person who is likely to be involved in a range of farm hand tasks and working under supervision assisting a sheep and wool farmer.	
<b>Notes</b>	Work undertaken by a farm hand could include: <ul style="list-style-type: none"> <li>• feeding and raising livestock</li> <li>• mustering and moving livestock, basic farm fencing operations and assisting in animal husbandry</li> <li>• assisting in animal husbandry</li> <li>• operating ride-on property vehicles, tractors and machinery</li> <li>• basic fencing operations</li> <li>• maintaining farm improvements</li> </ul>	
<b>Unit code</b>	<b>Unit title</b>	<b>Hours</b>
<b>Group A</b>		
<i>RTC2701A</i>	<i>Follow OHS procedures</i>	<i>20</i>
<i>RTC2702A</i>	<i>Observe environmental work practices</i>	<i>20</i>
<i>RTC2705A</i>	<i>Work effectively in the industry</i>	<i>20</i>
<i>RTC2801A</i>	<i>Participate in workplace communications</i>	<i>30</i>
RTE2111A	Identify and mark livestock	20
RTE2115A	Muster and move livestock	25
RTE2128A	Provide feed for livestock	40
RTE2131A	Care for health and welfare of livestock	40
RTC2704A	Provide basic first aid	10
<b>Group A or B</b>		
RTC2209A	Install, maintain and repair fencing	30
<i>RTC2706A</i>	<i>Apply chemicals under supervision</i>	<i>30</i>
RTC2210A	Maintain properties and structures	30
RTE2110A	Maintain livestock water supplies	30
RTE2308A	Operate ride-on vehicles	30
<b>Group A, B or C</b>		
RTC2016A	Recognise plants	40
RTE2118A	Handle livestock using basic techniques	30
RTE2503A	Observe and report on weather	25
<b>TOTAL:</b>		<b>470</b>

Italicised units of competence are compulsory

### EXAMPLE 3: RTE20103 CERTIFICATE II IN AGRICULTURE

#### specialising in beef production

<b>Occupation</b>	Beef Cattle Farm Hand	
<b>Description</b>	Appropriate for a person who is likely to be involved in a range of beef farm hand tasks and working under supervision assisting a beef farmer.	
<b>Notes</b>	Work undertaken by a beef farm hand could include: <ul style="list-style-type: none"> <li>• feeding and raising livestock</li> <li>• mustering and moving livestock, basic farm fencing operations and assisting in animal husbandry</li> <li>• assisting in animal husbandry</li> <li>• operating ride-on property vehicles, tractors and machinery</li> <li>• basic fencing operations</li> <li>• maintaining farm improvements</li> </ul>	
<b>Unit code</b>	<b>Unit title</b>	<b>Hours</b>
<b>Group A</b>		
<i>RTC2701A</i>	<i>Follow OHS procedures</i>	<i>20</i>
<i>RTC2702A</i>	<i>Observe environmental work practices</i>	<i>20</i>
<i>RTC2705A</i>	<i>Work effectively in the industry</i>	<i>20</i>
<i>RTC2801A</i>	<i>Participate in workplace communications</i>	<i>30</i>
<i>RTC2706A</i>	<i>Apply chemicals under supervision</i>	<i>30</i>
RTC2209A	Install, maintain and repair fencing	30
RTC2210A	Maintain properties and structures	30
RTE2114A	Monitor water supplies	20
RTE2115A	Muster and move livestock	25
<b>Group A or B</b>		
RTC2016A	Recognise plants	40
RTE2128A	Provide feed for livestock	40
RTC2309A	Operate tractors	30
RTE2131A	Care for health and welfare of livestock	40
RTE2308A	Operate ride-on vehicles	30
<b>Group A, B or C</b>		
RTE2118A	Handle livestock using basic techniques	30
RTE2503A	Observe and report on weather	25
RTC2704A	Provide basic first aid	10
<b>TOTAL:</b>		<b>470</b>

Italicised units of competence are compulsory

## EXAMPLE 4: RTE20103 CERTIFICATE II IN AGRICULTURE

### specialising in grain production

<b>Occupation</b>	Grain Farm Hand	
<b>Description</b>	Appropriate for a person who is likely to be involved in a range of grain farm hand tasks and working under supervision assisting a grain farmer.	
<b>Notes</b>	Work undertaken by a grain farm hand could include: <ul style="list-style-type: none"> <li>• preparation of land and seeding of grain crops</li> <li>• assist in the control of weeds, pests and diseases</li> <li>• assist in the harvesting operation of crops including storage</li> <li>• operating property vehicles, tractors and machinery</li> <li>• assist in maintaining basic farm maintenance</li> </ul>	
<b>Unit code</b>	<b>Unit title</b>	<b>Hours</b>
<b>Group A</b>		
<i>RTC2701A</i>	<i>Follow OHS procedures</i>	<i>20</i>
<i>RTC2702A</i>	<i>Observe environmental work practices</i>	<i>20</i>
<i>RTC2705A</i>	<i>Work effectively in the industry</i>	<i>20</i>
<i>RTC2801A</i>	<i>Participate in workplace communications</i>	<i>30</i>
<i>RTC2706A</i>	<i>Apply chemicals under supervision</i>	<i>30</i>
RTC2301A	Undertake operational maintenance of machinery	30
RTE2011A	Assist agricultural crop establishment	60
RTC2307A	Operate machinery and equipment	30
RTC2309A	Operate tractors	30
<b>Group A or B</b>		
RTC2210A	Maintain properties and structures	30
RTD2313A	Clean machinery of plant, animal and soil material	20
RTE2029A	Assist agricultural crop maintenance	40
RTE2030A	Assist agricultural crop harvesting	60
RTE2212A	Prepare grain storage	40
<b>Group A, B or C</b>		
RTC2016A	Recognise plants	40
RTE2503A	Observe and report on weather	25
RTC2704A	Provide basic first aid	10
<b>TOTAL:</b>		<b>535</b>

Italicised units of competence are compulsory

### EXAMPLE 5: RTE20603 CERTIFICATE II IN PRODUCTION HORTICULTURE

<b>Occupation</b>	Farm Hand	
<b>Description</b>	Appropriate for a person who is likely to be involved in a range of farm hand tasks and working under supervision assisting a production horticulture farmer.	
<b>Notes</b>	Work undertaken by a farm hand could include: <ul style="list-style-type: none"> <li>• assist in establishing, maintaining and harvesting production crops</li> <li>• operating property vehicles, tractors, machinery and equipment</li> <li>• assist in the control of weeds, pests and diseases</li> <li>• irrigation work</li> <li>• assist in maintaining basic farm maintenance</li> </ul>	
<b>Unit code</b>	<b>Unit title</b>	<b>Hours</b>
<b>Group A</b>		
<i>RTC2701A</i>	<i>Follow OHS procedures</i>	<i>20</i>
<i>RTC2702A</i>	<i>Observe environmental work practices</i>	<i>20</i>
<i>RTC2705A</i>	<i>Work effectively in the industry</i>	<i>20</i>
<i>RTC2801A</i>	<i>Participate in workplace communications</i>	<i>30</i>
<i>RTC2706A</i>	<i>Apply chemicals under supervision</i>	<i>30</i>
RTE2307A	Operate machinery and equipment	30
RTE2309A	Operate tractors	30
RTE2003A	Carry out postharvest operations	25
RTE2010A	Establish horticultural crops	25
<b>Group A or B</b>		
RTE2210A	Maintain properties and structures	30
RTE2704A	Provide basic first aid	10
RTE2021A	Support horticultural crop harvesting	25
RTE2602A	Assist with the operation of pressurised irrigation systems	40
RTE2604A	Maintain drainage systems	20
<b>Group A, B or C</b>		
RTE2016A	Recognise plants	40
RTE2503A	Observe and report on weather	25
RTE2902A	Collect and record production data	30
<b>TOTAL:</b>		<b>450</b>

Italicised units of competence are compulsory