

Example Qualification Research and Testing

Ag Trade Apprenticeship
Supplementary Report 2

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Example Qualification Design

Training Package qualifications in the vocational education and training (VET) sector are required to reflect the knowledge and skills required to successfully perform a job role/s to the standard required by industry. Training Package qualifications typically include:

- qualification description that describes the job role/s and title/s covered, their level of autonomy, skill level, broad responsibilities, workplace context and specialisations provided by the qualification.
- entry requirements (if any)
- packaging rules that specify the number of units of competency required to achieve the qualification, including the mandatory (core) units and the elective units, as well as advice on the units required for a specialisation.

Units of competency (sometimes called occupational training standards) describes a job function/task, and include the knowledge and skills required to perform the function/task to standard required in the workplace. They are used by RTOs to develop accredited training and assessment programs.

Skills Insight has developed a Workforce Function Analysis (WFA) to ensure training products meet both industry needs and training package qualification and unit requirements. This is a detailed approach that takes industry participants through each task in the workplace and the skills (actions, performance and knowledge) needed to carry out those tasks productively and safely.

During this project, a modified WFA was undertaken with key industry and employer stakeholders to create an example qualification, to help stakeholders analyse the potential feasibility of an Ag Trade Apprenticeship. The aim was to develop an initial example qualification could potentially be delivered via an apprenticeship to develop highly skilled and autonomous trade level workers in Broadacre Cropping, Dairy Production and Livestock Production sectors. This was not intended to be a full WFA and more work will be needed to develop a final model, should there be support for the Ag Trade Apprenticeship.

National Consistency

According to the National Farmers Federation *2030 Roadmap - Australian Agriculture's Plan for a \$100 Billion Industry* (2019), 'Australian agriculture faces an immediate labour shortfall of more than 101,000 full time equivalent workers and suggests that an option to stem this trend is to 'establish a nationally consistent, 'trade equivalent' job brand for skilled farm workers'. (page 44).

The current *AHC30122 Certificate III in Agriculture* delivers industry determined learning to enable workers to secure immediate employment outcomes. Feedback previously received, and again recorded in this project, indicates that a more in-depth qualification is required to create career pathways, and improve worker safety, productivity and skills portability. It is estimated that 25% of current job vacancies are on-farm and industry want highly skilled trade level workers. An analysis of the *AHC30122 Certificate III in Agriculture* highlights the need for the development of a new Agriculture Trade level qualification that is delivered via an apprenticeship over three to four years.

AHC30122 Certificate III in Agriculture currently requires 16 units to be achieved:

- 2 core
- 14 electives

This qualification would equip someone to perform tasks under general supervision, involving a broad range of skills that are applied in a wide variety of contexts. The worker on completion is expected to be able to exercise discretion and judgement in selecting and operating equipment, coordinating resources and applying contingency measure during work.

These broad and generic outcomes are typically delivered and assessed in 12 to 18 month period for a full-time trainee. The qualification is not designed to develop the breadth and depth of skills and experience needed by highly skilled 'trade level' farm workers.

AHC30122 Certificate III in Agriculture has been approved and funded for delivery as a Traineeship (rather than an Apprenticeship) by all states and territories, apart from Tasmania that allows an employer to decide whether the qualification is delivered as apprenticeship of traineeship.

During 2022, 23% or 936 of the 4,061 learners that commenced the qualification were also in a Traineeship contract of employment in an agricultural workplace. These contracts run for the duration of the traineeship and are designed for the worker to achieve the qualification by learning on the job, as well as participating in off the job training. The other learners undertook the qualification in training settings.

Many employers do not consider the qualification essential when hiring workers. A review of current jobs advertised seeking farm workers revealed a range of qualification requirements for the right candidate. The range identified was from no qualification to an undergraduate degree with a number of years of work experience.

Compared to the *AHC30122 Certificate III in Agriculture*, traditional trade level qualifications are generally larger, prescribe more mandatory outcomes, often require a specialisation, and are delivered in an Apprenticeship employment contract typically over 3 to 4 years. This results in highly skilled, autonomous, and productive workers that are in high demand. For example, Certificate III in Carpentry had approximately 22,800 commencements during 2022, and 13,000 were Apprenticeships. Also, in 2022, 75% of trade qualification completers were employed in the occupation linked to their training, compared with 34% of non-trade qualification completers.

Skills Insight's consultation with key industry and employer stakeholders in the Broadacre Cropping (BAC), Dairy Production (DRY) and Livestock Production (LSK) sectors has guided the design of an example qualification (Certificate III in Agricultural Production) that is designed to produce a pool of consistently skilled workers. Compared to the current Certificate III in Agriculture, the example qualification is considerably larger, is far more prescriptive with a larger core and packaging rules designed to achieve one or more specialisations in one or more of BAC, DRY and LSK.

During the face-to-face consultations, industry and employers provided feedback that a larger/more prescriptive and robust qualification that focuses on trade level agricultural knowledge and skills, delivered over a 3 to 4 year apprenticeship will develop the broadly and deeply skilled workers required to work safely and productively by industry. While there was concern that a shift from a 1 to 1.5 year traineeship duration to a 3 to 4 year apprenticeship duration is a big step, the overwhelming feedback is that the larger qualification will require a longer duration, and the extra time will provide the seasonal and other contextual experience that workers need to develop their skills, judgement and confidence.

Explanation of the consultation process

Location and number of attendees

Ten face-to-face consultation workshops were undertaken across rural and regional Australia in which key agriculture stakeholders were involved, including industry associations, employers, RTOs and government agencies.

Location	Registered	Attended
Bendigo VIC	3	3
Hagley Farm TAS	7	7
Wagga Wagga NSW	11	8
Clare SA	4	3
Longreach QLD	15	15
Toowoomba QLD	27	25
Moree NSW	6	4
Busselton WA	9	5
Katherine NT	15	11
Warragul VIC	9	9
Online Workshop #1	29	20
Online Workshop #2	19	16
Online Workshop #3	95	65
	249	182 (73%)

Workshop structure

The workshops commenced with an explanation of the project background and overview, and the focussed on:

- Workforce Functional Analysis (WFA)
- Implementation and Feasibility of an Ag Trade Apprenticeship

Workforce Functional Analysis (WFA)

WFA was introduced to the workshop participants as a process in which industry and employer stakeholders are asked to:

- Identify and/or confirm a job role.
- Identify and/or confirm the typical job functions or tasks performed by this role.
- Identify and/or confirm which of the job functions are undertaken by every worker doing this role. These tasks should be reflected as core units in a proposed qualification.
- Identify and/or confirm which of the job functions are not undertaken by every worker doing this role. These tasks should be reflected as elective units and can be prioritised and/or grouped according to industry advice.

The WFA was focussed on developing an example qualification for trade level workers in Broadacre Production (BAC), Livestock Production (LSK), and Dairy Production (DRY), in order to then test that example with stakeholders. The WFA process began by clarifying and confirming that trade level agricultural workers are typically employed in one or both of the following contexts:

- As a trade level workers employed on one farm (employees)
- As trade level contractors that work on various farms (self-employed)

It was also confirmed that at trade level, an agricultural worker in their chosen sector is expected to:

- apply a broad range of knowledge and skills in varied contexts to undertake skilled work
- apply thinking, reasoning and technical skills to interpret and act on information
- work autonomously, including making and implementing work plans
- exercise judgement to respond to contingencies and solve problems
- apply communication skills to influence and train others.

Depending on the workshop location and the background of the industry and employer representatives in the workshop, one of the three sectors (BAC, DRY or LSK) was selected and the participants asked the following questions:

- What are some possible titles for the role/s of a trade level agricultural worker?
- What is the main goal or goals (expectations) of a trade level worker? (This question was asked to differentiate trade level workers from enterprise managers and supervised entry level workers)
- What are the typical job functions undertaken by a trade level worker in this sector?
- Which of these job functions is required by all trade level workers? (these were noted as potential core units for a potential qualification)

The responses to these questions were recorded and projected on a screen so that the participants could see, discuss and clarify them as required during the WFA. The participants were then shown a 'Potential example of an Ag Trade Qualification' that Skills Insight had developed after consulting with industry subject matter experts from each of the three sectors.

The example had a suggested group of Core Units and three distinct Elective Groups (one for each of BAC, DRY and LSK) and workshop participants were asked for the feedback on the Core units and the Elective sector they had just undertaken the WFA in.

Implementation and feasibility of an Ag Trade Apprenticeship

Workshop participants were provided with the following scenario:

- Assume a robust national qualification to develop highly skilled trade level workers on farms has been developed with industry that can be implemented across each region.
- The qualification is ideal for delivery as part of an Ag Trade Apprenticeship, that requires 3 to 4 years on the job training in an agricultural workplace (farm).

Then a table was presented to ask the participants their views on the following four questions:

- What are the benefits?
- What will it take to make this happen?
- What resources/ investment is needed to make it happen?
- What are the challenges?

These questions were discussed from the perspective of:

- Employers
- Prospective apprentices
- Registered Training Organisations
- State and Territory government departments.

Participant responses were recorded with facilitators seeking feedback and further clarification by workshop participants.

This part of the workshop was concluded by asking the participants for any other comments they wanted to provide regarding the implementation and feasibility of an Ag Trade Apprenticeship.

Process for analysing the data

The initial design for the example qualification was informed by consultation with Subject Matter Experts (SMEs) including members of the Project Steering Committee. SMEs from Broadacre Cropping, Dairy Production and Livestock Production were presented with all the units listed in the current *AHC30122 Certificate III in Agriculture* and asked to comment on whether these units reflected the tasks required by trade level workers in their respective sector. This data was collated and used to create an initial qualification that was available for feedback during the face-to-face consultation workshops. As feedback was collected via WFA processes from each location, Skills Insight refined the selection of units included in the core, and the units listed in the three elective groups that are designed to develop specialist skills in the BAC, DRY and LSK sectors.

The suggestions provided by stakeholders during the consultation workshops were considered in the design of the example qualification. At times, the consideration included seeking advice from other industry SMEs and checking existing units available in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package, as well as other Training Packages. This resulted in a few more units being included in the listed electives. The packaging rules for the qualification were created to ensure that each of the specialisations could be achieved across the various agriculture regions in Australia. Based on industry advice that mixed farming is common in many regions, the qualification packaging rules were designed to allow a person to achieve up to two specialisations. The packaging rules were modelled on the Certificate III in Plumbing.

The example qualification is designed to achieve one of six 'Agriculturalist' occupational outcomes and the total number of units required to complete the qualification depends on which of the six occupational outcomes a person chooses. For example, to achieve OPTION 1: Agriculturalist specialising in broadacre cropping requires a total of 34 units, whereas up to 41 units are required to achieve OPTION 5: Agriculturalist specialising in Broadacre Cropping and Livestock Production.

Based on advice from the consultation workshops, the qualification also allows for:

- up to 2 units from any currently endorsed Training Package or accredited course that contribute to the vocational outcomes of the qualification.
- up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.

The example agriculture trade qualification was released for broader stakeholder feedback during December 2023 and January 2024 via Skills Insight's website.

Issues and barriers raised during workshops

The key issues and barriers raised by stakeholders during the consultation workshops varied depending on stakeholder type, industry sector and regional location. Below are some of the more common issues and barriers.

Employers

- Retaining an apprentice for 3 to 4 years on the farm, especially in remote locations
- Having the time to supervise and train apprentices.
- Do have farmers have the skills to train and mentor apprentices? (Some farmers will need to learn to relate to, manage and retain young people, especially if there are generational, cultural/religious and language challenges).
- Support for young people that have financial, emotional, social and mental health challenges.
- Clearly defined standards of what competency looks like. (Note – this should be specified in the assessment requirement of the units of competency.)
- Support for employers to navigate the documentation required to hire and support an apprentice.
- Ability to release apprentices from the workplace to participate in training.
- Ability to gainfully employ an apprentice during slow periods (Can an apprentice be employer by a Group Training Organisation and/or be shared across more than one workplace?)

RTOs

- Having sufficient trainers and assessors to deliver the qualification.
- Differentiating the example Certificate III in Agricultural Production (apprenticeship pathway) from the current smaller AHC30122 Certificate III in Agriculture (Traineeship pathway). Should the apprenticeship qualification be a Certificate IV?
- Finding sufficient suitable employers to hire and train apprentices on the job.
- Some of the core and elective units in the example qualification are above the requirements of a Certificate III qualification.
- Not currently delivering some of the units listed in the core of the example qualification.
- Who will ensure that apprentices are safe in the workplace?

Potential apprentices

- Finding sufficient suitable employers to hire and train apprentices on the job.
- An apprentice for 3 to 4 years may be a barrier due to the length of the training contract. Some indicated perhaps 2 to 3 years is more realistic.
- Living and working in remote areas.
- Housing and transport.
- Support for young people that have financial, emotional, social and mental health challenges.

These issues were more closely examined in a survey reported on in Supplementary report 1: [Detailed Research Methodology and Key Data](#).

Example Ag Trade Apprenticeship qualification

Creating a qualification that has a common core for the knowledge and skills required by trade level workers in three different sectors (BAC, DRY and LSK) was challenging. Although there are many synergies, the challenge is to gain agreement on what is truly essential for each of these sectors, and therefore must be listed in the core. This is further complicated by regional variations and the related production systems. For example, livestock production in the Northern Territory is different to that in Tasmania.

Despite the variations related to product sectors, production systems and regions, there was general agreement that a trade level worker requires consistent core skills that can be applied in all broadacre cropping, dairy production and livestock production enterprises. For example, units that cover biosecurity, workplace health and safety, machinery operation, quality control, using digital technologies and record keeping apply to all trade level workers, regardless of the commodity, and how and where it is produced.

The regional and production system variations also influenced the type of units included in the Elective Groups for each of the three sectors, as well as the minimum number of electives from within each group required to achieve a specialisation in each sector. The packaging rules took these factors into account, so that each specialisation can be delivered across Australia.

The example agriculture trade qualification (see below) was created based on the WFA advice gathered during the project, but it needs to be remembered that it was part of a research process related to developing an Ag Trade Apprenticeship. The example qualification will provide a solid base to undertake further research (including WFA) to create one or more Ag Trade Apprenticeship qualifications for endorsement in the AHC Training Package.

Comparison with current qualifications

The example agriculture trade qualification titled Certificate III in Agricultural Production differs significantly to the current *AHC30122 Certificate III in Agriculture* and *AHC30221 Certificate III in Dairy Production*.

The critical difference between the current *AHC30122 Certificate III in Agriculture* and *AHC30221 Certificate III in Dairy Production* and the example qualification - Certificate III in Agricultural Production, is that the latter more accurately reflects the breadth and depth of knowledge and skills required of an autonomous trade level worker who has specialised skills to work in at least one of the sectors – Dairy Production, Broadacre Cropping or Livestock Production. The Certificate III in Agricultural Production will produce more consistently skilled graduates because it mandates 20 core units and has prescriptive requirements in the choice of electives to ensure graduates have the sector specific skills needed by industry. It also mandates the completion of at least one specialisation with the potential to achieve two specialisations (for example Broadacre cropping and Livestock) as was requested by industry stakeholders to reflect the reality of mixed farming enterprises.

By way of comparison, *AHC30221 Certificate III in Dairy Production* that requires 17 units (10 core units and 7 electives) only mandates two dairy sector units (coded AHCDRY). To achieve Certificate III in Agricultural Production specialising in dairy production, a person needs to complete 38 units (20 core units, plus another 18 electives). The packaging rules mandate that at least 5 of the 18 electives are dairy sector and at least 7 electives are livestock sector (coded AHCLSK)

The table below shows some more of the key differences between the three qualifications.

	<i>AHC30122 Certificate III in Agriculture</i>	<i>AHC30221 Certificate III in Certificate III in Dairy Production</i>	<i>Example qualification - Certificate III in Agricultural Production</i>
Job outcomes	General job roles in agriculture including livestock production, cropping or mixed farming (both cropping and livestock).	Farm hands in dairy production.	Trade level roles in Agriculture, working in Broadacre Cropping, Dairy Production and Livestock Production.
Job titles	May include: Farm or station hand Farm or station worker Livestock transport driver	Dairy farm hand	May include: Agriculturalist Agricultural tradesperson Agricultural technician Agricultural specialist Agricultural contractor

Skill level, autonomy and responsibility	Perform tasks under broad supervision involving a broad range of skills that are applied in a wide variety of contexts, which will involve discretion and judgement in selecting and operating equipment, coordinating resources and applying contingency measures during work.	Responsibilities for undertaking a wide range of skilled work on a dairy farm with limited supervision. Work includes caring for, and monitoring health of livestock, overseeing the harvesting of livestock milk and maintaining milking equipment and facilities to ensure maximum and high-quality production.	Work autonomously, applying a broad range of knowledge and skills in varied contexts to undertake skilled tasks. They interpret information, exercise judgement and discretion to plan and implement work tasks, and to respond to contingencies and solve problems. They may also influence and train other workers.
Specialisation	None required	None required but the qualification outcomes assume a worker specialising in dairy production.	Specialisation in one or more of: Broadacre production Dairy Production Livestock production
Units required to complete	16 units required (2 core and 14 electives)	17 (10 core and 7 electives)	Varies from 35 to 45, depending on the number of specialisations selected. Note – The equivalent dairy specialisation is 20 core and 18 electives (more than double the size of the current Certificate III in Dairy Production)
Consistency of graduate outcomes	Extremely variable as the electives can be selected from a list of 196 units.	Prescribes consistent outcomes with 60% of the qualification being core.	Very consistent with 20 Core units and the electives choices defined by tight packaging rules required to achieve specialist job outcomes.
Breadth and depth of skills	Breadth is limited by smaller qualification size. Depth is limited by smaller qualification size and the lack of specialisations.	Lacks breadth in dairy production with only two dairy sector units mandated.	Breadth is wide due to a large core and the offer of specialisations. Depth is strong due to at least one specialisation.

Flexibility	Highly flexible in choice of electives.	The level of flexibility is appropriate for a qualification focussed on one sector job outcome.	Highly flexible due to potential to achieve two specialisations and undertake a Higher Education subject as one of the elective choices.
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Feedback on the example qualification

Nine stakeholders provided feedback on the example agriculture trade qualification when it was released for feedback during December 2023 and January 2024. These stakeholders were aware that the example was developed to test the feasibility of an Ag Trade Apprenticeship and that more detailed consultation would be required to fully develop a qualification. They examined the example on a potential 3 to 4 year apprenticeship to consistently develop highly skilled trade level workers in broadacre cropping, dairy production and livestock production.

The design of the qualification was driven by industry stakeholders, especially in the number choice of units selected in the core and electives. Existing units within the AHC Training Package were used as much as possible, a few of which have Australian Qualification Framework (AQF) level code indicators that reflect AQF levels 4 and 5. While it is not uncommon for many existing Training Package qualifications to have units that either ‘above or below’ the AQF level reflected in the title of the qualification (for example Certificate III), this seems to be a concern among some of the stakeholders that provided feedback.

Some of the negative feedback towards the qualification appears to arise from RTOs that hold a view that a Certificate III qualification should produce ‘farm hands or station hands’ that do not make decisions related to the production systems or practices in the workplace. The ‘farm hand or station hand’ view contradicts the advice from industry stakeholders and is reflected in the example qualification description and agriculturalist job outcomes.

Some of the key stakeholder concerns are summarised in the table below with responses from Skills Insight.

Stakeholder concern	Response
Some of the units in the Core of the qualification reflect outcomes that are above an Australian Qualification Framework (AQF) Certificate III qualification – i.e. units that have an AQF identifier that reflects AQF level 4 or 5 outcomes.	<p>Based on the packaging rules in the example qualification, an individual is required to complete a total of 7 units with an AQF indicator above AQF level 3, which equates to between 15% to 20% of the total qualification, depending on the occupational outcome selected. In effect, the example qualification has an 80% alignment with AQF level 3, which is a ‘healthy’ alignment compared to many other qualifications.</p> <p>Industry supported the inclusion of these units, which in a full process may need to be adjusted to match the required level of skills.</p>

<p>The requirement to undertake units that reflect outcomes above AQF level 3 may create unnecessary language, literacy and numeracy challenges for some learners</p>	<p>While not within the specific scope of the WFA, it has been acknowledged in the project that pathways will need to be created that encourage and allow participation by priority cohorts and address any foundation issues. Units used in the qualification will need to be examined during any full qualification development to ensure these concerns are addressed.</p>
<p>MSS015042 Measure and report on carbon footprint should not be a core unit.</p>	<p>This unit describes the skills and knowledge required to determine the carbon footprint of a section of a value chain and make recommendations for improvements.</p> <p>During the consultation processes, it became evident that despite some confusion and negativity related to carbon trading by farmers, carbon measurement, reporting, and management is global priority and high on the agenda for commonwealth and state/territory governments.</p> <p>Many industry stakeholders consulted stressed that skills and knowledge to measure and report on carbon are critical. Examples were cited of this when agriculture enterprises apply for bank loans or seek to sell their products to increasing environmental aware consumers.</p> <p>Other broader work is currently being undertaken by Skills Insight on this, with an aim to ensure that Climate Smart skills are available for the benefit of industry, as well as meeting current and potential future reporting requirements. This is likely to extend beyond carbon reporting and may result in a different outcome if the apprenticeship qualification is developed.</p>
<p>The following elective units related to carbon capture and natural resource management are not required in the qualification.</p> <p>AHCCFP405 Increase carbon using vegetation and/or agricultural methods.</p> <p>AHCCFP401 Increase soil organic carbon using land management practices.</p> <p>AHCECR501 Manage natural areas on a rural property.</p> <p>AHCECR506 Develop and implement sustainable land use strategies.</p>	<p>This feedback seems to stem from a view that a farm hand or station hand does not make decisions related to environmental practices or management in their work.</p> <p>During the consultation, many industry stakeholders stated that a highly skilled autonomous trade level worker requires the skills and knowledge provided by these elective units to:</p> <ul style="list-style-type: none"> • Improve sustainable farming practices and productivity • Meet carbon capture requirements expected by government and society • Increase the potential to market their products <p>Feedback during consultation also stressed the need for these skills to attract new entrants into agriculture, the industry needs to promote the potential for workers to be proactive environmental stewards and land care managers.</p>

The qualification is considerably larger than the current Certificate III in Agriculture, which may create funding issues.

The example qualification was designed for a different outcome compared to the current qualification. If one specialisation is selected, the example qualification requires between 34 and 38 units to achieve, which is similar to other trade outcome qualifications. – For example: 34 units to achieve a Certificate III in Carpentry.

The example qualification was created as part of a research project and not intended to be a final product. A future project can use the example qualification to develop a qualification for endorsement and reduce the size however, this is clearly not currently supported by many industry participants who believe the larger qualification better meets industry needs.

It may be confusing to stakeholders to have both the current *AHC30222 Certificate III in Agriculture* and a new Certificate III in Agricultural Pathways.

This issue can be addressed if a project is commissioned to create an Ag Trade Apprenticeship qualification based on the example qualification – Certificate III in Agricultural Pathways.

If a project is commissioned, it should include the review of all the current AHC agriculture qualifications, including Certificates I to 4 in Agriculture, the Diploma in Agriculture, and the Certificate III in Dairy Production. This work can be undertaken in conjunction with a required review of qualifications guided by the Qualification Reform Design guidelines. The project has the potential to remove duplication, and to create a better, stronger and clearer pathways for entry level workers, trade level workers and managers in Agricultural Production.

Example Agriculture Trade Qualification

Certificate III in Agricultural Production

Qualification Description

This qualification describes the skills and knowledge for trade level roles in Agriculture, working in Broadacre Cropping, Dairy Production and Livestock Production. Job titles may include:

- Agriculturalist
- Agricultural tradesperson
- Agricultural technician
- Agricultural specialist
- Agricultural contractor

Individuals with this qualification work autonomously, applying a broad range of knowledge and skills in varied contexts to undertake skilled tasks. They interpret information, exercise judgement and discretion to plan and implement work tasks, and to respond to contingencies and solve problems. They may also influence and train other workers.

The qualification requires a specialisation in one or more of the following sectors:

- Broadacre production
- Dairy Production

- Livestock production

This qualification is suitable for an Australian Apprenticeship pathway.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To be awarded this qualification, competency in **one** of the six occupational options must be achieved.

Option 1: Agriculturalist specialising in broadacre cropping

For the award of the **Certificate III in Agricultural Production (Broadacre Cropping)** a minimum of **34 units** are to be completed as follows:

- 20 core units
- 14 elective units

Electives are to be selected as follows:

- 2 units from Group A
 - 8 units in Group B
 - 1 welding unit from Group E (*AUMGTW003 Perform manual metal arc welding* or *AUMGTW005 Perform gas metal arc welding*)
 - 3 units can be selected from any units in Groups A to E (not already selected)
 - up to 2 units from any currently endorsed Training Package of accredited course that contributes to the vocational outcomes of the qualification
 - up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.
-

Option 2: Agriculturalist specialising in dairy production

For the award of the **Certificate III in Agricultural Production (Dairy Production)** a minimum of **38 units** are to be completed as follows:

- 20 core units
- 18 elective units

Electives are to be selected as follows:

- 2 units from Group A
 - at least 5 Dairy sector units (coded AHCDRY) from Group C
 - at least 7 Livestock sector units (coded AHCLSK) from Group D, including:
 - *AHCLSK342 Prepare animal for parturition*
 - *AHCLSK330 Implement procedures for calving*
 - *AHCLSK318 Rear newborn and young livestock*
 - 1 welding unit from Group E (*AUMGTW003 Perform manual metal arc welding* or *AUMGTW005 Perform gas metal arc welding*)
 - 3 units can be selected from any units in Groups A to E (not already selected)
 - up to 2 units from any currently endorsed Training Package of accredited course that contributes to the vocational outcomes of the qualification
 - up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.
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Option 3: Agriculturalist specialising in livestock production

For the award of the **Certificate III in Agricultural Production (Livestock Production)** a minimum of **35 units** are to be completed as follows:

- 20 core units
- 15 elective units

Electives are to be selected as follows:

- 2 units from Group A
- 8 units in Group D including at least 6 Livestock sector units (coded AHCLSK)
- 1 welding unit from Group E (*AUMGTW003 Perform manual metal arc welding* or *AUMGTW005 Perform gas metal arc welding*)
- 4 units can be selected from any units in Groups A to E (not already selected)
- up to 2 units from any currently endorsed Training Package of accredited course that contributes to the vocational outcomes of the qualification
- up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.

Option 4: Agriculturalist specialising in broadacre cropping and dairy production

For the award of the **Certificate III in Agricultural Production (Broadacre Cropping and Dairy Production)** a minimum of **45 units** are to be completed as follows:

- 20 core units
- 25 elective units

Electives are to be selected as follows:

- 2 units from Group A
- 8 units in Group B
- at least 5 Dairy sector units (coded AHCDRY) from Group C
- at least 7 Livestock sector units (coded AHCLSK) from Group D, including:
 - AHCLSK342 *Prepare animal for parturition*
 - AHCLSK330 *Implement procedures for calving*
 - AHCLSK318 *Rear newborn and young livestock*
- 1 welding unit from Group E (*AUMGTW003 Perform manual metal arc welding* or *AUMGTW005 Perform gas metal arc welding*)
- 2 units can be selected from any units in Groups A to E (not already selected)
- up to 2 units from any currently endorsed Training Package of accredited course that contributes to the vocational outcomes of the qualification
- up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.

Option 5: Agriculturalist specialising in broadacre cropping and livestock production

For the award of the **Certificate III in Agricultural Production (Broadacre Cropping and Livestock Production)** a minimum of **41 units** are to be completed as follows:

- 20 core units
- 21 elective units

Electives are to be selected as follows:

- 2 units from Group A
 - 8 units in Group B
 - 8 units from Group D including at least 6 Livestock sector units
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- 1 welding unit from Group E (AUMGTW003 *Perform manual metal arc welding* or AUMGTW005 *Perform gas metal arc welding*)
- 2 units can be selected from any units in Groups A to E (not already selected)
- up to 2 units from any currently endorsed Training Package of accredited course that contributes to the vocational outcomes of the qualification
- up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.

Option 6: Agriculturalist specialising in dairy production and livestock production

For the award of the **Certificate III in Agricultural Production (Dairy Production and Livestock Production)** a minimum of **41 units** are to be completed as follows:

- 20 core units
- 21 elective units

Electives are to be selected as follows:

- 2 units from Group A
- at least 5 Dairy sector units (coded AHCDRY) from Group C
- at least 7 Livestock sector units (coded AHCLSK) from Group D, including:
 - AHCLSK342 *Prepare animal for parturition*
 - AHCLSK330 *Implement procedures for calving*
 - AHCLSK318 *Rear newborn and young livestock*
 - AHCLSK307 *Euthanase livestock*
- 3 units from Group D not already selected in Group D including:
 - AHCBA310 *Maintain pastures and crops for livestock production*
- 1 welding unit from Group E (AUMGTW003 *Perform manual metal arc welding* or AUMGTW005 *Perform gas metal arc welding*)
- 2 units can be selected from any units in Groups A to E (not already selected)
- up to 2 units from any currently endorsed Training Package of accredited course that contributes to the vocational outcomes of the qualification
- up to 1 unit can be a subject from a Higher Education qualification that contributes to the vocational outcomes of the Certificate III in Agricultural Production.

Core units

Suggested units that cover the work functions that trade level agricultural workers typically perform.

#	Unit Code	Unit Title	Unit description
1	AHCWHS402	Maintain workplace health and safety processes	<p>Describes the skills and knowledge required to maintain workplace health and safety processes, including facilitating meetings and documenting actions that relate to the consideration of workplace health and safety issues.</p> <p>Comment - AHCWHS301 <i>Contribute to workplace health and safety processes</i> was considered but AHCWHS402 is recommended based on advice that trade level workers will coordinate other workers (e.g., back packers) when required. Another option is to have both units in role.</p>

#	Unit Code	Unit Title	Unit description
2	AHC BIO303	Apply biosecurity measures	Describes the skills and knowledge required to interpret and apply control measures in a biosecurity plan to protect a site from the entry and spread of biosecurity threats.
3	AHC PCM305	Implement a plant nutrition program	Describes the skills and knowledge required to implement a plant nutrition program, including preparing for the nutrition program, monitoring and controlling the nutritional requirements of plants, preparing fertilisers and application equipment, applying products to plants, and completing plant nutrition program activities.
4	AHC SOL406	Sample soils and interpret results	Describes the skills and knowledge required to prepare for soil sampling, collect soil samples and interpret test results.
5	AHC SOL505	Monitor and manage soils for production	Describes the skills and knowledge required to research soil information, apply soil testing information to production or management plan, develop and monitor soil amendment practices, review and document soil management plan.
6	MSS015042	Measure and report on carbon footprint	<p>Describes the skills and knowledge required to determine the carbon footprint of a section of a value chain and make recommendations for improvements.</p> <p>Comment</p> <p>Carbon measurement, reporting and management is global agenda and priority for commonwealth and state/territory governments. As an example, refer to WA government's Strategic Training Plan.</p>
7	AHC PMG301	Control weeds	Describes the skills and knowledge required to plan and coordinate weed control activities using appropriate strategies to provide effective, economic control while minimising environmental damage.
8	AHC PMG302	Control plant pests, diseases and disorders	Describes the skills and knowledge required to identify and assess the effect to plants of plant pests, diseases and disorders and plan and coordinate control measures.
9	AHC PMG308	Implement pest management strategies	Describes the skills and knowledge required to assist in the implementation of a pest management plan for weeds, vertebrate or invertebrate pests.
10	AHC CHM304	Transport and store chemicals	<p>Has four elements:</p> <ol style="list-style-type: none"> 1. Prepare to handle and transport chemicals 2. Handle and transport chemicals 3. Store chemicals in the workplace 4. Record storage details

#	Unit Code	Unit Title	Unit description
11	AHCCHM307	Prepare and apply chemicals to control pest, weeds and diseases	Describes the skills and knowledge required to safely prepare and apply chemicals for the control of pests, weeds and diseases, using general application equipment.
12	AHCMMOM317	Operate tractors with attachments	Describes the skills and knowledge required to prepare for, operate and maintain tractor operations with attached equipment.
13	AHCMMOM302	Perform machinery maintenance	Describes the skills and knowledge required to prepare, inspect, maintain and record maintenance requirements for machinery that is used principally in agriculture, horticulture, and conservation and land management work.
14	AHCINF305	Implement property improvement, construction and repair	Describes the skills and knowledge required to implement property improvement, construction and repair where the services of a tradesperson are not necessary.
15	BSBTEC403	Apply digital solutions to work processes	Defines the skills, knowledge and outcomes to integrate digital technologies into common management practice.
		AND / OR a proposed new unit.	Comment: Based on stakeholder feedback, BSBTEC403 lacks some important outcomes required by trade level workers in agriculture. The proposed new unit should include the skills and knowledge to:
	AHCNEW3XX	Operate and monitor agricultural production data information technologies, systems and software.	<ul style="list-style-type: none"> - Install and use digital information systems, technologies and/or software - ensure relevant, valid and reliable data is being collected, monitored and stored - select, extract and analyse critical data - interpret and act upon critical information - identify and/or rectify faults in digital systems and software
16	AHCNEW4XX	Select appropriate technology for an agricultural production system	<p>Proposed new unit to provide the skills and knowledge to research and recommend suitable technologies (including plant, machinery, equipment and digital resources) for a specific agricultural production system.</p> <p>The suggested elements are:</p> <ol style="list-style-type: none"> 1. Identify the needs and selection criteria for appropriate technology 2. Investigate appropriate technology 3. Evaluate appropriate technology options 4. Select appropriate technology 5. Document a proposal to procure the appropriate technology.

#	Unit Code	Unit Title	Unit description
17	AHCWRK318	Comply with industry quality assurance requirements	Has three elements: 1. Follow quality assurance practices 2. Implement standard operating procedures 3. Reporting problems that affect quality.
18	AHCAGB302	Keep production records for a primary production business	Describes the skills and knowledge required to keep production business records, such as paddock and livestock activity, in accordance with workplace requirements for decision-making and auditing.
19	BSBXCM301	Engage in workplace communications	Describes the skills and knowledge required to communicate (through written, oral and nonverbal form) in the workplace within an industry.
20	TAEDEL311	Provide work skill instruction	Describes the skills and knowledge required to conduct individual and small group work skill instruction using existing support materials and demonstration of work skills as a training strategy; and assess the success of training and one's own training performance. It focuses on the training being driven by the work process and context.

Group A

Suggested units to develop agronomy, property asset enhancement and land care knowledge and skills.

#	Unit Code	Unit Title	Unit description
1	AHCBAC513	Apply plant biology to agronomic practices	Describes the skills and knowledge required to apply introductory plant biology, including plant taxonomy, plant morphology and plant physiology, to a wide range of agronomic practices.
2	AHCCFP405	Increase carbon using vegetation and/or agricultural methods	Describes the skills and knowledge required to identify the benefits of increasing carbon in the biosphere, using vegetation and agricultural methods, and to implement a project to reduce emissions or store carbon. This unit does not cover increasing carbon in soil (refer to AHCCFP401 Increase soil organic carbon using land management practices).

3	AHCCFP401	Increase soil organic carbon using land management practices	Describes the skills and knowledge required to identify the benefits of increasing soil organic carbon for soil condition or soil health, and to implement a project to increase soil carbon.
4	AHCAGB404	Plan and implement infrastructure improvements	Describes the skills and knowledge required to plan and implement improvements to property infrastructure, which may include buildings, yards, fences, water supply systems, roads and tracks, and storage systems.
5	AHCBUS406	Administer finance, insurance and legal requirements.	Has three elements: <ol style="list-style-type: none"> 1. Administer the legal requirements of the business 2. Process and maintain the insurance requirements for the business 3. Identify sources, types and cost of finance 4. Develop an application for finance or investment
6	AHCECR501	Manage natural areas on a rural property	Describes the skills and knowledge required to manage natural areas on privately owned rural properties and enhance the sustainable ecological and economic capacity and outcomes of the land.
7	AHCECR506	Develop and implement sustainable land use strategies	Describes the skills and knowledge required to develop and implement sustainable land use strategies that lead to improved ecological sustainability of land under production.

Group B

Suggested units that cover **Broadacre Cropping** work functions.

#	Unit Code	Unit Title	Unit description
1	AHCMOM308	Operate broadacre and row crop harvest machinery and equipment	Describes the skills and knowledge required to operate harvest machinery and equipment used for broadacre and row crop harvesting in the agriculture and horticulture sectors.
2	AHCMOM309	Operate broadacre sowing machinery and equipment	Describes the skills and knowledge required to operate machinery and equipment required for broadacre sowing in agriculture and horticulture sectors.
3	AHCMOM312	Operate row crop planting and seeding machinery and equipment.	Describes the skills and knowledge required to operate machinery and equipment required for row crop planting and seeding in agriculture and horticulture sectors.

4	AHCBC309	Undertake preparation of land for agricultural crop production	Describes the skills and knowledge required to select materials and equipment from crop production plan and prepare the land for an agricultural crop.
5	AHCMM315	Operate chemical application machinery and equipment	Describes the skills and knowledge required to operate machinery and equipment used for specialised liquid and granular chemical application in agriculture and horticulture sectors.
6	AHCBC315	Establish agricultural crops	Describes the skills and knowledge required to prepare and safely operate equipment and sow/plant an agricultural crop following specifications in a crop production.
7	AHCBC316	Maintain agricultural crops	Describes the skills and knowledge required to monitor and assess broadacre crop health and condition and implement crop maintenance procedures.
8	AHCBC317	Undertake agricultural crop harvesting activities	Describes the skills and knowledge required to prepare equipment and resources for crop harvesting, determine crop readiness for harvest and harvest a crop safely and efficiently.
9	AHCINF307	Plan and construct conventional fencing	Has four elements: 1. Determine fencing requirements 2. Prepare for construction 3. Construct conventional fence 4. Complete fencing operations
10	AHCIRG346	Operate pressurised irrigation systems	Describes the skills and knowledge required to pre-start check, inspect, start up, operate, monitor and shut down pressurised irrigation systems.
11	AHCIRG338	Trouble shoot irrigation systems	Describes the skills and knowledge required to locate and identify irrigation system faulty components and blockages, shut down and isolate components, replace faulty components, clear blockages and return irrigation system to normal operating status.

Group C

Suggested units that cover **Dairy Production** work functions.

#	Unit Code	Unit Title	Unit description
1	AHCDDY202	Milk livestock	Describes the skills and knowledge required to extract milk from a range of livestock. It requires the ability to prepare site

			and equipment for milking, move and handle livestock, identify and report on abnormal livestock conditions and complete tasks after milking operations.
2	AHCDRY303	Coordinate and monitor milking operations	Describes the skills and knowledge required to coordinate and monitor the milking operations of a dairy facility. It requires the ability to determine requirements and procedures for milking operations, implement livestock health program and monitor operations.
3	AHCDRY304	Carry out routine service of milking equipment	Describes the skills and knowledge required to identify faults that do not require the services of qualified tradespeople and carry out routine service, adjustment and maintenance of milking equipment.
4	AHCDRY402	Manage milking shed operations	Describes the skills and knowledge required to manage milking shed operations for a dairy facility according to regulatory and quality requirements.
5	AHCDRY305	Conduct mechanical tests on milking machines	Describes the skills and knowledge required to mechanically test and make recommendations on the performance of milking machines used on dairy farms.
6	AHCDRY306	Operate a dairy waste utilisation system	Describes the skills and knowledge required to prepare, operate, maintain and monitor a dairy waste utilisation system.
7	AHCLSK342	Prepare animals for parturition	Describes the skills and knowledge required to feed and care for animals through the latter stages of pregnancy to birthing
8	AHCLSK330	Implement procedures for calving	Describes the skills and knowledge required to prepare for calving, observe and support cows at calving and monitor after calf is born.
9	AHCLSK331	Comply with industry animal welfare requirements	Describes the skills and knowledge required to comply with industry animal welfare requirements in the production of livestock.
10	AHCLSK318	Rear newborn and young livestock	Has four elements: <ol style="list-style-type: none"> 1. Prepare for care of newborn and young 2. Provide care for newborn and young 3. Monitor health of newborn and young 4. Meet ongoing requirements
11	AHCLSK309	Implement animal health control programs	Has four elements: <ol style="list-style-type: none"> 1. Assess animal health status and treatment options 2. Prepare for treatment of animals

			3. Treat animals 4. Complete treatment process
12	AHCLSK301	Administer medications for livestock	Describes the skills and knowledge required to apply preventative health treatments and other medications to livestock under professional supervision.
13	AHCLSK311	Implement feeding plans for livestock	Describes the skills and knowledge required to monitor available pasture for grazing and implementing a feeding plan.
14	AHCLSK402	Develop livestock feeding plans	Has four elements: <ol style="list-style-type: none"> 1. Determine nutritional requirements for livestock 2. Assess pasture feed 3. Determine supplementary feeding program 4. Develop livestock feeding plan
15	AHCLSK305	Maintain livestock water supplies	Has four elements: <ol style="list-style-type: none"> 1. Identify maintenance requirements 2. Prepare for maintenance 3. Carry out maintenance procedures 4. Complete maintenance procedures
16	AHCLSK422	Identify and select animals for breeding	Describes the skills and knowledge required to identify and select animals for breeding.
17	AHCLSK307	Euthanase livestock	Describes the skills and knowledge required to euthanase livestock without distress or suffering prior to cessation of their vital life functions.
18	AHCIRG346	Operate pressurised irrigation systems	Describes the skills and knowledge required to pre-start check, inspect, start up, operate, monitor and shut down pressurised irrigation systems.
19	AHCIRG338	Trouble shoot irrigation systems	Describes the skills and knowledge required to locate and identify irrigation system faulty components and blockages, shut down and isolate components, replace faulty components, clear blockages and return irrigation system to normal operating status.

Group D

Suggested units that cover **Livestock Production** work functions.

#	Unit Code	Unit Title	Unit description
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1	AHCLSK331	Comply with industry animal welfare requirements	Describes the skills and knowledge required to comply with industry animal welfare requirements in the production of livestock.
2	AHCLSK342	Prepare animals for parturition	Describes the skills and knowledge required to feed and care for animals through the latter stages of pregnancy to birthing
3	AHCLSK330	Implement procedures for calving	Describes the skills and knowledge required to prepare for calving, observe and support cows at calving and monitor after calf is born.
4	AHCLSK318	Rear newborn and young livestock	Has four elements: <ol style="list-style-type: none"> 1. Prepare for care of newborn and young 2. Provide care for newborn and young 3. Monitor health of newborn and young 4. Meet ongoing requirements
5	AHCLSK309	Implement animal health control programs	Has four elements: <ol style="list-style-type: none"> 1. Assess animal health status and treatment options 2. Prepare for treatment of animals 3. Treat animals 4. Complete treatment process
6	AHCLSK301	Administer medications for livestock	Describes the skills and knowledge required to apply preventative health treatments and other medications to livestock under professional supervision.
7	AHCLSK311	Implement feeding plans for livestock	Describes the skills and knowledge required to monitor available pasture for grazing and implementing a feeding plan.
8	AHCLSK402	Develop livestock feeding plans	Has four elements: <ol style="list-style-type: none"> 1. Determine nutritional requirements for livestock 2. Assess pasture feed 3. Determine supplementary feeding program 4. Develop livestock feeding plan
9	AHCLSK305	Maintain livestock water supplies	Has four elements: <ol style="list-style-type: none"> 1. Identify maintenance requirements 2. Prepare for maintenance 3. Carry out maintenance procedures 4. Complete maintenance procedures
10	AHCLSK422	Identify and select animals for breeding	Describes the skills and knowledge required to identify and select animals for breeding.

11	AHCAIS304	Artificially inseminate livestock	Describes the skills and knowledge required to prepare for and artificially inseminate livestock, complete documentation and records, and complete work.
12	AHCLSK307	Euthanase livestock	Describes the skills and knowledge required to euthanase livestock without distress or suffering prior to cessation of their vital life functions.
13	AHCLSK308	Identify and draft livestock	Describes the skills and knowledge required to identify and draft or sort animals for sale, breeding or other enterprise requirements.
14	AHCLSK320	Coordinate and monitor livestock transport	<p>Describes the skills and knowledge required to safely and efficiently transport livestock to a destination within specified timeframes.</p> <p>All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.</p>
15	AHCBC313	Establish pastures and crops for livestock production	Describes the skills and knowledge required to prepare and establish pasture and crops for livestock and implement grazing strategies for livestock production.
16	AHCBC310	Maintain pastures and crops for livestock production	<p>Has four elements:</p> <ol style="list-style-type: none"> 1. Monitor & assess agricultural pasture and crop condition, growth and requirements 2. Undertake pasture and crop health operations 3. Complete cleaning and hygiene operations 4. Implement grazing strategies
17	AHCBC317	Undertake agricultural crop harvesting activities	Describes the skills and knowledge required to prepare equipment and resources for crop harvesting, determine crop readiness for harvest and harvest a crop safely and efficiently.
18	AHCBC311	Conserve forage	Describes the skills and knowledge required to prepare paddocks and storage facilities for forage conservation. It includes processing and harvesting forage crops and placing them into storage. The process also includes managing risks associated with forage conservation activities.
19	AHCINF306	Plan and construct an electric fence	Describes the skills and knowledge required to plan, construct and maintain an electric fence.
20	AHCINF307	Plan and construct conventional fencing	Describes the skills and knowledge required to plan and construct conventional fencing.

21	AHCIRG346	Operate pressurised irrigation systems	Describes the skills and knowledge required to pre-start check, inspect, start up, operate, monitor and shut down pressurised irrigation systems.
22	AHCIRG338	Trouble shoot irrigation systems	Describes the skills and knowledge required to locate and identify irrigation system faulty components and blockages, shut down and isolate components, replace faulty components, clear blockages and return irrigation system to normal operating status.
23	AHCLSK218	Ride educated horses to carry out basic stock work	Describes the skills and knowledge required to handle and ride calm horses educated to muster and move livestock. It addresses the potential risks associated with working with and around horses and livestock.
24	AHCLSK419	Manage horses for stock work	Describes the skills and knowledge required to manage horses for stock work, including coordinating specialist services from veterinarians and farriers.

Group E

Suggested units related to agricultural machinery operations.

#	Unit Code	Unit Title	Unit description
1	AUMGTW003	Perform manual metal arc welding	Describes the performance outcomes required to prepare and weld components using the manual metal arc welding (MMAW) process.
2	AUMGTW005	Perform gas metal arc welding	Describes the performance outcomes required to weld components using the gas metal arc welding (GMAW) process.
3	AHCMOM216	Operate side by side utility vehicles	Describes the skills and knowledge required to safely operate a side-by-side utility vehicle including undertaking pre-start checks and shut down procedures.
4	ACHMOM217	Operate Quad Bikes	Describes the skills and knowledge required to safely operate quad bikes including undertaking pre-start checks and shut down procedures.
5	AHCMOM303	Operate a telehandler	Describes the skills and knowledge required to operate a telehandler, including the use of attachments, safe driving and operation.
6	AHCMOM304	Operate machinery and equipment	Describes the skills and knowledge required to prepare and operate machinery and equipment in a safe and controlled

			manner that is used principally in agriculture, horticulture, and conservation and land management work.
7	AHCMOM310	Operate land-forming machinery and equipment	Describes the skills and knowledge required to operate machinery and equipment used for land-forming in agriculture and horticulture sectors.
8	AHCMOM311	Operate precision control technology	<p>Describes the skills and knowledge required to operate precision technology used for the control of specialised machinery and equipment and to optimise specialised machinery performance.</p> <p>Note: Precision control technology must include at least one of the following:</p> <ul style="list-style-type: none"> - on-board Global Positioning System (GPS), Global Navigation Satellite System (GNSS) or Differential Global Positioning System (DGPS) precision control equipment - fixed GPS, GNSS or DGPS precision control equipment.
9	AHCMOM313	Operate mobile irrigation machinery and equipment	Describes the skills and knowledge required to operate mobile machinery and equipment used for irrigation in agriculture and horticulture sectors.
10	AHCMOM314	Transport machinery	Describes the skills and knowledge required to load, transport and unload machinery used for earth-moving and agricultural operations
11	AVIY0027	Operate multi-rotor remote pilot aircraft systems	<p>Involves the skills and knowledge required to operate multi-rotor remote pilot aircraft systems (RPAS) in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.</p> <p>It includes operating and managing multi-rotor RPAS during normal flight and during abnormal and emergency procedures.</p>
12	HLTAID311	Provide First Aid	Describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.