

Skills Insight Qualification reform Final report

September 2024



Skills
Insight

Skills Insight acknowledges that First Nations peoples have been living on and caring for country for thousands of years. This is respected in our values and the way we work.

Jobs and Skills Council

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Agribusiness, Fibre, Furnishing, Food, Animal and Environment Care
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Executive Summary

Australia's Vocational Education and Training (VET) system is at a critical juncture. With industries evolving rapidly, there is a pressing need to rethink the current qualifications framework, which remains largely tied to specific job roles. The Qualification Reform Design Group (Design Group), on behalf of Skills Ministers, is driving an essential shift towards more flexible and responsive qualifications design which will need to be followed by the implementation of a VET system that better aligns with and is more responsive to industry needs and the realities of today's workforce.

The proposed reforms aim to ensure that RTOs deliver training towards qualification attainment that produce skills that are relevant and transferable across sectors, supporting learner mobility and lifelong learning. Transferable skills are crucial for maintaining an adaptable and resilient workforce. Skills Insight strongly supports these reforms, as they represent a vital step towards a more agile, learner and industry centred VET system, developed in collaboration with all stakeholders across the sector.

Skills Insight has undertaken an action-learning approach to test the Design Group's proposed purpose-led and principles-based qualification design reforms. This report presents key observations and recommendations from these activities, building on interim findings reported in June.

Through collaboration with stakeholders—including trainers, employers, unions, RTOs and other Jobs and Skills Councils—Skills Insight has identified specific challenges faced by users of training packages and practical solutions to address them.

The following recommendations propose a flexible model for reformed training products that supports a streamlined, high-performing VET system. However, much more is needed than just reformed training products. Reformed training products take us some of the way by emphasising learner pathways and maximising cross-sectoral skills and knowledge, and by placing learner needs and aspirations at the core of qualification design. However, significant policy changes are required at both funding and regulatory levels to bring about meaningful change.

Key Findings

- **Reducing duplication:** By removing duplication across training products, learners will benefit from a reduction of unnecessarily repeated learning. Their time in the VET system can be better spent on skills development, supported by a streamlined system managing fewer, more focused training products.
- **Readiness for reform:** For qualification reform to succeed, readiness and willingness across the VET system, beyond qualification reform are crucial. While the current system isn't fully working, key elements need preserving. Targeted changes will restore clarity, enhance the learner experience, and better align skills development with workplace needs. This is an opportunity for stakeholders to embrace change and contribute to a more agile and effective VET system, leading to stronger outcomes for learners and workplaces.
- **Resetting language:** The language used in the VET system does not accurately reflect today's workforce realities. Qualification reform offers the opportunity to reset outdated terminology, including the term "training packages", ensuring that language describes what things actually are, as well as aligning with industry needs to support effective system change.
- **Ongoing development of competency:** The ongoing development of competency requires recognising the distinct roles played by RTOs, industry, and workplaces in a learner's journey. While RTOs provide critical training and assessment, full competency

continues to develop in the workplace, where real-world application and ongoing learning occur.

- **Recognising transferable skills:** A central goal of qualification reform is to enhance flexibility and transferability of skills for learners. With the right tools and guidance, there is a compelling opportunity to fully realise these benefits by effectively identifying transferable skills and capabilities within training products.

Proposed Changes

Skills Insight proposes a model based around Learning and Assessment modules (LA-mods) to consolidate common, duplicated, and transferable content (knowledge and skills) alongside Application modules (App-mods) for specificity and progression in learning. This approach meets reform goals by:

- Reducing duplication through the consolidation of knowledge and skills across units into LA-mods.
- Shifting from narrowly focused, task-based learning to a broader approach that applies skills and knowledge across different contexts.
- Maximising adult learning principles by delivering knowledge and skills as needed, through a combination of LA-mods and App-mods to embed learning via participation in work-based activities.

This model supports flexibility and adaptability:

- For learners, industry, and employers: LA-mods build capabilities that apply across various areas, while App-mods allow for customisation based on specific industry needs or changing work conditions, enabling learners to progress as they grow their knowledge.
- For development and industry: App-mods provide the flexibility to respond to emerging skills and knowledge needs.
- For training product policy: Leveraging the flexibility of the updated National Training Register (NTR) and its modular structure, training products can be adapted more easily, allowing responsive changes without unnecessary disruption to other components.
- For RTOs: The modular structure supports RTOs in recognising prior learning and developing tailored training content and assessment, by allowing them to unpack and adapt modules to suit specific learner and industry needs.
- For the VET system overall: The model works across all Purposes, AQF levels, and sectors, providing a forward-thinking framework that can rapidly adapt to changing and emerging skill needs. Its flexibility allows continuous development to meet future workforce and system demands.

Skills Insight remains committed to working closely with the Design Group to further develop and implement these important reforms for the VET system. These changes promise to deliver a more flexible, learner-centred approach that aligns with industry needs and prepares Australia's workforce for the future. This is a valuable opportunity to build a stronger, more adaptable VET system that benefits learners, employers, and the sector as a whole.

Recommendations

1. Adopt Skills Insight's [proposed training product](#) model to enhance adaptability and responsiveness in the Australian VET sector.
2. Develop the next generation of training products in the form of LA-mods and App-mods whilst simultaneously decommissioning units of competency as training products. Retain units of competency as vehicles by which industry, via JSCs, can articulate industry skill needs to inform training product development, workplace-based learning and competency.
3. Reinforce the use of the Qualification Development Quality Principles to guide Purpose-driven design and development of flexible and buildable training products.
4. Develop and communicate a robust change management program to support both the creation of the final qualification reform model and the implementation process, ensuring users are well-informed and engaged throughout the transition.
5. Implement tailored change management strategies for both front-facing users (students, employers, industry) and back-end users and developers (JSCs, RTOs, STAs, DEWR), ensuring each group receives the appropriate support and guidance required for the transition.
6. Leverage the enhanced flexibility of the updated National Training Register (NTR) by incorporating its modular approach and metadata functionality into training product policy, enabling more adaptable and responsive changes to training products without disrupting other system components.
7. Upload Implementation Guide content to training.gov.au and directly link it to relevant training product content, rather than only hosting it in separate documents.
8. Explore options for developing tools that promote visibility of transferable skills and the opportunities they provide.
9. Continue consultation and collaboration with relevant authorities to review and implement systems and policies associated with the VET framework to enable successful implementation of qualification reform.

Part A – Qualification Reform insights

Introduction

This report builds on the observations and recommendations presented in the interim reports submitted in June. It further explores the proposed Purposes and Qualification Development Quality Principles, demonstrating how these have informed the qualification reform model featured in the Demonstration Project. The report provides a comprehensive explanation of Skills Insight’s proposed qualification reform model, along with draft example templates (both blank and populated), instructions for their use, recommended system and policy changes, and matters for further consideration.

Additionally, the outcomes of the Categorisation activity are included, accompanied by recommendations for next steps in this work.

Skills Insight would like to express its gratitude for the opportunity to contribute to these Qualification Reform activities. This marks a pivotal moment for vocational education in Australia, and Skills Insight is eager to continue working with others in shaping the future of VET.

Evaluating the Purposes and Principles

In their recommendations report to Skills Ministers, the Design Group identified a series of Purposes and Quality Principles designed to support an improved approach to considering a training product’s structure, content, and application. The three Purposes offer valuable guidance by focusing on the outcomes and needs of the training product’s users from the outset, while the Quality Principles provide a strong foundation for the design and development of those training products.

Language and interpretation

Further to the findings in Skills Insight’s interim reports, the Purposes and Quality Principles are clear in their proposed intent. However, through engagement with stakeholders—including other Jobs and Skills Councils (JSCs)—it became apparent that there are variations in the interpretations of the Purposes’ definitions. This suggests that further refinement and clarification may be necessary to achieve consensus in understanding and application.

For example, the definition of a Purpose 3 qualifications variously refers to:

- qualifications that are extremely broad, that result in outcomes relevant to multiple different sectors (*“qualifications that develop cross-sectoral... skills and knowledge which may be applied across industries...”*)
- qualifications that provide fundamental and foundational skills that support learners from different backgrounds such as disadvantaged or disengaged learners, providing a personal development pathway into further learning or work (*qualifications that develop... foundation skills and knowledge which... lead to tertiary education and training pathways.*)

This varied interpretation of the Purposes has also further emphasised the importance of using the Purposes as guidance for the development of training products, rather than as a way of dictating decisions such as the use of a specific template.

The concept of categorising qualifications according to Purpose type for design purposes at the development phase relies heavily on understanding (and all stakeholders agreeing) who, how and why qualifications are being, or are intended to be used – including for different users (learners, RTOs, schools, industry, employers etc.). A shared interpretation and understanding of the Purposes will play a significant role in improving consistency of training products in the system.

Recognising the challenges that language can present, Skills Insight intentionally created new terms to allow people to approach concepts with a fresh perspective, free from existing definitions that may be outdated or inaccurate. The terminology aims to clearly describe the intended purpose of the proposed products.

These language challenges also extend to the titling of training products. Often, the name of a qualification or unit of competency carries significant weight, with users valuing specificity as a way to effectively communicate learning outcomes.

Qualification reform provides an opportunity to clarify and align terminology used in the VET system. By ensuring that terms like units of competency are recognised for what they realistically are—industry specifications rather than training products—we can then develop proper training products that define more realistic and accurate expectations of training outcomes to improve understanding between learners, RTOs and employers.

Flexibility

The Design Group’s Purposes contribute to the recognition that flexibility is required of the system, and that training products can and should be designed with that flexibility in mind. However, for training product flexibility to be fully effective, other parts of the system must also support this approach.

Currently, flexibility in delivery can be hindered by various factors, including language and titling conventions and stakeholder expectations of outcomes. Additional challenges are presented in the way that qualifications may be packaged for delivery. Unlike the higher education system, where learners have the freedom to select subjects across disciplines to shape their own qualification, the VET system currently offers less autonomy. RTOs typically deliver selected units based on their own resources, expertise, and industry relationships, which can limit learner choice.

Achieving greater flexibility requires a shift in thinking, moving away from the view that qualifications must be tied to specific job roles and job-specific tasks. The VET system doesn’t (currently) have capability (e.g. in titling) to recognise that not all qualifications should be tied to one particular job role or even a series of specifically identified tasks. It’s important to remember that job roles often vary significantly across businesses, even when titles appear similar; some jobs aren’t defined or don’t exist yet, and in the growing gig economy and casualised workforce, many individuals hold multiple jobs. This shift in thinking is essential for adapting to these evolving work environments.

“Flexibility is a strength.... every industry thinks theirs is special, but in reality, there are more commonalities than differences.”

The Qualification Development Quality Principles—particularly “*i. ensure learners’ needs and aspirations inform qualification design, including occupations, transferability, transitioning occupations and industries, and mobility across industries*”—should not only apply to the design and development of training products but also their delivery. Skills Insight’s proposed qualification reform concept provides flexibility for delivery with a buildable model designed for use across all industries and all Purposes.

Recommendation: Reinforce the use of the Qualification Development Quality Principles to guide Purpose-driven design and development of flexible and buildable training products.

Part B – Demonstration project

Skills Insight's Qualification Reform demonstration project involved investigating the Qualification Reform Design Group's (Design Group) proposed Purpose 3 definition and, working from First Principles and using Quality Principles, designing a qualification that meets this Purpose's intended outcomes. Skills Insight analysed and tested the Purpose 3 definition using the *Certificate II in Rural Operations* as a case study to test qualification reform design principles and implementation.

Purpose 3 – qualifications that develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways.

Stated intentions of qualification reform include reducing duplication of predominately job role and task-based training products (currently qualifications and units of competency) to enable more fluid and transparent pathways for learners between training products.

As identified in the Interim Report, reducing the level of specificity and over prescription of tools, technology and narrow industry focused task-based content will decrease duplication of training products and reduce duplication of learning (of common knowledge and skills content) providing more flexible, transferable outcomes for learners.

RTOs currently attempt to reduce duplication through clustering, although for many it is challenging to do this well, and is considered high risk from a compliance perspective whilst it is further limited by other system constraints such as funding systems. Although RTOs must offer Recognition of Prior Learning (RPL) for existing skills or knowledge, few provide RPL for 'parts' of units, and credit recognition is generally limited to units already held by a student and deemed equivalent on the National Training Register. Partial recognition also adds to complexity of delivery for many RTOs, that deliver units to cohorts within particular class times, with students with differing levels of recognition, and may therefore add to viability issues.

Skills Insight's proposed model of Learning and Assessment modules (LA-mods) consolidates common, duplicate and/or transferable content (knowledge and skills) with associated Application modules (App-mods) to enable specificity or progression of learning. This approach meets reform requirements to:

- reduce duplication (consolidate common knowledge and skill learning)
- 'shift away from a narrow model based on specification of discreet tasks towards broader possibilities for combining skills and knowledge and applying them in different contexts', and
- maximise adult learning principles of just in time learning as knowledge and skills are needed.

The model enables buildability:

- for learners, industry and employers – LA-mods develop capability which may have multiple applications, whilst App-mods can provide required customisation/contextualisation and specificity including for changing work outcomes
- for development/industry - App-mods can acknowledge context/specificity and be responsive to emerging industry or workforce needs for skills and knowledge

- for learners as building blocks of learning for a broad or more specific context, then grow knowledge with other app-mods, enabling progression of learning as needed.

The testing and refinement of this proposed model were undertaken with valuable support and input from a project Steering Committee. This committee comprised representatives from RTOs, industry skills advisory bodies, associations, industry employers, unions, and government departments.)

“I can see the model working across all qualification purposes. Having lectured in a dual sector university I see real value to the Cert IV and Diploma qualifications.”

These Steering Committee members were all familiar with the *Certificate II in Rural Operations* and its requirements. Their expertise was pivotal in evaluating the proposed new qualification template for a Purpose 3 qualification, as it was tested on this Certificate II qualification. Feedback from the committee has been quoted throughout this report to provide insight into stakeholder reactions.

“Any model that is designed to build on learning and remove unnecessary repeated learning is a good outcome. It also re-enforces the fact that there are common skills that can be transferred. Thus, the learner is acknowledged for this current skill.

The Training Products

This model comprises the following training products:

- **Learning & Assessment Modules (LA-mods)**
Describes application of learning outcomes to a broad job function.
- **Application Modules (App-mods)**
Additional learning outcomes for a specific context.
- **Qualifications**
A collection of LA-mods and App-mods for a range of outcomes (which could be occupational or general learning pathways), with packaging information used to describe collections of mods for more specific outcomes where required.
- **Skill sets**
Small selection of LA-mods and App-mods for a specific learning outcome or function.
- **Supporting documentation**
Including implementation information, foundation skills advice, assessment guidance.

These example training products are based on draft templates that have been developed to be functional and adaptable for use across all industries. Consideration has been given to their functionality within the new training.gov.au Training Product Central (TPC) platform and describes some of the changes required in the Training Package Organising Framework (TPOF).

Skills Insight’s proposed model is forward-thinking with the capability to rapidly adapt to changing and emerging skill needs. The concept can be continuously built upon to meet future

demands and has been designed to support the transition from current system to new. (View examples in [Appendix A Training Product examples](#).)

Recommendation: Adopt Skills Insight's proposed training product model to enhance adaptability and responsiveness in the Australian VET sector.

Recommendation: Develop the next generation of training products in the form of LA-mods and App-mods whilst simultaneously decommissioning units of competency as training products. Retain units of competency as vehicles by which industry, via JSCs, can articulate industry skill needs to inform training product development, workplace-based learning and competency.

Learning & Assessment Modules (LA-mods) and Application Modules (App-mods)

LA-mods: Describes application of learning outcomes to a broad job function.

App-mods: Additional learning outcomes for a specific context.

Qualification reform goals

- Reduce the number of units of competency in the system
- Remove duplication within products
- Move away from task-based specificity to better support transferability of learner skills and knowledge

Observations and outcomes

Current units of competency identify the skills and knowledge required to perform specific tasks or functions within a job role. Over time, these units have become process-driven and overly prescriptive, often limiting their application across different contexts. This has significantly contributed to duplication within the system.

Learning & Assessment Modules (LA-mods) and Application Modules (App-mods) have been designed to refocus on learning outcomes, rather than prescribing a series of tasks or workflow. By emphasising the connections between skills, knowledge, and their practical application, learners are better equipped to apply their skills in various roles and contexts. This approach also provides a clearer visibility of transferable skills, enhancing opportunities for learners.

Features

Enhancing training product usability

The proposed new modular structure consolidates content into a single document by including conditions for both training and assessment within the same module, whether it is an LA-mod or an App-mod. By merging and modifying content that is currently contained in multiple separate units of competency and assessment requirements, the documentation becomes more

streamlined and user-friendly and reinforces the requirement for training and learning rather than just assessment.

This approach simplifies materials for educators and learners by eliminating unnecessary repetition—such as the current duplication of performance criteria in performance evidence—and provides a clearer, more cohesive understanding of the training requirements and their relationships to learning outcomes.

Fewer training products, strengthened learning outcomes

The initial development of LA-mods and App-mods can begin with a thorough analysis of all units of competency within the current system to identify commonalities and duplications—including those that span different industries and training packages. By consolidating these overlaps into single LA-mods that describe the application of shared learning outcomes, duplication can be reduced across the system.

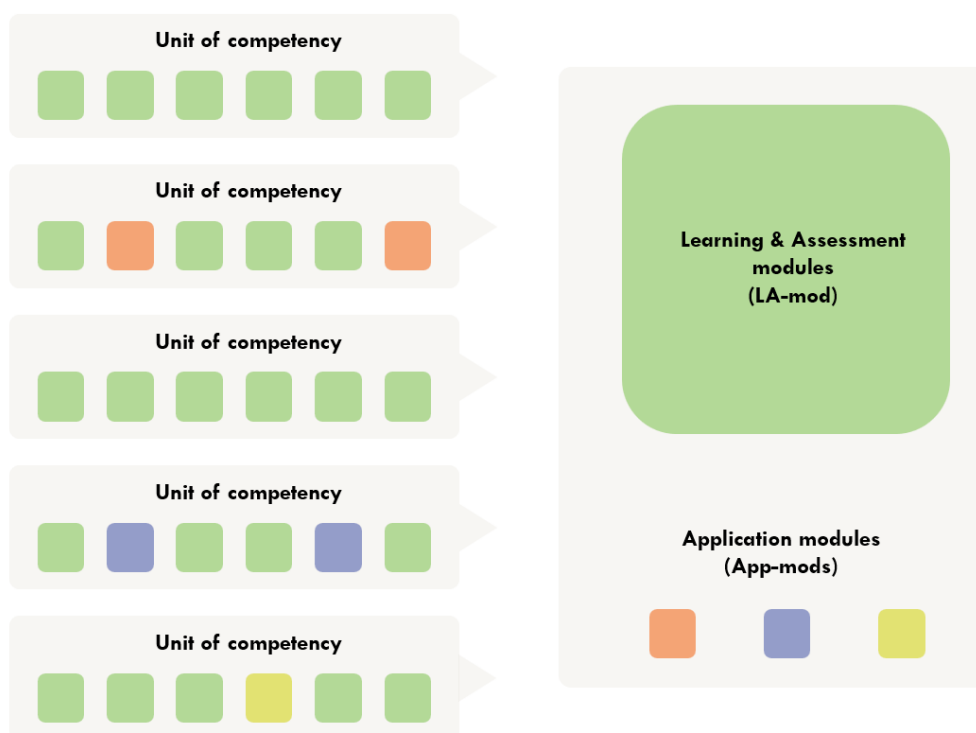


Figure 1 Example of multiple units of competency informing LA-mods and App-mods

Where additional specificity and context are needed, App-mods can be attached to the relevant LA-mods to capture these details. This approach ensures that while the core learning outcomes are streamlined, the necessary context for different applications is still provided as required.

It is anticipated that following a full analysis of the current system, a significant amount of duplication can be eliminated via consolidation into modules. This will reduce the overall number of training products, leading to a more efficient and cohesive training package system. Over time units of competency will no longer be training products but instead be industry specifications of job functions and tasks that inform the development of training products that are designed with learners and training organisations at the forefront.

Buildable skills, reduced duplicated learning

LA-mods and App-mods are designed to promote buildable skills progression. Not every LA-mod requires an App-mod, but where applicable, multiple App-mods can be attached to a single LA-mod to tailor the learning experience to specific needs. Additionally, once an LA-mod has been completed, a learner can undertake any attached App-mods—even multiple

App-mods—without having to repeat the common learning already obtained through the LA-mod.

This buildability applies across industries as well as progression through AQF levels, further reducing duplicated learning. Improved visibility of transferable skills will also assist with Recognition of Prior Learning (RPL) processes, making it easier for learners to progress their training without repeating learning they have already undertaken.

Consolidating common learning into LA-mods and adding context-specific details through App-mods also streamlines the process for trainers. By clustering common learning into one LA-mod trainers are not required to unnecessarily deliver content that is currently duplicated across multiple units of competency. This structure not only enhances efficiency and clarity but also promotes buildable skills and transferability.

Enhanced transferability and application of skills

By focusing on learning outcomes and the practical application of skills and knowledge, learners gain a deeper understanding of how their abilities apply to various tasks. Rather than just knowing how to perform specific functions, they develop transferable skills that enable them to adapt to different roles and environments. This equips them to ask, "How do I do this task in this workplace?" This approach fosters adaptability and empowers learners to apply their skills and knowledge across tasks, contexts, and workplaces.

System and policy changes required

Training Package Organising Framework (TPOF)

- New templates and associated requirements for its population – to replace the current role of units of competency with properly designed training products.
- Adjustment to definitions of 'major' and 'minor' changes that allows LA-mods and App-mods to be updated independently to one another.

TGA

- Updates to TGA system to accommodate new LA-mod and App-mod templates
- Ability to show connections between LA-mods and associated App-mods, with functionality to identify where an App-mod is required, and when it is optional
- Ability to attach App-mods to an LA-mod without impacting the LA-mod
- Ability to update App-mods without impacting the status of an attached LA-mod.

Other policy considerations

- Improvements could be made to student testamurs to better reflect the learning outcomes achieved, rather than being limited to the title of a training product. This enhancement will assist with future Recognition of Prior Learning (RPL) considerations and help graduates more effectively describe their skills on their resumes. There may be opportunities for these improvements to be implemented as part of the future [National Skills Passport](#).
- State and Territory funding arrangements need to be updated to accommodate the new LA-mod and App-mod approach (or any other qualification reform approach that differs from the current system).

For further consideration

- **Titling and coding of LA-mods and App-mods:** It is important to ensure that the titles of LA-mods are broad enough to allow multiple App-mods from different industries to be attached, yet specific enough to convey meaningful content that effectively guides learners and educators. Similarly, the titling of App-mods requires consideration to ensure that, if they are offered independently of an LA-mod, they describe clear outcomes without duplicating the title of the associated LA-mod. Coding of modules also requires consideration. While sector or field identifiers are commonly used in coding of current units of competency, this approach may not be appropriate in this new model— especially for LA-mods that cover a broad range of industries. A proposed coding approach has been included in the provided examples, which prioritises the relationship between LA-mods and App-mods. However, this would need further consideration and consultation with other JSCs to ensure a consistent approach is used.
- **Choosing when a product is an LA-mod or an App-mod:** Establish criteria to analyse all units of competency to identify commonalities, including those across different industries and training packages. From there, an appropriate process involving stakeholder input will be required to:
 - Recognise common learning elements best suited to inclusion in an LA-mod.
 - Identify specific competencies or contextual requirements that are best suited to an App-mod.

View [Appendix A: Training Product Examples](#).

View [Appendix B: Training Product Templates – LA-mods and App-mods](#).

Qualifications

A collection of LA-mods and App-mods for a range of outcomes (which could be occupational or general learning pathways), with packaging information used to describe collections of mods for more specific outcomes where required.

Qualification reform goals

- To develop a qualification template for a Purpose 3-type qualification that offers multiple training pathways and supports cross-sectoral and fundamental skills and knowledge.
- (Where appropriate) move away from attaching job roles to a qualification, instead focusing on capability

Observations and outcomes

While the focus has been on a Purpose 3 template, it became apparent early on that different templates that meet different Purposes may be confusing for both users and developers, and that a single, unified template would be the most effective solution.

The resulting [template](#) closely resembles current qualification templates but leverages the new training.gov.au system's capabilities. This allows qualifications to be structured in a way that supports a versatile, multi-functional design suitable for all Purpose types and industries.

Features

Flexible, buildable design: The template suits all users, from learners with specific learning paths in mind to RTOs aiming to offer a broad spectrum of skills and knowledge. It starts with a broad foundation of baseline packaging rules, which can then be built upon with *module groups* (similar to current specialisations) to offer more specific outcomes as needed. Unlike specialisations, these module groups can utilise the Purposes to inform their structure, maintaining flexibility within the qualification. For example, module groups may suggest selections of LA-mods and App-mods to offer tailored options (Purpose 2 and 3), or they may specify required modules to meet very specific outcomes (Purpose 1), all within the same qualification.

Low impact updates: In the current system, changing a unit within a specialisation requires a new release of the entire qualification, affecting all RTOs with that qualification on their scope—regardless of whether they deliver the impacted unit or specialisation. This can cause unnecessary administrative burden and disruptions.

The new approach allows module groups to be attached to qualifications but function independently. With the correct policy settings in place they can be updated as required without impacting the overall qualification, significantly reducing the impact on RTOs. This design enables more responsive updates to reflect changing industry needs without causing unnecessary disruptions for RTOs that do not deliver the affected units.

System and policy changes required

Training Package Organising Framework (TPOF)

- Allow *module groups* (currently referred to as specialisations) to be updated independently of the qualification. This ensures that RTOs are not unnecessarily impacted by changes to sections of the qualification they are not using.
- Flexible core module choices: Allow a mostly static list of core modules but provide RTOs with the flexibility to choose relevant App-mods to complement and contextualise these core modules as needed. This ensures that essential outcomes are covered by the core while offering RTOs the ability to adapt the training to specific contexts.
- Ensure a shared and consistent interpretation and application of the Training Package Products Policy (TPPP) for qualification design, particularly in relation to qualification and module equivalence, pre-requisites and entry requirements.

Training.gov.au

- allow *module groups* to be attached to qualifications and updated independently of both the qualification and other module groups.

For further consideration

Criteria for qualification inclusion: Determine the criteria for when a qualification should be structured as a qualification with multiple module groups versus when it needs to stand alone.

Optimal titling for qualifications: Identify the best practices for titling qualifications so that titles are broad enough to encompass multiple module groups while still allowing for specificity and meaningful context when needed, especially in cases where a module group aligns with a Purpose 1 outcome.

View [Appendix A: Training Product Examples](#).

View [Appendix B: Training Product Templates – Qualifications](#).

User support materials

During the development of the concept, stakeholders were consulted regarding the support they might need to implement the proposed training products. The project's Steering Committee specifically identified the need for two types of supporting information:

- Ongoing implementation information to support delivery
- Documentation to assist with transitioning to the new system over time.

This allows the existing units of competency training package system to continue to run whilst new training products are developed. Once new training products have been developed the relevant units of competency can be decommissioned from being training products into being JSC documentation of industry standards, a form of industry stewardship that informs future training product development.

Supporting delivery

Stakeholders expressed a need for implementation information that would assist in the effective delivery of training products. This includes, but is not limited to:

- **Foundation skills advice:** Guidance on identifying and integrating foundation skills into training and assessment.
- **Training and assessment guidance:** Information on training and assessment strategies and best practices, including advice for implementing reasonable adjustments to ensure equitable access for all learners while maintaining the integrity of the module outcomes.
- **Examples:** Additional information that expands on knowledge and skills described in LA-mods and App-mods, providing further specificity and examples to support contextualised delivery.
- **Clear pathways information:** Clarification of progression pathways for learners within and across industries, as well as mapping of occupations to relevant training products.

When asked about implementation guides, feedback indicated that stakeholders would find this information useful, as most considered that the current Companion Volume Implementation Guides (CVIGs) are ineffective. Interestingly, when queried about what they would like CVIGs to include, many stakeholders listed features that CVIGs already provide. This suggests potential issues with access and awareness rather than with the content itself, although there is acknowledged room for improvement in the existing CVIGs.

It is recommended that the new functionality of the National Training Register (TGA) be utilised to better connect CVIG content to training products, making it more accessible for users. For example, within the Assessment Requirements of an LA-mod, a direct link could guide users to information about suggested assessment strategies specific to that LA-mod. This integration would enhance accessibility and usability for stakeholders, providing readily available information.

Recommendation: Upload Implementation Guide content to training.gov.au and directly link it to relevant training product content, rather than only hosting it in separate documents.

During discussions with other JSCs, terminology and ideas for implementation guides were shared that could complement each other's proposed models. We suggest conducting a

deeper exploration of all approaches and would welcome the opportunity to collaborate further with other JSCs on this initiative.

Supporting transition

Mapping old system to new

More immediate supporting materials recommended by stakeholders include clear guidance on implementing the final qualification reform including new templates once announced. As part of recommended change management activities, detailed mapping information between current training products and their new counterparts will be essential to ensuring a smooth transition. (For example, mapping to indicate where capability achieved in modules contributes to industry specifications (units of competency))

To ensure the supporting materials are useful and effective, it will be beneficial to closely consult with Registered Training Organisations (RTOs) to tailor the resources to their needs.

I am thinking that potential learners when researching qualifications and job roles may need some assistance identifying and mapping skills

Transferability recognition tools

A key goal for qualification reform has been flexibility and transferability for learners. Skills Insight's model supports this flexibility well. However, as with any proposed model developed as part of the reforms, additional tools and guidance are necessary for the effective identification of transferable skills and capabilities within training products.

There is an opportunity to develop interactive tools to assist both RTOs, learners and employers in identifying specific transferable skills and capabilities. This would help in mapping out further skills pathways and career opportunities.

For instance, the current 'Your Career' site could be expanded to include a tool that employs graph theory to map and visualise connections between training products, skills, and occupations—similar to how social media platforms identify and display mutual friends. Such a tool would articulate the relationships between qualifications, modules (or their equivalents), skills, and occupations, and would be beneficial for:

- Learners, to understand the transferable skills obtained through their qualifications and to identify future employment opportunities or further study.
- Individuals currently in the workplace who may want a career change but don't yet know where their current skills can take them.
- RTOs, to support recognition processes and unpack modules to develop training content and assessment
- Employers, to identify transferable skills and capabilities achieved, including in other industries or contexts, for recruitment or career progression

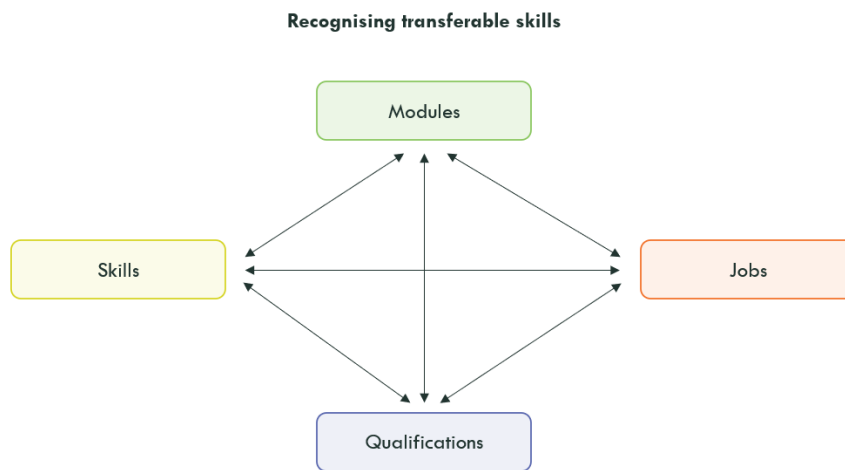


Figure 2 Diagram showing connections between qualifications, modules, skills and jobs

Used in conjunction with the Skills Insight qualification reform model, this transferability recognition tool could also assist with mapping LA-mods and App-mods to units of competency. This could assist in the creation of verification processes that recognise and validate ongoing development of competency in the workplace.

Recommendation: Explore options for developing tools that promote visibility of transferable skills and the opportunities they provide.

Policy and system changes for implementing the new training products

To support the implementation of these new training products, several policy and system changes are recommended.

Historically, there has been a strong connection between training package policy and the functionality of the National Training Register (NTR) available at the time. With the recent updates to the NTR, the system now provides much greater flexibility in how data can be managed. Since both the new NTR system and this proposed qualification reform model are based on a modular concept, it is proposed that this enhanced flexibility be incorporated into training product policy to achieve the desired adaptability of training products.

In the new NTR system, each 'piece' of a training product is its own field. These pieces are attached to one another to form the relevant training product displayed on the training.gov.au website. This modular approach also facilitates referencing content in multiple other training products and locations on the NTR.

Accompanying these pieces is information called 'metadata', which operates behind the scenes to help organise and track information within the training products. This NTR functionality makes training products easier to manage and reduces instances of 'knock-on' changes to training products, which can be reflected in policy. Since products are built from modular 'pieces', updating one part of a training package or training product does not necessarily impact other parts that do not use the updated component—for example, in this concept model, being able to update, add or remove an App-mod from an associated LA-mod without triggering a change to that LA-mod.

By utilising the new modular system and leveraging the metadata functionality available in the NTR system, training product policy can become more flexible and responsive to the needs of industry and learners, allowing for more responsive changes to training products as needed, without causing unnecessary churn in the system.

Recommendation: Leverage the enhanced flexibility of the updated National Training Register (NTR) by incorporating its modular approach and metadata functionality into training product policy, enabling more

Next steps

The successful implementation of the new qualification reform training products requires careful management of the transition from the existing system. To support this shift, a comprehensive change management program that is clearly communicated to all impacted stakeholders will be required. This program should include:

- Information about transition timelines.
- Detailed descriptions of the new training products.
- Information on developing new training products from existing units of competency. This will allow the units to be decommissioned away from training products over time, but still inform the development of training products to ensure that industry stakeholders still maintain a role in setting industry standards that are the foundation of the development of training products.
- Supporting materials that provide clear, best-practice advice on how to effectively use the new products.
- Identification of the benefits of the new system for each user.

Ongoing support for the successful implementation of qualification reform should consider tools that assist users of the training products—whether they are future learners, trainers and assessors, or employers. These tools should highlight the goals of Qualification Reform. For example, a tool that includes features that spotlight an individual’s transferable skills and the pathways available to them. (See Recommendation 8)

“It does take a bit to put your head around the terminology, [but] this is all about managing change. Need to ensure that all the benefits are identified and showcased. For example, the fact that the costs in dollars and time spent in repeating learning can no longer be sustained or justified”

Additionally, during consultation, stakeholders also highlighted the need to update the Training and Education (TAE) qualifications to reflect the new model, to ensure that educators are equipped with the necessary knowledge and skills to deliver the revised training products.

Future of Existing Units

Existing units of competency may remain visible on the National Training Register, as they provide valuable information about the skills and knowledge required to perform specific tasks or functions within a job role. They would be maintained by JSCs as part of their role in industry stewardship to provide clear direction in the development of training products. They could be in a form far more suitable for industry as they would no longer be regulated training products but standard setting information that is needed to be used for the development of training products by JSCs in consultation with training providers.

Recommendation: Develop and communicate a robust change management program to support both the creation of the final qualification reform model and the implementation process, ensuring users are well-informed and engaged throughout the transition.

Recommendation: Implement tailored change management strategies for both front-facing users (students, employers, industry) and back-end users and developers (JSCs, RTOs, STAs, DEWR), ensuring each group receives the appropriate support and guidance required for the transition.

JSCs working together

During the development stages of the demonstration project, opportunities arose to engage and collaborate with other JSCs who were also undertaking their own demonstration projects. Skills Insight met with project team members from AUSMASA and SaCSA to share project activities, outcomes, and challenges. Similarities were observed between the JSC projects—particularly in the thinking and approach between Skills Insight and AUSMASA’s proposed models, and the skill and capability progression from general or fundamental to more specific or technical of the SaCSA model.

This collaboration also provided an excellent opportunity to review the different types of content developed by JSCs for Implementation Guides which could be applied across all proposed models. Clearly, each JSC has developed its own approach, and the various approaches need to be considered and consolidated into a reform proposal that meets the needs of all industries. Skills Insight believes that our approach is suitable for use for all industries and has been developed with broad application in mind.

All participants value the chance to collaborate beyond the submission of final reports to the Design Group. Everyone expressed enthusiasm for contributing further, as needed, to assist the Design Group with their next recommendations to the Skills Ministers.

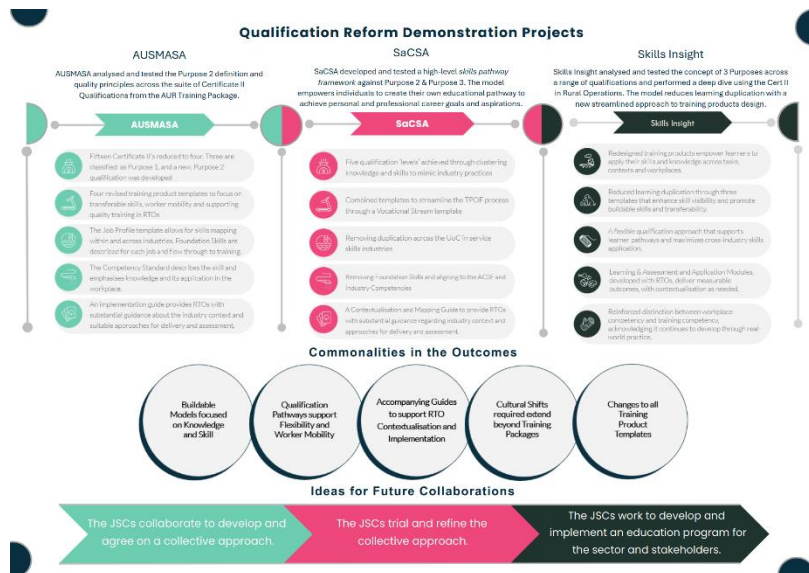


Figure 3 Infographic of commonalities between Skills Insight, AUSMASA and SaCSA Qualification Reform projects – refer full size graphic in [Appendix E Working with other JSCs](#).

For consideration during next stages of qualification reform work

While this report offers a comprehensive model for consideration, there are several matters that need further attention in the next stages of qualification reform. Key considerations are outlined below.

- **State/Territory Funding:** Funding is a catalyst for skills reform issues and was the most commonly raised concern during stakeholder engagement as it significantly influences what is delivered by RTOs.
- **Nominal hours and volume of learning:** How and by whom are ‘nominal hours’ allocated? Stakeholder feedback received assumed that reducing duplication of common learning will reduce course duration time for learners and RTOs, although some saw this reduction in duplication as an opportunity to focus on increasing quality of training. How does this align with AQF Volume of Learning?
- **AQF review:** What is the current status of the Australian Qualifications Framework (AQF) review? Outcomes of the review were published in 2019, with recommendations closely related to and/or relevant to Qualification Reform. Is this progressing? If so, what are the timeframes, and will they outcomes be considered with Qualification Reform outcomes?
- **ANZSCO:** Currently, only one ANZSCO classification can be tagged to each qualification. This limits visibility of the multiple outcomes a qualification can offer, which will need to be changed for qualification reform’s goal of reduced duplication to be achieved. (Note that using higher level ANZSCO Codes (to 4 digits) also does not work effectively. The best available solution is allocation of multiple codes, although further work by JSA on Skills categorisation may provide an alternative solution.)
- **Developing LA-mods & App-mods:** Establish a clear process for developing LA-mods and App-mods, including criteria for:
 - Technically – determining when an App-mod becomes an LA-mod.

- Strategically – preventing unnecessary creation of App-mods which would negate intentions of qualification reform to reduce volume of training products
- Working with units of competency so they inform the development of LA-mods and LA-apps.
- **Cross industry/JSC training products:** For the goals of qualification reform to be fully realised, particularly with regards to reducing duplication in the system and the overall number of training products, there will be a need for ongoing collaboration between JSCs and their industries to develop and maintain training products. Consideration will need to be given as to how this collaboration will function. Some technical challenges may include how to decide, when consolidating the content of multiple products, which product becomes the 'master' and which JSC is responsible for that product moving forward?
- **RTO scope:** Qualification reform presents an opportunity for VET regulators to revise the processes for registering RTO scope to align with reform objectives. Registration could be considerably simplified if based around the capacity to deliver groups of, or even individual, LA or App-mods for learner progression or as short courses.
- **Unit to LA/App-mod credit recognition:** What processes can be established to support credit recognition for learners that hold existing certification based on units of competency when they enrol in a course based on LA/App-mods? These processes should recognise existing 'unit of competency' achievements flexibly, accommodating formal learning without disadvantaging learners or RTOs with cumbersome procedures (noting that this process is different to that required for Recognition of Prior Learning (RPL)). Explicit mapping information is essential to facilitate the transition. Involving RTOs in developing this framework will ensure it is effective and practical.
- **Connected systems:** Many systems are directly connected to training package products and will be directly impacted by any changes that may be made through qualification reform. Compatibility with these systems and supporting advice for changed processes should be considered as part of the roll-out change management plan. These systems include Unique Student Identifiers (USI), AVETMISS VET Provider Collection specifications for VET activity data collection and reporting and it's upcoming replacement VET Data, as well as Student Management Systems used by RTOs.
- **Learner input into elective choices:** RTOs often determine which electives a learner studies based on available resources, expertise and industry relations, which can limit learner choice. However, with broader LA-mods and Apps being at the heart of the system many of the current elective choices will be eliminated providing greater clarity in outcomes for learners. What supports are necessary to enable RTOs to provide learners with more agency over their elective choices and to better accommodate learner flexibility?

Recommendation: Continue consultation and collaboration with relevant authorities to review and implement systems and policies associated with the VET framework to enable successful implementation of qualification reform.

Building the model

Creating a model using the Qualification Design Quality Principles and *Certificate II in Rural Operations*

The Qualification Design Quality Principles provided an underpinning methodology for creating Skills Insight's proposed model.

i. ensure learners' needs and aspirations inform qualification design, including transferability, transitioning occupations and industries, and mobility across industries

Workshops and research conducted during the [AFP ANN 2324 002 Rural Operations- Certificate II project](#) highlighted that a key outcome of undertaking a *Certificate II in Rural Operations* was about more than just employment—it was about being able to participate in something that can give participants identity and confidence. The qualification allows learners to develop a sense of pride, connection, and engagement in learning. Cohorts predominately included VET in schools, correctional centre, entry to employment and disengaged youth programs.

“I think it presents an opportunity to add a few more App-mods into the overall qual under the LA-mods”

Using multiple provided sample training plans, information about desired capabilities for rural work sourced from job advertisements, and extensive feedback from consultation with RTOs and industry users of the Rural Operations qualification, a concept model

consolidated common knowledge and skills (of related tasks) into LA-mods with App-mods able to be associated for context or specificity.

Whilst some modifications have been made during the project, a small sample of related functions were identified, predominately from commonalities in training plans currently being used, including:

- operating a range of vehicles
- basic maintenance of equipment
- providing care for animals and understanding animal welfare principles
- understanding the fundamentals of using tools and equipment (whether to repair or build property infrastructure like fences and water supplies, or work with equipment infrastructure, etc)
- treating weeds and caring for plants, etc.

A sample certificate framework and learning modules were created to demonstrate the concept in practice to the Steering Committee. The sample qualification posits that P3 quals should not have defined electives so that learners have better opportunities to control what they choose to learn, according to their aspirations, interests, desired outcomes etc.

iv. avoid duplication with other training products where industry context does not require it
v. reduce specificity except where a higher level of detail is required for licencing, high-risk, safety, regulatory or graduate quality reasons
vi. consider and integrate foundation skills, general capabilities, and knowledge progression

The application of Principles 4 (avoid duplication with other training products) and 5 (reduce specificity) has heavily influenced the design of the demonstration project concept of Learning and Assessment Modules (LA-mods) and Application Modules (App-mods). The model enables the contextualisation and transferability of skills and knowledge, and the extension of learning

from general capability to more specific skills, without repeating learning by the learner. Industry context and/or specificity can be enabled using App-mods as required.

Fundamental knowledge of, and skills in, safe and effective work practices (such as communication and working both autonomously and with others) were considered essential for all workplaces and job outcomes and were therefore identified as 'core' modules of learning for the proposed qualification.

For the sample modules developed, multiple units of competency were sourced from AHC and other training packages and were analysed to identify common and relevant knowledge and skills which in turn informed the learning outcomes to meet the necessary capability requirements outlined by the industry specifications.

“This model looks like it would also be neater for RPL.”

From the research and feedback, basic employability skills of effective communication, working alone and with others, taking responsibility for own work role were expressed as critical industry and employer requirements.

Module *AHC002LA Work effectively* identified common knowledge and skills about communication, working with others and with team members from the following existing units of competency, which was consolidated into the learning outcomes:

- *AHCWRK212 Work effectively in industry*
- *AHCWRK213 Participate in workplace communications*
- *BSBTWK201 Work effectively with others*
- *SIRXCOM002 Work effectively in a team*
- *TLIG0003 Work effectively with others in a team*

(note: the learning outcomes, knowledge and skills in AHC002LA could also potentially 'map' partially or even fully to multiple other units of competency – without doing extensive analysis these units were most easily identified)

ii. place equal importance on skill, knowledge, and application

iii. allow flexible training and assessment in high-quality training environments

Principle 2 (equal importance on skill, knowledge and application) and Principle 3 (flexible training and assessment in high-quality training environments) have driven the redesign of a unit of competency ('a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function') to a training product (knowledge and skill aligned to measurable learning outcomes).

Whilst terminology of training products as LA-mods & App-mods is used for conceptual purposes (that is, the concept renames products to encourage cultural change and thinking - so that people don't bring assumptions to existing terminology) changes proposed to the templates include:

- aligning 'learning outcomes' with the knowledge and skill to achieve the learning outcomes, into a single document, with a learning outcome being a clear and specific statement that articulates what learners should be able to do and know at the successful completion of their learning (as distinct from workplace competency), and where learning outcomes are measurable and assessable to confirm achievement.
- stating 'conditions' for both training and assessment, if applicable, at the front of the module
- utilising fields for metadata and links rather than as 'text' within the document so that changes can be made efficiently

The demonstration project design of LA-mods and App-mods promotes and enables knowledge and skill progression without duplication of more general capabilities if already achieved.

Consultation

Multiple versions of the template were developed and modified based on feedback from stakeholders. The Rural Operations Steering Committee was invited to review the sample qualification and training products in detail and provide feedback, whilst the model was also workshopped with TAFE practitioners. As the concept (and terminology) of LA-mods and App-mods was a significant cultural change, a video was created and published on the SI website to explain the model.

Stakeholder feedback was overwhelmingly positive for both the concept approach and the redesign of the training products. There was agreed acknowledgement that, during the next stages of

“Love the flexibility proposed in this model, for both learners, RTOs, and to meet industry requirements.”

Qualification Reform activities, further discussion in development will be needed to refine and balance the level of ‘specificity’ of knowledge and skills in the modules to provide sufficient information for consistency, without over prescription.

Considerations that influenced development

The following describes some of the factors and additional considerations that informed the design and development of the proposed model.

Competency is a journey

A key principle of Skills Insight’s demonstration project model is about redefining industry, employers’ and learners’ expectations of the outcomes and level of competency of a graduating learner, through reconfiguring industry specifications of competency (currently in the form of units of competency) into training products with clearly articulated learning outcomes, so as not to be confused with ‘standards of industry performance’.

The Australian Skills Quality Authority (ASQA) defines competency as “**the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments**”¹.

While this definition is not disputed, Skills Insight contends that there is a difference between ‘workplace competency’ and the level of competency that can be achieved through training in an RTO based environment. ‘Workplace competency’ refers to the ability to perform to the standard required in the workplace and according to workplace procedures, which can only be attained through the application of learning in one or more workplaces over time². In contrast, the competency achieved through training involves the attainment of learning outcomes. Skills Insight suggests that competency, as defined by ASQA and expected by industry, continues to develop even after training outcomes are achieved in RTO based settings.

¹ <https://www.asqa.gov.au/glossary#:~:text=VET%20Accredited%20Courses.-,Competency%C2%A0,-means%20the%20consistent>

² This ongoing development is distinct from the hours of work placement or work experience that a Registered Training Organisation (RTO) may choose to include in a training program as part of their delivery and/or assessment methods or strategies.

Competency is a journey for a learner and has multiple dimensions, from being able to perform an individual task to dealing with responsibilities and expectations of the workplace. And, as per the definition, it involves being able to transfer and apply knowledge and skills to new and unfamiliar situations and environments.

For example, an individual undertakes the unit *AHCMOM202 Operate Tractors*. Following their training in a high-quality learning environment and time spent practising operating the available tractor under supervision, the RTO assesses their ability to prepare for and safely operate a tractor 'at least once,' including on even and uneven terrains, and confirms their knowledge of the various components of a tractor, as required by the assessment requirements. They are then deemed competent by the RTO in the fundamental task of operating a tractor.

However, a workplace may use different tractors from those the learner operated in their learning environment. Learners may need to operate the tractor around livestock or personnel, in different terrains and environmental conditions (wind, rain, mud etc), and undertake various tasks associated with actually operating the tractor (mowing thick brush, repositing or manoeuvring in tight turns, using attachments such as buckets or pallet forks to move materials etc). The individual's level of competency will be further developed through performance in the workplace, and can be recorded on their resume, through a reference report from their workplace, or, if available, verified by a workplace competency system in various tractor operations.

Skills Insight's model of qualification reform proposes redesigning training products to clearly articulate the learning outcomes. This redesign will be informed by, and contribute to, industry specifications and units of competency.

The proposed redesign will not make graduated learners less competent. Instead, it will present the qualifications in a different format that better articulates expectations and responsibilities.

“Recognising Competency as a Journey - I see great value in this for all parties. For the learner, this reinforces the importance of taking the theory, tools and techniques learned in the formal training and applying them in the workplace. Additionally, the workplace has the responsibility to support the learner in applying these learnings in operational tasks.”

Foundation skills

It is understood that the Design Group is also continuing to consider an approach for foundation skills as part of these qualification reforms. Skills Insight welcomes the opportunity to continue these conversations in the next stages of the qualification reform work.

Refer to [Appendix D: Foundation Skills Considerations](#).

Who are VET qualifications for?

Feedback from employers on the Steering Committee indicates that they are more interested in the specific skills and knowledge a learner has acquired, rather than the title of the qualification. This is particularly important when qualifications are flexible and offer a variety of elective outcomes, as these are detailed within the individual subjects (whether they are modules or units).

Completion rates when based on completion of LA-mods or LA-apps would make a giant leap forward on the ability to lift completion rates. It is highly unlikely that any learner would not complete a module or LA/App-mod combination that they are enrolled in, and this would reintroduce clarity into completion rates that the system currently does not have.

Background

Research provided to the **National VET Completions Taskforce** (2023; *National Vocational Education and Training Completions*) by the National Centre for Vocational Education Research (NCVER) found that only 47.6% of students who commence a nationally recognised VET qualification will complete it. Completion rates tend to be slightly higher for apprentices and trainees, with around 55.8% of those commencing in 2017 completing their training contract³.

*...the varied purpose and functions of VET are central to the factors impacting upon VET completion rates. In many instances, including trade occupations in particular, full VET qualifications equip learners with the skills necessary to provide entry into an ongoing career, with **significant value placed by industry on the completion of a full qualification**. Poor completions in such qualifications in particular result in a loss of productivity for the industry and missed opportunities for learners. In comparison, **learners whose purpose is to gain additional skills which are modular in nature, particularly in industries that traditionally do not require the completion of full qualifications for employment, or who are seeking to broaden or increase their skills base, will often complete the units of competency required to achieve their goals and purpose for study, rather than the full qualification. The research strongly indicates that a learner's clarity on their purpose and motivations for study is of fundamental importance...*** ⁴

Which begs the question, who are qualifications for? And further, why do completion rates of qualifications need to be increased? The report '*highlights the possibility that many VET learners may deviate from their course for reasons that might not always warrant interventions, such as gaining other employment or pursuing further training. Many learners may also only require selected subjects to achieve intended outcomes and do not need to complete the entire qualification*'. These findings reiterate that, in many instances, greater importance is placed on acquired skills and knowledge as opposed to a predetermined qualification.

Customised qualifications?

In VET a learner would generally enrol into a qualification, with predetermined units that meet packaging rules for the qualification, or into individual units or 'short courses' of specific units if they are available.

For example, an individual is considering moving to a rural location - they don't really know what to expect. They haven't actually had a 'real' job but they dream of maybe one day opening their own gift shop with a small cafe, but in the short term think they can monetise their hobby by selling handicrafts locally and online, and they will need to find some parttime work, probably on a property such as cooking or cleaning, to support their living costs.

What qualification would be applicable, if any? (Based on an analysis of training plans from RTOs delivering the *Certificate II in Rural Operations*, most are narrow outcomes specific to working on a property). So, how can the individual achieve the skill and knowledge that they

³ NCVER, 'VET Qualification Completion Rates', August 2023 <https://www.ncver.edu.au/research-and-statistics/publications/all-publications/vet-qualification-completion-rates-2022>

⁴ National Vocational Education and Training Completions report, October 2023 https://skills.sa.gov.au/assets/uploads/downloads/skillsHub/Skills-SA_National-VET-Completions-report.pdf

will need if they are not contained within a qualification, immediately, and in the longer term? Is there an opportunity to tailor a qualification via selection of modules across diverse training packages?

Is there an ideal world of VET where an individual could enrol in a basic catering unit, learn about customer service and supply chain coordination and stock management, an e-commerce and/or social marketing unit, a unit to learn the fundamental requirements of setting up a small business etc, that could potentially result in qualification outcome to recognise their achievement?⁵

The inability for VET students to customise their education to fit their unique aspirations underscores the need for a more adaptable VET system that recognises and accommodates individual goals. A buildable model of qualification design that supports more learner involvement in the selection of modules may be a step in the right direction to support this need.

⁵ Interestingly, the TDA newsletter (9 September 2024) reports that of the 'total 5.1 million students in VET, the majority (3.5 million) studied stand-alone subjects, while some 2.1 million studied full qualifications, and 230 000 took short courses'.

Part C – Categorisation Project

For the preparation of the interim report submitted in June, a Machine Learning Classification Tree process was undertaken on 59 qualifications from the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*, which analysed 19 parameters within 8 datasets to automatically allocate a Qualification Reform Purpose using three models of classification. Following this, a manual process has been undertaken to further categorise the same 59 qualifications, as well as an additional 20 qualifications that were not included in the automated process due to lack of data. Apart from a handful of qualifications currently under review, qualifications within AHC have had updates approved by or after 2019. As a result, Skills Insight had access to industry feedback on all AHC qualifications including those currently under review, allowing some level of clarification on purpose when needed.

What follows is an explanation of the manual process undertaken, headline findings, and proposed next steps. A condensed version of the results of the categorisation are available in [Appendix F](#), with more detailed available in [Appendix G](#).

Headline findings

Different contexts produce different Purposes

The interim report suggested that multiple Purposes could be allocated to a qualification based on the context in which they were analysed. This holds true. Of the 79 qualifications checked, only nine were categorised under a single Purpose.⁶ This reinforces the need to consider multiple contexts when determining a qualification's Purpose and any subsequent actions. Given qualifications have been recently reviewed, this also indicates that industry has been looking for more of a multi-purpose approach in the qualifications designs they have supported over the last 5 years.

Note: for the purposes of this exercise, we selected a single Purpose for each qualification based on the most frequently allocated Purpose type across all five contexts.

Purpose 2 most prevalent

Just over half of the qualifications checked were categorised as Purpose 2. Noting that the number of qualifications in the AHC training package has reduced from 97 to 79, the spike in Purpose 2 allocations reflects where opportunities were taken during reviews of the training package to consolidate qualifications with related outcomes. Other allocations of Purpose 2 suggest there may be further opportunities to consolidate qualifications, including those currently allocated as Purpose 3.

⁶ Note, qualifications that could only be categorised manually were excluded from this count.

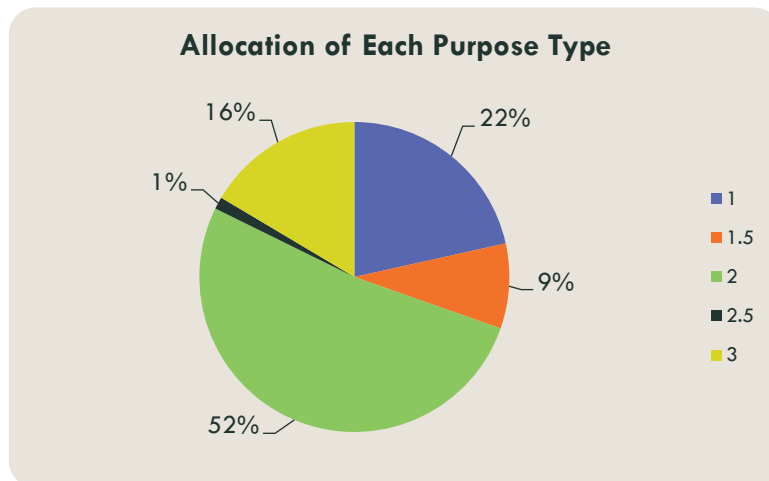


Figure 4 Chart showing allocation of each Purpose type for 70 AHC qualifications

During the manual allocation process, there were several situations in which categorising against a 'whole' Purpose number was inaccurate, leading to some allocations falling between Purposes or to put it another way, some qualifications meet multiple purposes depending on the context of delivery. This further reinforced the proposal outlined in Skills Insight's Demonstration Project Interim Report submitted in June, which described the Purposes as a 'continuum', rather than discrete categories, and supports the need for more flexible approaches to design.

Specificity Continuum

		High		Medium		Low	
		Qualifications leading to a specific occupation		Qualifications to prepare learners for multiple occupations within an industry		Qualifications that develop cross-sectoral or foundation skills and knowledge which may be applied across industries, or lead to tertiary education and training pathways	
Outcomes	Quals / skill sets	Single occupation aligned to an accreditation requirement		Outcomes applicable to multiple occupations		Foundational	
	Units	Strict, specific outcome to meet an accreditation requirement e.g. 'First Aid'	Specific outcome that cannot be contextualised e.g. 'Re-queen a honey bee colony'	Specific outcome that can be used in multiple similar occupations e.g. 'Use tools'	Broad outcome that is applicable to multiple varied occupations. e.g. 'Monitor weather conditions'	Foundational e.g. 'Work effectively'	
Coverage		Single specific outcome, no/low transferability	Transferability limited to a single industry.	Transferable across multiple occupations within an industry	Used in multiple industries within multiple sectors	Broad, cross-industry and cross-sector	
Licensing		Leads to a specific license/regulatory /accreditation outcome	Includes licensing / regulatory requirements to deliver and assess			None	

Note: 'Industry' is the broader classification that includes various sectors. e.g. Shearing sector within the Agricultural industry.

Figure 5 Example of another approach to Purposes

Impact of AQF level

Overall, the AQF level of a qualification had little impact on the allocated Purpose type. Purpose 2 qualifications made up the majority of allocations at all AQF levels except Levels 6 and 8.

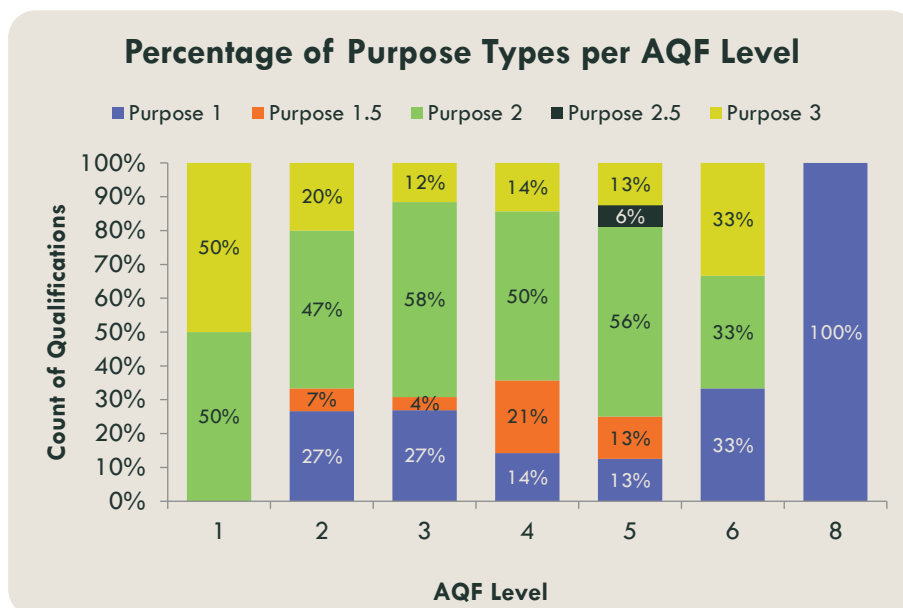


Figure 6 Percentage of Purpose types by AQF level

Unsurprisingly there are no Purpose 1 qualifications at AQF 1, as the four qualifications at this level cover sectors within the AHC Training Package that have outcomes with broad applicability. Similarly, there is an increase in Purpose 1 qualifications identified at the higher AQF 6 and 8 levels which is due to the highly specialised requirements and outcomes of the arboriculture qualifications represented by this Purpose type.

There is an interesting drop in the number of Purpose 1 qualifications at AQF Levels 4 and 5, which is likely due to a shift towards leadership and management-style qualifications at these levels. These qualifications either import from the Business Services Training Package or contain units of competency that focus more on management than on industry- or sector-specific outcomes, allowing for a broader Purpose allocation.

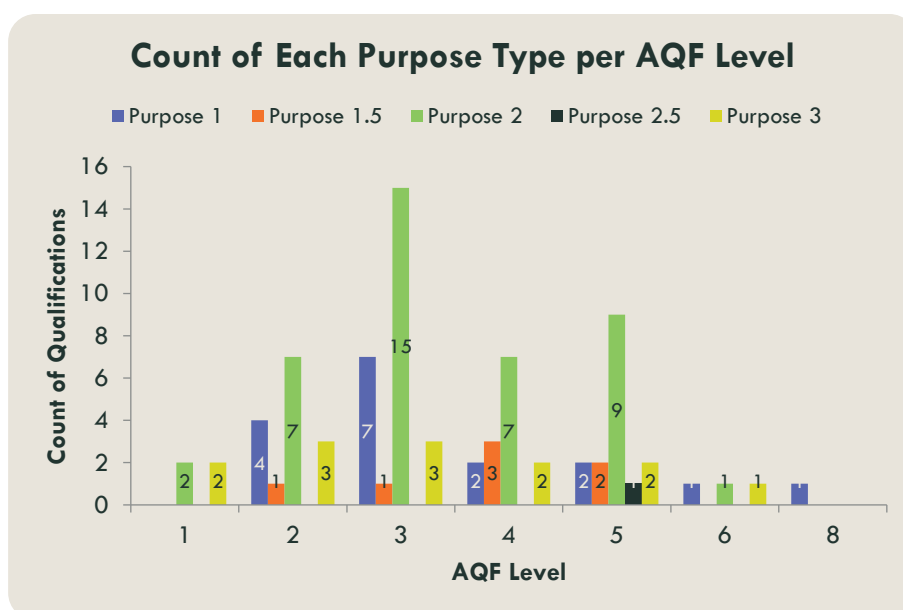


Figure 7 Number of qualifications of each Purpose type by AQF level

Impact of sectors

To identify opportunities for consolidation and reform, a check was made to see whether the sector coverage of a qualification⁷ impacted its Purpose allocation. As shown in the chart below, several sectors have a consistent allocation of a Purpose type. In most cases, sectors where the Purpose allocation is 1 are categorised this way due to licensing and regulatory requirements associated with the outcomes.

This observation raises questions worth exploring in future projects. For sectors with varied Purpose allocations, why does this variation exist, and does it accurately reflect industry's expected outcomes for those qualifications? Are there opportunities to shift more qualifications into a common Purpose type across the sector, especially for Purpose 2 and 3 qualifications?

Skills Insight has previously noted the importance of the risk profile of industries, with higher risk requiring greater specialisation, as evident in arboriculture, beef, horticulture, irrigation, landscape and livestock. Shearing and wool qualifications are currently being reviewed and look to maintain their Purpose 1 allocation, noting that this is likely related to international market requirements. Turf qualifications relate to sports and parks, where there are exceptional quality requirements for industry.

Most of these sectors would be likely to benefit from an approach that incorporates broader learning (via Learning and Assessment Modules) with focused specialisations (via Application Modules) as outlined on our proposed qualification reform model.

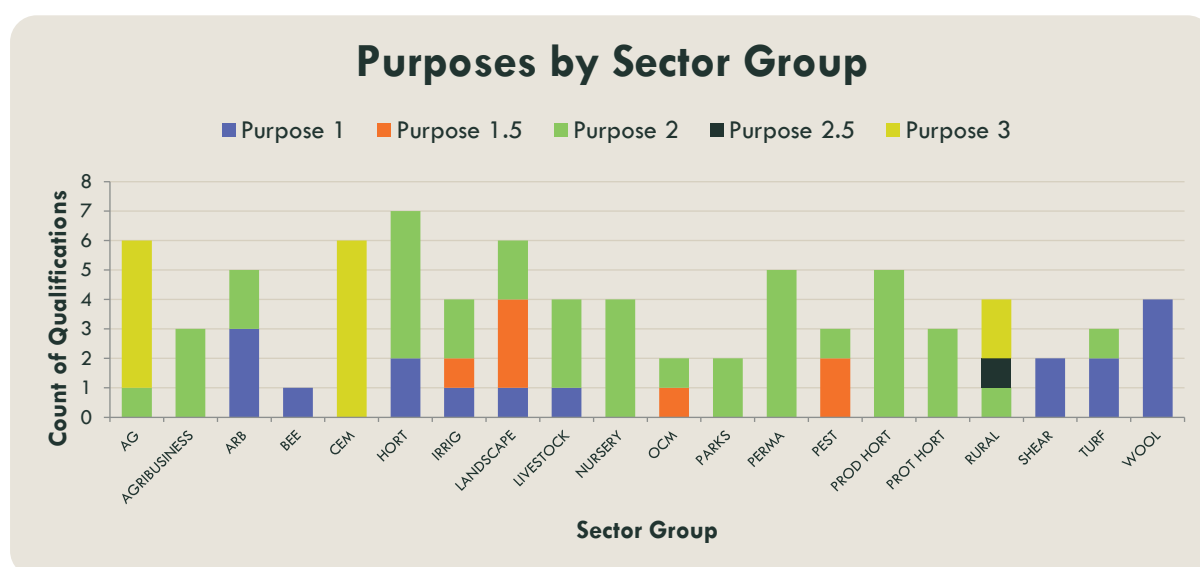


Figure 8 Number of qualifications of each Purpose type based on sectors

Future opportunities

Using the Purpose categories to drive training product review

The categorisation activity has been a valuable exercise in gaining a better understanding of the training package—how it has evolved over time to the current state and how it is used. While this exercise may inform ideas for future projects, it is important to note that additional considerations must be made as part of the process to determine the next steps for a

⁷ Each qualification was grouped according to similar outcome types. The full list of qualifications and the sectors they were allocated to can be found in Appendix ###.

qualification review. Categorisation activities are one step in what needs to be multiple steps and considerations in determining the best actions to improve qualifications and ensure they meet the Qualification Development Quality Principles.

Categorising qualifications against a Purpose can be a great starting point that prompts designers to investigate further and ask the *next* questions: Why does this qualification have low enrolments? How is the qualification being viewed by industry? How is the qualification being delivered? Are the outcomes offered by this qualification still required? How does this qualification contribute to lifting the skills in a workforce? How does this connect to observations made in the Workforce Plan?

These myriad considerations should be made as part of developing good-quality qualifications.

Specific considerations for future AHC projects

As decisions regarding new qualification reform-driven training product templates and systems are still forthcoming, there are several challenges involved in determining training product review opportunities beyond making recommendations for further research.

Based on the analysis undertaken as part of the categorisation activity, three activities have been identified that are worth further consideration and investigation:

- Consolidation of four Certificate I qualifications into one Purpose 3-type qualification.
- Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
- A holistic analysis of *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* that considers sectors and overlaps with other training packages.

It should be noted that these are initial suggestions only and need to be consulted on with stakeholders. The AHC Training Package has training that covers 56 industry sectors comprising discrete stakeholder groups who would all need to be consulted to check and undertake the work proposed.

Additionally, the suggestions have been made with Skills Insight's model proposed as part of the demonstration project in mind, as the 'buildability' of the proposed model is required to support the proposed merges. A different qualification reform model may result in less opportunity to merge and reduce qualifications with industry support and may require a different approach when considering project opportunities.

Qualifications in other projects

Skills Insight is undertaking two other projects, see below, as part of the current Activity Schedule that have a direct connection to qualification reform activities. These research projects involve a great deal of consultation and take into account other factors related to training products and their development to make recommendations beyond the Categorisation Purposes.

These projects have provided valuable insight into other areas (including those mentioned above) that need to be considered when determining training package review projects and are likely to recommend additional training product activities. These projects are due for completion by the end of 2024.

Exploring Training Demand & Supply Challenges Project

<https://skillsinsight.com.au/project/exploring-training-demand-supply-challenges/>

This project explores the factors impacting the visibility of demand and the delivery and uptake of VET training to produce a research paper outlining the challenges faced and recommendations for potential solutions.

From Training Package to Training Delivery

<https://skillsinsight.com.au/project/from-training-package-to-training-delivery/>

This project is investigating the different ways RTOs go about interpreting and translating training packages into training programs with the aim of supporting best practice and innovation in curriculum development.

The manual allocation process

The manual allocation process was undertaken from two different perspectives:

- **Design and Makeup of the Qualifications:** Examining the structural elements of the qualifications themselves.
- **Packaging and Industry Use:** Considering how Registered Training Organisations (RTOs) package the qualifications and how they are used and perceived by industry.

A brief explanation of the reasoning for each Purpose allocation has been provided to offer context and a greater understanding of the specific considerations for each qualification.

Due to the large number of qualifications categorised, the broad range of sectors involved, and the short timeframes for completion, this was primarily a desktop exercise. It serves as the foundation for further in-depth review in collaboration with stakeholders from all sectors once the qualification framework is determined and stakeholders can feel confident in the proposed project outcomes.

Manually allocating Purposes based on their design

During the manual allocation process, the following considerations and criteria were applied based on the design of the qualifications.

Packaging Rules

The structure and requirements of each qualification were analysed, focusing on:

- The total number of units needed to complete the qualification.
- The proportion of core units to elective units.
- The flexibility within the packaging rules, such as:
 - The number of electives that must be chosen from the listed units versus those that can be imported from other sources.
 - The total number of elective units listed within the qualification compared to the number required.
 - The level of specialisation within the elective units. For example, if a qualification allows choosing six electives from a group of eight highly specialised units, this indicates limited flexibility and more rigid outcomes.

Core

As core units are compulsory, they significantly influence the level of specificity of a qualification and, consequently, its Purpose.

- A large core comprising sector-specific units indicates a more rigid qualification with a 'single result' outcome.
- A smaller core combined with a larger pool of electives, or a core containing broader units, suggests greater flexibility and allows for multiple potential outcomes.

Specialisations

In most cases, the inclusion of specialisations in a qualification quickly identified it as a Purpose 2 qualification. However, in some instances, further examination of the specialisations allowed for the Purpose to be expanded to a 3. For example, *AHC31424 Certificate III in Conservation and Ecosystem Management* includes ten formal specialisations, which immediately suggests a Purpose 2 qualification. However, the specialisations offered extend beyond the agriculture sector. For instance, the Fire specialisation includes many units from the PUA Public Safety Training Package and covers outcomes related to responding to fires.

Coverage and transferability of qualification outcomes

When determining a qualification's Purpose, consideration was given to the outcomes a learner would achieve upon completion and whether those units could be applied in other contexts or industries—in essence, the transferability of the qualification outcomes.

This transferability is not just about the administrative ability to move from one unit to another. It involves recognising the skills and knowledge a person has obtained and using that to inform what next steps are available to them. This approach was pivotal when manually categorising AHC qualifications, involving a deeper look beyond the titles of units to understand the skills and knowledge a learner would acquire.

For example, some industry sectors are highly specialised with very little transferability or applicability to other sectors, such as Beekeeping. This often results in qualifications where these units are part of the core, leading to very specific qualifications and occupations—classified as Purpose 1 qualifications.

Conversely, other industry sectors, while still highly specialised, are applicable to occupations in multiple contexts. For example, Irrigation qualifications provide learners with skills that can be applied in agriculture, landscape design, nursery operations, sports turf applications and even tourism-related occupations.

This led to multiple qualifications with seemingly specialised outcomes being allocated broader Purposes in recognition of their wider range of outcomes and pathways.

Manually allocating Purposes based on their use

In this categorisation activity, allocating Purposes based on how qualifications are used is the least accurate method due to the reliance on desktop research. With the exception of some qualifications that are part of other concurrent projects, determinations of Purpose were based on anecdotal information and observations of usage obtained through other activities conducted as part of the Jobs and Skills Council (JSC) program, and previously by Skills Impact.

Challenges

- **Limited Data Availability:** As noted in the interim report, available data is limited. The AHC qualifications were chosen for this categorisation activity because they have the most data available. However, most of Skills Insight's other training packages have very little or no data. This means that for any future categorisation activities involving other training packages, a manual process would be the only option to undertake the work.
- **Sector Overlaps and Cross-Importing:** The broad range of sectors within the AHC training package, with cross-over and cross-importing of units across AHC qualifications, means that decisions made about one qualification are likely to have impacts and knock-on effects on others. The full extent of cross-over with other qualifications and training packages should be identified as part of any initial research and analysis process undertaken for a qualification's review. This approach

will encourage as many impacted training products as possible to be reviewed at once, reducing disruption to the system with the need for multiple updates to qualifications.

- **Stakeholder Concerns About External Impacts:** During conversations about qualification reform and the Purposes with stakeholders, concerns were raised about the external impact of allocating Purposes to qualifications. The most common concern was whether a qualification's Purpose could influence decisions about nominal hours and/or State/Territory funding arrangements.

Conclusion

This categorisation activity has been a valuable exercise, providing useful insights into the AHC training package and offering a new perspective on its functions and usage. The most beneficial outcome is the recognition that categorising and allocating a Purpose, in conjunction with the Quality Principles, serves as a valuable addition to the range of tools and considerations used to inform training package-related activities.

The process has highlighted the importance of considering multiple contexts when determining a qualification's Purpose and subsequent actions. It underscores the need for thorough stakeholder consultation, especially given the broad range of sectors and the potential impacts decisions may have on various qualifications.

Despite challenges such as limited data availability and stakeholder concerns about external impacts, this activity demonstrates that Purpose categorisation can play a significant role in driving meaningful enhancements in training products. Integrating Purpose allocation with other analytical tools supports the development of high-quality, flexible qualifications that meet the diverse needs of learners and industries.

Appendix A

Training Product examples

Example qualification *Certificate II in AHC*

Certificate II in AHC

Qualification Description

This qualification enables individuals to sample from and develop knowledge and skills in a broad range of work activities required for entry level roles in a range of sectors and job roles in the agriculture, horticulture, and conservation and ecosystem management (AHC) industries.

It qualifies individuals to undertake routine work under supervision in a range of AHC environments or undertake a pathway to further learning for a more specific occupational outcome.

Graduates will have fundamental employment skills and knowledge to work safely, sustainably and effectively, and to communicate and work with team members.

Depending on the units selected, graduates will also have technical skills and knowledge to undertake occupational functions in AHC work.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Nil

Packaging Rules

Total number of modules required for the achievement of the qualification = 12

2 core modules

10 elective modules

Core modules

AHC001LA Work safely

AHC002LA Work effectively

Elective modules

Elective modules may be selected from any nationally accredited training package or accredited course. Selected electives should be contextualised to the application of the qualification, including any specific outcomes identified in a module group if selected.

Electives can be chosen to provide a general qualification or a qualification with a focussed outcome through module groups. Where a focussed outcome is required, all elective LA-mods and/or App-mods in the module group must be selected.

Module groups

Rural environment

- AHC002APP001 Work in a rural environment
- Remaining 9 elective modules may be selected from any nationally accredited training package or accredited course. Selected electives should be contextualised to application in a rural environment.

Conservation & ecosystem management

- AHC008LA Environmental sustainability
- AHC008APP001 Biosecurity
- AHC009LA Plant identification
- Remaining 7 elective modules may be selected from any nationally accredited training package or accredited course. Selected electives should be contextualised to conservation and ecosystem management.

+any additional...

Qualification attributes

Available module groups

- Rural environment
- Conservation & ecosystem management
- + any additional...

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

Release

Comments

1

This version release as part of AHC Training Package R##

Mapping information

Current release	Previous release	Comments	Equivalence status
AHC2#### Certificate II in ##AHC##		This is a sample only	-

Classifications

Scheme	Code	Classification value
ANZSCO Identifier	<i>Sample</i>	<i>Sample</i>
ASCED Qualification/Course Field of Education Identifier	<i>Sample</i>	<i>Sample</i>
Qualification/Course Level of Education Identifier	<i>Sample</i>	<i>Sample</i>
Taxonomy – Industry Sector	<i>Sample</i>	<i>Sample</i>
Taxonomy – Occupation	<i>Sample</i>	<i>Sample</i>

Example LA-mod *AHC002LA Work effectively* and accompanying App-mod *AHC002APP001 Work in a rural environment*

AHC002LA Work effectively

Overview

In today's dynamic and increasingly diverse work environment, the ability to balance working independently and autonomously with effective collaboration is essential for success.

This module specifies the skills and knowledge required for individuals to participate effectively in a workplace, including identifying their own roles and responsibilities, essential elements of effective communication and teamwork and the importance of self, time and resource management.

It provides skills and knowledge to enable individuals to work independently and with others to achieve work outcomes and maintain high standards of performance.

Conditions for training and assessment

Conditions for the Training and Assessment of this LA-mod are described below. Users should be aware that other conditions may be relevant in related App-mods.

Learning outcomes are statement of what an individual is expected to be able to do, and know about, at the completion of a module.

The assessment process confirms whether an individual has achieved the intended learning outcomes of the module, through application. Therefore, in designing an assessment program it is essential that the learning outcomes form the basis of what is assessed and how it is assessed.

Skills and knowledge must be assessed in a real workplace or a simulated environment that accurately reflects performance in a real workplace.

In both training and assessment, skills and knowledge must be applied in a way that utilises:

- a range of information which may include text and digital based resources and/or information from relevant industry personnel
- communication and collaboration technology and tools

Assessors of this module must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Learning outcomes

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

Identify employment and work, health and safety conditions, responsibilities, obligations and workplace expectations of own work role, and the work role's relationship with others	Techniques to access and interpret relevant information Roles, responsibilities and conditions of employment: <ul style="list-style-type: none">• awards• work patterns• employee/employer rights Legislative requirements relevant to employment conditions Legislative requirement of WHS physical and psychosocial duty of care in the workplace Workplace policies and procedures Resources such as tools, technology and systems Organisational structure
Work independently to achieve work outcomes	Strategies and tools to manage workload Identify factors affecting work performance, quality or required outcomes Seek, acknowledge and act on feedback Apply effective work habits including planning, time management and prioritising
Communicate effectively and inclusively with others in a diverse workplace	Principles and use of effective communication, including using digital technology: <ul style="list-style-type: none">• written• verbal• non-verbal Communication systems and tools Communication styles Workplace communication protocols and modes Adapting communication modes for different situations Documenting, reporting and sharing information Principles of diversity, equity and inclusion in relation to communication and teamwork
Develop effective workplace relationships and work co-operatively to ensure designated work goals are met	Team dynamics and roles Techniques for resolving issues, problems and conflict Using collaboration tools

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

Participate, communicate and collaborate in team meetings

Assessment Requirements

An individual must demonstrate their achievement of the learning outcomes through the application of the skills and knowledge outlined, by:

- communicating effectively in at least one individual and one work team context
- working with one or more individuals to achieve a work outcome
- managing own work outcomes according to employment conditions.

LA-mod attributes

Licensing/Regulatory requirements

No

Pre-requisite requirements

No

App-mod requirements

No

Related App-mod/s

AHC002APP001 Work in a rural environment

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

Release	Comments
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1	This version release as part of AHC Training Package R25
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Mapping information

Current release	Previous release	Comments	Equivalence status
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AHC002LA	-	This is a sample only	-
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Classifications

Scheme	Code	Classification value
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ASCED Module/Unit of Competency Field of Education Identifier	120505	Work Practices Programmes
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AHC002APP001 Work in a rural environment

Overview

This APP-mod explores the unique challenges and opportunities associated with working in a rural environment.

It is designed for individuals who are either currently working in, or planning to work in, rural areas and provides insights into the everyday obstacles they might face, both psychologically and physically as well as job and career opportunities.

It includes knowledge about life and work challenges and opportunities in rural environments and skills needed to develop strategies for maintaining personal health and wellbeing and for researching and identifying career opportunities.

Conditions for training and assessment

Learning outcomes are statements of what an individual is expected to be able to do, and know about, at the completion of this module.

The assessment process confirms whether an individual has achieved the intended learning outcomes of the module, through application. Therefore, in designing an assessment program it is essential that the learning outcomes form the basis of what is assessed and how it is assessed.

In both training and assessment, skills and knowledge must be applied in a way that utilises:

- a broad range of digital and/or text based resources and current information from relevant industry personnel

Assessors of this module must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Learning outcomes

On completion of this module, individuals will be able to:

Identify key challenges of working in rural environments and understand the impact of geographical isolation on available services and resource access

Identify personal challenges of living and working in rural environments and develop strategies for

Knowledge and skills required to achieve the learning outcome

Sources of information and techniques to access and interpret information

Challenges and benefits of rural work and life:

- geographical distances
- physical conditions of work and environment
- living conditions
- work opportunities and conditions
- access to services
- cultural and social dynamics of a rural community

Resources or tools that can assist with problem-solving and strategy development.

Common mental health issues in rural areas:

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

monitoring and maintaining physical and psychological health and well-being.

- loneliness
- stress
- anxiety
- depression

Personal and workplace factors that may impact on wellbeing

Maintaining a healthy lifestyle and role of work-life balance in maintaining personal health and wellbeing:

- regular exercise and nutrition
- relaxation
- personal resilience and stress management

Recognising signs and symptoms of mental health issues and conditions

Accessing internal and external sources of support and assistance relevant to workplace and personal health and wellbeing

Networking opportunities and engagement techniques including strategies to engage safely with online networks

Rural career opportunities:

- industries and sectors, including emerging trends
- benefits of working in rural environments

Sources of, and techniques for accessing career information:

- job boards, local media, community networks and internet sites
- local networks and relationships

Strategies to identify own skills, knowledge and personal attributes relevant to specific jobs or training pathways

Techniques to interpret the roles and responsibilities associated with job roles and align to personal capabilities and interests

Identify and access sources of information for support and advice on work and training options

Assessment Requirements

An individual must demonstrate their achievement of the learning outcomes through the application of the skills and knowledge outlined, by:

- identifying at least 2 rural job roles and evaluating the benefits, features and challenges of the roles to themselves personally, and
- developing at least 2 personal strategies for working in a rural environment.

APP-mod attributes

Licensing/Regulatory requirements

No

Pre-requisite requirements

No

LA-mod requirements

No

Related LA-mod/s

AHC002LA Work effectively

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

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Mapping information

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AHC002APP001	-	This is a sample only	-

Classifications

Scheme	Code	Classification value
ASCED Module/Unit of Competency Field of Education Identifier	120505	Work Practices Programmes

Example LA-mod *AHC011LA Operate a vehicle* and accompanying App-mod *ACH011APP001 Tractor*

AHC011LA Operate a vehicle

Overview

This LA-mod is designed to equip individuals with the underpinning knowledge and skills to safely and effectively operate a range of vehicles.

Operating vehicles in varying terrains, conditions, environments and work activities are inherently dangerous activities whatever the type of vehicle. Designed for operators in various fields, this module ensures that individuals acquire the necessary skills to operate vehicles responsibly and effectively while maintaining high standards of safety and environmental stewardship.

The LA-mod includes skills and knowledge to safely and efficiently operate vehicles, including conducting pre-operational checks, techniques to identify and manage potential hazards, and perform post-operational shutdown procedures to ensure optimal vehicle performance and biosecurity compliance.

Conditions for training and assessment

This LA-mod must be delivered and assessed in association with a vehicle specific app-mod.

It is a condition of this LA-mod that learners must be... e.g. learner must be 16 years or older to undertake the training and assessment. (or delete if not relevant). Other conditions may be relevant in related app-mods.

Learning outcomes are statements of what an individual is expected to be able to do, and know about, at the completion of this LA-mod.

The assessment process confirms whether an individual has achieved the intended learning outcomes of the module, through application. Therefore, in designing an assessment program it is essential that the learning outcomes form the basis of what is assessed and how it is assessed.

In both training and assessment, skills and knowledge must be applied in a way that utilises:

- a vehicle of the type specified in the associated app-mod

Assessors of this LA-mod must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Learning outcomes

On completion of this module, individuals will be able to:

Identify hazards and risks associated with the operation of vehicles and apply risk management techniques to ensure duty of care to self, others and property.

Knowledge and skills required to achieve the learning outcome

Identification of hazards associated with vehicle operation

Determining vehicle capabilities and limitations:

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

-
- load limits and principles of weight distribution with regard to load shifting and vehicle movement
 - techniques to safely secure loads
 - attachments and impacts on vehicle stability and operation

Loading and unloading vehicles including from transportation or storage

Risk assessment and mitigation strategies

- hierarchy of hazard control

Mandated and fit for purpose personal protection equipment (PPE) and safety equipment

Personal fitness for safe operation of a vehicle

- not under influence of alcohol, drugs or medication which may impair judgement or response
- not fatigued

Safety and emergency equipment and supplies

Understand environmental impacts of vehicle operations and identify strategies to minimise.

Regulations and compliance related to environmental protection

Environmental impacts of vehicle operations

Principles and implementation of biosecurity strategies:

- control of cross-site contamination
- post-operational decontamination

Best practices for reducing environmental footprint

Understand the importance and processes of conducting pre-operational and pre-start checks and proper shutdown procedures applicable to vehicle operation

Maintenance practices and schedules to enhance performance and extend vehicle life

Function of pre-operational inspections and pre-start checks

Pre-operational check requirements for vehicle serviceability

Shutdown procedures

Identify safe driving/riding techniques for operating a vehicle and maintaining the efficiency of the vehicle

Safe and defensive driving / riding techniques to anticipate and avoid or mitigate hazards

Manufacturer instructions for vehicle operation

Vehicle control and performance efficiency

Assessment Requirements

An individual must demonstrate their achievement of the learning outcomes through the application of the skills and knowledge outlined, by:

- operating, including conducting pre-operational checks and shut down procedures, for the vehicle specified in the associated App-mod.

LA-mod attributes

Licensing/Regulatory requirements

No

Pre-requisite requirements

No

App-mod requirements

Yes

Related App-mod/s

ACH011APP001 Tractor

AHC011APP002 Quad bike

AHC011APP003 Side by side utility vehicle

AHC011APP004 Two wheel motorbike

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

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Mapping information

Current release	Previous release	Comments	Equivalence status
AHC011LA	-	This is a sample only	-

Classifications

Scheme	Code	Classification value
ASCED Module/Unit of Competency Field of Education Identifier	120505	Work Practices Programmes

ACH011APP001 Tractor

Overview

This App-mod provides vehicle specific knowledge and skills for operating tractors, focusing on tractor components, controls, and features, as well as learning and applying the operational functions necessary for efficient and safe tractor use.

Individuals will explore tractor steering systems, operational procedures for attaching equipment, and the distinguishing characteristics of different tractor models, including their performance capacities.

The App-mod also covers the impact of various surface conditions and challenging terrains on tractor operation, equipping individuals with the knowledge and skills to handle diverse tasks.

Conditions for training and assessment

This App-mod is a vehicle specific module, designed to be used in association with, or after completion of, LA-mod 'Operate a vehicle'.

Learning outcomes are statements of what an individual is expected to be able to do, and know about, at the completion of this App-mod.

The assessment process confirms whether an individual has achieved the intended learning outcomes of the module, through application. Therefore, in designing an assessment program, it is essential that the knowledge and skills required to achieve the learning outcomes form the basis of what is assessed and how it is assessed.

Skills and knowledge must be assessed in a real workplace or a simulated environment that accurately reflects performance in a real workplace.

In both training and assessment, skills and knowledge must be applied in a way that utilises:

- a tractor
- a tractor attachment

Assessors of this module must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Learning outcomes

On completion of this module, individuals will be able to:

Identify licencing and regulatory requirements associated with operating a tractor

Knowledge and skills required to achieve the learning outcome

Licencing:

- on public roads and private property
- age requirements
- licence type (applicable to tractor weight, configuration, attachment and/or load)

Regulations:

- vehicle registration (public roads)

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

	<ul style="list-style-type: none">• safety features (ROPS, lights, indicators, mirrors etc)• load limits, towing regulations and securing of load
<p>Identify and demonstrate understanding and application of the functions of the main components, steering systems, and controls of a tractor.</p>	<p>Components:</p> <ul style="list-style-type: none">• engine (diesel, petrol, LPG, electric)• transmission (manual / automatic)• hydraulic system - power attachments, moving loads, lifting/lowering• Power Take-off (PTO) - transfers engine power to operate attached implements and machinery <p>Tractor steering systems:</p> <ul style="list-style-type: none">• 2WD, 4WD, articulated <p>Primary controls:</p> <ul style="list-style-type: none">• throttle• gear shift• steering• brakes• dashboard instruments, gauges and indicators <p>Individual tractor characteristics and rated performance capacities:</p> <ul style="list-style-type: none">• horsepower• torque• load limits
<p>Identify and demonstrate understanding and safe application of the key features, operational functions and procedures for using attached equipment on a tractor</p>	<p>Tractor attachments and procedures for use:</p> <ul style="list-style-type: none">• attachment types and purposes• hitching /unhitching and testing of attachments• assessing weight and load limitations of tractor for attachment use
<p>Demonstrate safe tractor operating techniques</p>	<p>Starting procedures</p> <p>Stopping and exit procedures</p> <p>Driving techniques:</p> <ul style="list-style-type: none">• slow speed

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

-
- reduce speed before turning or applying brakes
 - avoid sudden manoeuvres
 - reverse up steep slopes (without attachments)
 - wide wheel track on hillsides and sloping ground
 - low gear ascending or descending slopes
 - distribute weight

Assessment Requirements

An individual must demonstrate their achievement of the learning outcomes through the application of the knowledge and skills outlined, by:

- operating a tractor without an attachment on even and uneven terrain,
- hitching an attachment or implement to a tractor, and
- operating a tractor towing an attachment.

App-mod attributes

Licensing/Regulatory requirements

No

Pre-requisite requirements

No

LA-mod requirements

Yes

Related LA-mod/s

AHC011LA Operate a vehicle

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

Release	Comments
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1	This version release as part of AHC Training Package R25
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Mapping information

Current release	Previous release	Comments	Equivalence status
AHC0011APP001	-	This is a sample only	-

Classifications

Scheme	Code	Classification value
ASCED Module/Unit of Competency Field of Education Identifier	120505	Work Practices Programmes

Example User support materials

Information for Certificate II in AHC Rural Environment

The *Certificate II in AHC – Rural Environment* is designed to enable flexibility for learners and RTOs to package learning and assessment for the skills and knowledge necessary for an immediate work role in the rural sector, as a sampling or taster of rural sector skills and knowledge or as a foundation for further learning in a specific occupation.

Whilst the qualification is not specific to a single job role, occupational outcome or even industry sector within the rural environment, the following learning and assessment plan is provided as a guide, based on the job outcomes of a worker on a livestock property⁸ (as an example only)

Example Learning and Assessment Plan

Suggested packaging Certificate II in AHC [Rural Environment]⁹

AHC001LA Work safely

AHC002LA Work effectively

AHC002APP001 Work in a rural environment

AHC011LA Operate a vehicle

AHC011APP001 Tractor

AHC011APP004 Two wheel motorbike

AHC012LA Operate and maintain machinery and equipment

AHC013LA Use tools and equipment

AHC013APP002 Conventional fencing

AHC014LA Handle and provide care for livestock

AHC014APP001 Grazing/free range

AHC015LA Treat weeds

Developing a Learning and Assessment Plan

Learning and Assessment modules (LA-mods) outline:

- the **learning outcomes** (and knowledge and skills associated with the learning outcomes) that a learner is expected to be able to do and know about to achieve a competent outcome in the module, and
- any specific training (learning) or assessment conditions that **must** be met by RTOs in the design of cohort specific training and assessment programs.

⁸ Compilation of data from SEEK.com.au job advertisements, summarised at Appendix 1

⁹ Qualification title to be determined through further consultation

Training and assessment conditions could include:

- whether an Application module (App-mod) must be associated with an LA-mod to provide specificity and/or application.
- App-mods are designed to provide industry specificity or context to an LA-mod, or progress a learner's knowledge and skills*
- if specific learner characteristics are required to undertake the LA-mod
- whether any specific resources are required to be utilised in either the training/learning or assessment
- in rare cases, training or assessment methods to be utilised by the training provider.

**An LA-mod may require at least one, or no, App-mods to be associated/applied. More than one App-mod may be selected for an LA-mod, unless the LA-mod conditions state otherwise. App-mods may not be mandatory but may be selected to progress a learner's knowledge or skill of an LA-mod.*

Whilst App-mod may be selected as 'standalone', the Training and Assessment Conditions in the App-mod will specify any required LA-mod required as a pre-requisite.

For example, in the sample plan above, LA-mod Operate a Vehicle, is proposed to be applied to the operation of two specific vehicles – tractors and two-wheel motorbikes.

LA-mod Treat weeds does not associate any App-mods for developing more progressed knowledge, skill or application of any of the specific weed treatments.

LA-mods and App-mods are designed to be learning and assessment products, providing capability (skills and knowledge) that contribute to industry specifications and standards of workplace performance, i.e. units of competency (UoC).

Individual LA and App-mods may fully or only partially align with/to multiple UoCs.

RTOs should engage with and consult prospective employers, industry and learners (including destination data) in their own contexts to identify the qualification purpose(s), desired cohort outcomes, and available expertise and resources to select appropriate LA-mods and App-mods.

Sample Rural Environment modules with related Industry Specifications (Units of Competency)

LA-mod	Related industry specifications (UoCs)	App-mod	Related industry specifications (UoCs)
AHC001LA Work safely	AHCWHS101 Work safely AHCWHS202 Participate in WHS processes AHCWHS302 Contribute to WHS processes BSBWHS211 Contribute to the health & safety of self and others	AHC002APP001 Work in a rural environment	SIRXHWB001 Maintain personal health & wellbeing BSBPEF201 Support personal wellbeing in the workplace
AHC002LA Work effectively	AHCWRK212 Work effectively in industry AHCWRK213 Participate in workplace communications BSBTWK201 Work effectively with others SIRXCOM002 Work effectively in a team TLIG0003 Work effectively with others in a team		
AHC011LA Operate a vehicle	ACHMOM205 Operate vehicles AHCMOM202 Operate tractors AHCMOM216 Operate side by side utility vehicles AHCMOM217 Operate quad bikes AHCMOM201 Operate two wheel motorbikes	AHC011APP001 Tractor AHC011APP002 Quad bike AHC011APP003 Side by side utility vehicle AHC011APP004 Two wheel motorbike	AHCMOM202 Operate tractors AHCMOM216 Operate side by side utility vehicles AHCMOM217 Operate quad bikes AHCMOM201 Operate two wheel motorbikes
AHC012LA Operate and maintain	AHCMOM204 Undertake operational	-	

LA-mod	Related industry specifications (UoCs)	App-mod	Related industry specifications (UoCs)
machinery and equipment	maintenance of machinery AHCMOM203 Operate basic machinery & equipment AHCBIO203 Inspect & clean machinery, tools & equipment to preserve biosecurity		
AHC013LA Use tools and equipment	CPMCCM2004 Use construction tools and equipment RIISAM203E Use hand and power tools TLIB0012 Maintain and use hand tools	AHC013APP001 Repair infrastructure AHC013APP002 Conventional fencing AHC013APP003 Electrical fencing AHC013APP004 Irrigation systems AHC013APP005 Water supply systems	AHCINF205 Carry out basic electric fencing operations AHCINF206 Install, maintain and repair farm fencing AHCINF207 Maintain properties and structures AHCINF208 Fabricate and repair metal or plastic structures AHCLSK209 Monitor water supplies
AHC014LA Handle and provide care for livestock	AHCLSK205 Handle livestock using basic techniques AHCLSK210 Muster and move livestock AHCLSK211 Provide feed for livestock AHCLSK209 Monitor water supplies AHCLSK204 Carry out regular livestock observation AHCLSK217 Apply animal welfare principles to handling and husbandry of livestock	AHC014APP001 Grazing/free range AHC014APP002 Paddock AHC014APP003 Intensive	
AHC015LA Treat weeds	AHCPMG201 Treat weeds AHCPMG301 Control weeds	AHC015APP001 Cultural AHC015APP002 Chemical	AHCCHM306 Prepare and apply chemicals for hand held application equipment AHCCHM307 Prepare and apply chemicals to

LA-mod

Related industry specifications (UoCs)

App-mod

Related industry specifications (UoCs)

AHC015APP003
Mechanical

AHC015APP004
Biological

control pest, weeds and diseases

User support materials

Appendix 1

Information about desired skills and knowledge from job advertisements on seek.com.au
(Sourced: August 2024)

- general mechanical repairs and maintenance of farm machinery
- operating and performing basic maintenance on various farm machinery, vehicles, tools, and equipment, including tractors.
- various mechanical work including engine and small motor maintenance and servicing
- plant servicing and maintenance
- operating and maintaining machinery

LA-mod - Operate and maintain machinery and equipment
App-mods
○ Tractor

- general farm work and property/infrastructure repairs and maintenance
- general farm maintenance, fencing and water repairs as required
- maintenance of the farm yards, paddocks and property
- fencing and water repairs and maintenance
- performing general property maintenance and repairs
- conducting property maintenance and repairs (e.g. to yards, fences, water sources)
- fencing and water repairs and maintenance
- assisting with maintaining and repairing farm buildings, fences, machinery and other equipment
- yard work and fencing

LA-mod – Use tools and equipment
App-mods
○ Install, maintain and repair conventional fencing

- handling and monitoring livestock
- mustering of livestock on 2-wheel motorbikes
- good understanding of animal welfare practices
- feeding, watering, mustering and working stock
- monitoring animal health
- assist with livestock when required including mustering and yard work
- feeding and raising livestock, mustering
- feed mixing and distribution - mixing feed can be at times physically demanding and therefore the applicant must be fit and able to lift 25kg bags. A good understanding of lifting techniques and general WHS is paramount
- moving livestock from paddocks and holding pens, feeding and water.
- identifying and separating sick livestock
- water runs – checking various dams, bores and watering points

LA-mod - Handle and provide care for livestock

LA-mod - Operate a vehicle
App-mods
○ 2-wheel motorbike

LA-Mod – Work safely

- land management including spraying and treating weeds
- operating tractors for mowing, fertilising, spraying
- spraying

LA-mod - Treat weeds

- chemical application

LA-mod - Handle chemicals safely

- Record keeping
 - Maintaining accurate property records as required
 - Record keeping including machinery records and spray records
 - Perform basic recording functions such as pesticide use and water levels
-
- willing to take on responsibilities and confident in working independently when necessary
 - possess good observation and deduction skills and the ability to act appropriately in various situations
 - capable of following instructions and accepting constructive feedback positively
 - able to communicate effectively with team members and maintain accurate records
 - ability to work independently and should also be an effective team player.
 - willingness to learn and adapt
 - able to work independently and manage own time efficiently
 - good time management, be punctual and hardworking
 - ability to work well in a team
 - have a willingness to work within a team and the ability to work independently
 - have good communication skills and a positive attitude
 - ability to follow direction from supervisors
 - problem solve, show initiative and can organise themselves for the week while following the overall plan

LA-mod - Work effectively

Appendix B

Training Product templates

Qualifications

Note: text in *green* indicates standard text.

[Code] [Title]

The qualification [Code] contains three alpha characters identifying the Training Package, followed by:

- One numeric character identifying the qualification level
- Two numeric characters identifying the sequence of the qualification, and
- Two numeric characters identify the year the qualification was endorsed

The [Title] must identify the qualification as a Certificate in [x] or a Diploma/Advanced Diploma of [x]. Certificates include two Roman numeral characters to identify the qualification level (I – IV).

The title of the qualification must reflect the qualification outcome and be aligned with the identified qualification purpose, in no more than 100 characters.

Qualification Description

The **Qualification Description** should provide an outline of the qualification outcomes.

It may identify work or job outcomes, general or industry sector capabilities, but should avoid listing specific job roles or titles, unless the qualification is identified to be a specific purpose type of qualification.

The description should identify whether any licensing, legislative, regulatory or certification considerations apply to either the outcome of the qualification or to the core modules of the qualification. If licensing, legislative, regulatory or certification considerations apply to elective units, these will be specified in the modules.

If none exist, wording should indicate:

No licensing, legislative or certification requirements apply to this qualification at the time of publication

Entry Requirements

Entry requirements should specify any mandatory requirements specific to the knowledge, skills or experience necessary to undertake the qualification, expressed in terms of competency or licencing.

Packaging Rules

Packaging Rules must specify the total number of modules required to achieve the qualification and define them as core or elective.

- **Core** modules must be aligned with the identified qualification purpose, and not unnecessarily limit flexibility of the occupational or other specified outcome of the qualification.

- The packaging rules must clearly identify how **elective** options may be selected to achieve the qualification outcome(s), although should avoid overly prescriptive specifications or restrictions that limit flexibility, such as alignment to modules from specific AQF qualification levels.
- **Module groups** of electives may be used to facilitate more specific outcomes but must also be aligned to the identified qualification purpose.

Where an App-mod(s) is mandatory for an LA-mod, the association must be listed in the packaging rules, including the maximum number of App-mods that may be associated with an LA-mod for the qualification outcome.

Where a module has a pre-requisite requirement (including any imported modules), the pre-requisite module(s) must be clearly identified in the packaging rules of the qualification. Pre-requisite modules may or may not be included in the total number of modules required to achieve the qualification depending on whether their inclusion supports or limits the qualification outcomes but if not included, must be clearly stated in the packaging rules. If a core module has a pre-requisite the pre-requisite module should be included as a core module or identified as an entry requirement.

Qualification Attributes

The following attributes are used as metadata for training.gov.au.

Available module groups

- [list any pre-determined module groups]

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

Release	Comments
[Qualification release number]	This version release as part of [Training Package Code, title and release number]

Mapping information

Current release	Previous release	Comments	Equivalence status
[TP Code]xxxLA / [TP Code]xxxAppzzz	-		*

*Equivalence status of LA-mods and App-mods to any previous versions will be listed as:

- Equivalent (where the occupational or other specified outcomes of the superseded and superseding qualifications are equivalent)

- Not Equivalent (where the occupational or other specified outcomes of the superseded and superseding qualification are not equivalent), or
- Newly created.

Classifications

Scheme	Code	Classification value
ANZSCO Identifier		
ASCED Qualification/Course Field of Education Identifier		
Qualification/Course Level of Education Identifier		
Taxonomy – Industry Sector		
Taxonomy – Occupation		

LA-mods and App-mods

Note: text in green indicates standard text.

[Code] [Title]

The module [Code] contains three alpha characters identifying the Training Package, followed by the module numerical sequence, and either LA to designate the module as a Learning & Assessment module or APP to designate the module as an Application module. APP-module initial numerical number will show association of App-mod with related LA-mod and will have an additional APP-mod sequence number.

[TP Code]xxxLA [Title]

[TP Code]xxxAPPzzz [Title]

Overview

The **Overview** section should provide a brief and concise explanation of what the module is about including the goals and expected outcomes. It should provide a summary of what learners will achieve or be able to do after completing the module (without repeating the learning outcomes) and specify key skills and knowledge that learners will develop.

It may refer to learners that the module may be appropriate for but should avoid simply replicating AQF descriptors or listing job roles.

Conditions for training and assessment

This section stipulates any **mandatory** conditions for training **and/or** assessment, including learner characteristics or regulatory requirements, if applicable, and any equipment, resources or environments that must be utilised in the application of skills or knowledge.

- An LA-mod must clearly specify whether training or assessment must be associated with an App-mod.
- An App-mod must clearly specify whether it must be used in association with or after completion of a specific LA-mod.

Conditions for the Training and Assessment of this LA-mod are described below.

This LA-mod must be delivered and assessed in association with an App-mod. Users should be aware that other conditions may be relevant in related App-mods *(delete if not relevant)*.

It is a condition of this LA-mod that [insert learner characteristic or requirement or delete if not relevant]

OR This App-mod is designed to be used in association with, or after completion of, LA-mod 'AHCxxxLA [Title] *(delete if not relevant)*.

Learning outcomes are statement of what an individual is expected to be able to do, and know about, at the completion of a module.

The assessment process confirms whether an individual has achieved the intended learning outcomes of the module, through application. Therefore, in designing an assessment program it

is essential that the learning outcomes form the basis of what is assessed and how it is assessed.

Skills and knowledge must be assessed in a real workplace or a simulated environment that accurately reflects performance in a real workplace.

In both training and assessment, skills and knowledge must be applied in a way that utilises:

- [Insert equipment, resources or other requirements for training and/or assessment]

Assessors of this module must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Learning outcomes

On completion of this module, individuals will be able to:

Knowledge and skills required to achieve the learning outcome

Learning outcomes are clear statements which describe what a learner is expected to know, understand and be able to demonstrate.

List specific and relevant knowledge (what a learner needs to know or know about) and skills (what a learner needs to be able to do) necessary to enable achievement of the learning outcome.

Learning outcomes:

- will start with an action verb (avoid passive verbs, 'phrases' or tasks)
- must be measurable

Assessment Requirements

Assessment requirements outline how learning outcomes are to be measured and confirm that learners can demonstrate they have achieved the required knowledge and skill.

Assessment requirements should be holistic tasks or activities that align with and encompass the learning outcomes of the module. Assessment requirements should not replicate learning outcomes or knowledge and skill requirements.

An individual must demonstrate their achievement of the learning outcomes through the application of the skills and knowledge outlined, by:

- [insert]

Attributes

The following attributes are used as metadata for training.gov.au.

Licensing/Regulatory requirements

Specify any licencing or regulatory requirements necessary for learners to undertake the module, or any licencing or regulatory outcomes of the module if applicable

If not applicable, insert <No>

Pre-requisite requirements

List any pre-requisite requirements such as modules or knowledge and/or skills that a learner has to have completed or be able to demonstrate prior to, or before completing, this module if applicable.

If not applicable, insert <No>

App-mod requirements

Identify whether any mandatory App-mods
Insert <Yes> or <No>

Related App-mod/s

If <Yes> for App-mod requirements, list relevant App-mod/s

If <No> for App-mod requirements insert <No>

LA-mod requirements

Identify whether any mandatory LA-mods
Insert <Yes> or <No>

Related LA-mod/s

If <Yes> for LA-mod requirements, list relevant LA-mod/s

If <No> for LA-mod requirements insert <No>

Links

[link to] Companion Volume Implementation Guide

[link to] Supporting documentation ABC

Document history

Release	Comments
[Mod release number]	This version release as part of [Training Package Code, title and release number]

Mapping information

Current release	Previous release	Comments	Equivalence status
[TP Code]xxxLA / [TP Code]xxxAppzzz	-		*

*Equivalence status of LA-mods and App-mods to any previous versions will be listed as:

- Equivalent (where the occupational or other specified outcomes of the superseded and superseding qualifications are equivalent)
- Not Equivalent (where the occupational or other specified outcomes of the superseded and superseding qualification are not equivalent), or
- Newly created.

Classifications

Scheme

Code

Classification value

ASCED Module/Unit of Competency Field
of Education Identifier

Appendix C

Demonstration project Steering Committee

Skills Insight wishes to thank members of the Steering Committee for volunteering their time to contribute feedback and advice on this demonstration project through face-to-face and online workshops, surveys and emails.

Australian Workers Union

Brotherhood of St Laurence

Charles Darwin University

Cotton Australia

Dalby State High School

Department for Education, Children and Young People, Tasmania.

Department of Employment, Small Business and Training (DESBT)

Department of Industry, Tourism and Trade, Northern Territory Government of Australia

DET NSW

Industry Advisory Skills Council NT

North Regional TAFE, WA

Northern Land Council, NT

Northern Territory Cattlemen's Association

ShoreTrack, NSW

TAFE QLD

Appendix D

Foundation Skills considerations

Foundation skills are a crucial yet challenging aspect of training package product development due to several factors.

One significant challenge is the existence of multiple overlapping frameworks that define these skills. Currently, there are various frameworks—such as the Australian Core Skills Framework (ACSF), Core Skills for Work (CSfW), Employability Skills, the Australian Digital Capability Framework (ADCF), and the upcoming proposed National Skills Taxonomy (NST)—each with their own clusters, domains, and levels of performance or proficiency descriptors.

However, there is no single framework universally recognised as the standard to incorporate into training products. This lack of a unified framework has led to different frameworks being used concurrently, creating challenges for Registered Training Organisations (RTOs) that must understand and navigate multiple approaches.

The current standards require that foundation skills are ‘explicitly’ included in training products (embedded into) – requiring inclusion of foundation skills in individual modules of learning. However, there is once again disparity in the way foundation skills are integrated. Describing foundation skills in the training products can serve two purposes: specifying the foundation skills achieved as outcomes of the modules, or indicating the learner’s readiness to undertake the learning.

Currently, many Registered Training Organisations (RTOs), to meet contractual and regulatory requirements, administer self-developed ‘LLN’ (Language, Literacy, and Numeracy) indicator tests prior to enrolling learners into a course of study. These tests generally focus only on literacy and numeracy and are usually not expertly developed to calibrate outcomes to specific levels or tailored to individual units or modules.

There are three LLN assessment tools—also concentrating on reading and numeracy, with writing tests being optional—approved by the Department of Employment and Workplace Relations (DEWR) for students accessing student loan programs. These tools can be licensed to RTOs for a fee, and some State Training Authorities (STAs) mandate the use of certain components. Additionally, other commercial LLN tests aligned with the Australian Core Skills Framework (ACSF) are available for RTOs to license.

While these tools are designed to assess a learner’s readiness to undertake a training program—that is, whether they have the necessary LLN skills to potentially achieve the learning outcomes—they do not necessarily consider the RTO’s specific delivery or assessment methods. For instance, they may not account for literacy-intensive texts, online-based delivery, or the digital skills required for online learning.

Foundation skills considerations in the demonstration project

The main concern regarding foundation skills for this project has been determining which framework(s) would be most appropriate, and where foundation skills should be articulated—in training products (LA/App-mods, qualifications or skill sets) or in accompanying implementation information.

Consideration has been given to including qualification-level guidance in support materials about the foundation skills required to achieve the qualification and/or the foundation skills that may be expected upon completion. However, given the range of possible electives in a

qualification, this approach would be challenging—especially for Purpose 3-type qualifications, which are proposed to not list electives at all.

Discussions with other JSCs have identified varying approaches for 'learner profiling' of foundation skills required for undertaking learning and specifying exit levels of foundation skills, predominately at the job, qualification or 'stream' level. These approaches are of interest for further consideration. However, they utilise various frameworks, and for consistency, adopting a single framework with a common language for 'levels' is recommended.

Assigning 'levels' (of performance or proficiency across the myriad of variables, domains and clusters of the different frameworks in endorsed training products) to foundation skills—whether as requirements for readiness to undertake the qualification, as outcomes achieved upon completion of the qualification, or within individual learning modules (either at the front or end points)—would require RTOs to assign significant resources, develop specialist expertise and/or create highly technical assessment tools to meet compliance requirements.

It is understood that the Design Group is also continuing to consider an approach for foundation skills as part of these qualification reforms. Skills Insight welcomes the opportunity to continue these conversations in the next stages of the qualification reform work.

Appendix E Working with other JSCs

Qualification Reform Demonstration Projects

AUSMASA

AUSMASA analysed and tested the Purpose 2 definition and quality principles across the suite of Certificate II Qualifications from the AUR Training Package.

- Fifteen Certificate II's reduced to four. Three are classified as Purpose 1, and a new, Purpose 2 qualification was developed
- Four revised training product templates to focus on transferable skills, worker mobility and supporting quality training in RTOs
- The Job Profile template allows for skills mapping within and across industries. Foundation Skills are described for each job and flow through to training.
- The Competency Standard describes the skill and emphasises knowledge and its application in the workplace.
- An implementation guide provides RTOs with substantial guidance about the industry context and suitable approaches for delivery and assessment.

SaCSA

SaCSA developed and tested a high-level *skills pathway framework* against Purpose 2 & Purpose 3. The model empowers individuals to create their own educational pathway to achieve personal and professional career goals and aspirations.

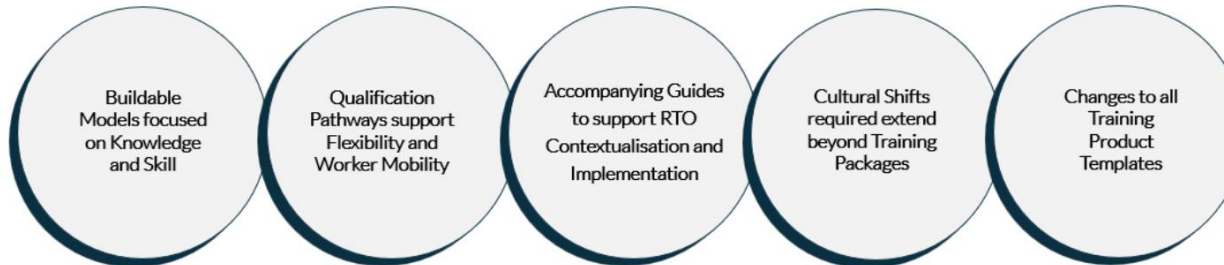
- Five qualification 'levels' achieved through clustering knowledge and skills to mimic industry practices
- Combined templates to streamline the TPOF process through a Vocational Stream template
- Removing duplication across the UoC in service skills industries
- Removing Foundation Skills and aligning to the ACSF and Industry Competencies
- A Contextualisation and Mapping Guide to provide RTOs with substantial guidance regarding industry context and approaches for delivery and assessment.

Skills Insight

Skills Insight analysed and tested the concept of 3 Purposes across a range of qualifications and performed a deep dive using the Cert II in Rural Operations. The model reduces learning duplication with a new streamlined approach to training products design.

- Redesigned training products empower learners to apply their skills and knowledge across tasks, contexts and workplaces.
- Reduced learning duplication through three templates that enhance skill visibility and promote buildable skills and transferability.
- A flexible qualification approach that supports learner pathways and maximizes cross-industry skills application.
- Learning & Assessment and Application Modules, developed with RTOs, deliver measurable outcomes, with contextualisation as needed.
- Reinforced distinction between workplace competency and training competency, acknowledging it continues to develop through real-world practice.

Commonalities in the Outcomes



Ideas for Future Collaborations



Appendix F Condensed AHC Qualifications with Purpose allocations

Group	AQF level	Qualification code	Qualification Title	Auto Design	Auto Employment outcome	Auto Transferability	Manual Design	Manual Use	Most Frequent
CEM	1	AHC10124	Certificate I in Conservation and Ecosystem Management	3	3	1	3	3	3
AG	1	AHC10222	Certificate I in Agriculture	no data available	no data available	no data available	3	3	3
HORT	1	AHC10322	Certificate I in Horticulture	2	2	1	3	3	2
PERMA	1	AHC10422	Certificate I in Permaculture	2	2	2	2	2.5	2
AG	2	AHC20122	Certificate II in Agriculture	1	3	3	3	3	3
PROD HORT	2	AHC20324	Certificate II Production Horticulture	2	1	3	2	2	2
HORT	2	AHC20422	Certificate II in Horticulture	2	3	2	2	2.5	2
ARB	2	AHC20520	Certificate II in Arboriculture	1	1	1	1	1	1
PARKS	2	AHC20624	Certificate II in Parks and Gardens	2	1	2	2	2	2
NURSERY	2	AHC20724	Certificate II in Nursery Operations	1	2	2	2	2.5	2
TURF	2	AHC20919	Certificate II in Sports Turf Management	2	1	2	1	1	1
CEM	2	AHC21024	Certificate II in Conservation and Ecosystem Management	3	3	1	3	2	3
IRRIG	2	AHC21124	Certificate II in Irrigation	no data available	no data available	no data available	1.5	1.5	1.5

Group	AQF level	Qualification code	Qualification Title	Auto Design	Auto Employment outcome	Auto Transferability	Manual Design	Manual Use	Most Frequent
RURAL	2	AHC21216	Certificate II in Rural Operations	2	3	2	3	3	3
SHEAR	2	AHC21316	Certificate II in Shearing	1	1	1	1	1	1
WOOL	2	AHC21416	Certificate II in Wool Handling	1	2	1	1	1	1
LANDSCAPE	2	AHC21624	Certificate II in Landscaping	2	2	3	2	3	2
PERMA	2	AHC21722	Certificate II in Permaculture	2	1	2	2	2	2
PROT HORT	2	AHC21824	Certificate II in Protected Horticulture	no data available	no data available	no data available	2.5	2	2
AG	3	AHC30122	Certificate III in Agriculture	2	3	3	3	3	3
LIVESTOCK	3	AHC30224	Certificate III in Dairy Production	2	1	2	2	2	2
PEST	3	AHC30324	Certificate III in Rural and Environmental Pest Management	1	2	2	2	1.5	2
LIVESTOCK	3	AHC30422	Certificate III in Pork Production	1	2	2	1	1	1
LIVESTOCK	3	AHC30522	Certificate III in Poultry Production	1	2	1	2	2	2
PROD HORT	3	AHC30624	Certificate III in Production Horticulture	2	1	2	2	2	2
HORT	3	AHC30722	Certificate III in Horticulture	2	3	2	2	3	2
ARB	3	AHC30824	Certificate III in Arboriculture	1	2	3	2	2	2
LANDSCAPE	3	AHC30921	Certificate III in Landscape Construction	2	3	2	2	2	2
PARKS	3	AHC31024	Certificate III in Parks and Gardens	2	3	2	2	2	2
NURSERY	3	AHC31124	Certificate III in Nursery Operations	2	1	2	2.5	2.5	2

Group	AQF level	Qualification code	Qualification Title	Auto Design	Auto Employment outcome	Auto Transferability	Manual Design	Manual Use	Most Frequent
TURF	3	AHC31324	Certificate III in Sports Turf Management	2	2	2	1	1	2
CEM	3	AHC31424	Certificate III in Conservation and Ecosystem Management	3	3	3	3	3	3
OCM	3	AHC31522	Certificate III in On Country Management	no data available	no data available	no data available	1.5	2	1.5
BEE	3	AHC31824	Certificate III in Beekeeping	1	1	1	1	1	1
IRRIG	3	AHC32424	Certificate III in Irrigation Technology	1	1	3	2.5	2.5	1
OCM	3	AHC32522	Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work	no data available	no data available	no data available	2	2	2
RURAL	3	AHC32724	Certificate III in Rural Merchandising	no data available	no data available	no data available	3	2	2
RURAL	3	AHC32822	Certificate III in Rural Operations	2	3	3	3	3	3
SHEAR	3	AHC32916	Certificate III in Shearing	1	1	1	1	1	1
WOOL	3	AHC33016	Certificate III in Wool Clip Preparation	1	2	1	1	1	1
WOOL	3	AHC33116	Certificate III in Advanced Wool Handling	1	2	2	1	1	1
LIVESTOCK	3	AHC33316	Certificate III in Feedlot Operations	2	2	2	2	2	2
PROT HORT	3	AHC33722	Certificate III in Protected Horticulture	no data available	no data available	no data available	2	2	2
PERMA	3	AHC33822	Certificate III in Permaculture	1	2	2	2	2	2

Group	AQF level	Qualification code	Qualification Title	Auto Design	Auto Employment outcome	Auto Transferability	Manual Design	Manual Use	Most Frequent
HORT	3	AHC33924	Certificate III in Medicinal Cannabis Cultivation and Production	no data available	no data available	no data available	2	1	1
AG	4	AHC40122	Certificate IV in Agriculture	1	2	3	3	3	3
PROT HORT	4	AHC40224	Certificate IV in Protected Horticulture	1	2	2	2	2	2
PROD HORT	4	AHC40324	Certificate IV in Production Horticulture	2	1	2	2	2	2
HORT	4	AHC40422	Certificate IV in Horticulture	2	2	2	2	2	2
NURSERY	4	AHC40624	Certificate IV in Nursery Operations	2	2	3	3	2.5	2
CEM	4	AHC40924	Certificate IV in Conservation and Ecosystem Management	3	2	3	3	3	3
AGRIBUSINESS	4	AHC41024	Certificate IV in Agribusiness	3	2	3	2	2	2
IRRIG	4	AHC41124	Certificate IV in Irrigation Management	2	2	3	2.5	2.5	2
WOOL	4	AHC41316	Certificate IV in Wool Classing	1	2	1	1	1	1
PEST	4	AHC41724	Certificate IV in Pest Management	no data available	no data available	no data available	2	1.5	1.5
LANDSCAPE	4	AHC42021	Certificate IV in Landscape Construction Management	no data available	no data available	no data available	2	1.5	1.5
PERMA	4	AHC42122	Certificate IV in Permaculture	1	2	2	2	2	2
HORT	4	AHC42324	Certificate IV in Medicinal Cannabis Cultivation and Production	no data available	no data available	no data available	2	1	1

Group	AQF level	Qualification code	Qualification Title	Auto Design	Auto Employment outcome	Auto Transferability	Manual Design	Manual Use	Most Frequent
LANDSCAPE	4	AHC42421	Certificate IV in Landscape Design	no data available	no data available	no data available	1.5	1.5	1.5
AG	5	AHC50122	Diploma of Agriculture	3	1	2	3	3	3
PROD HORT	5	AHC50324	Diploma of Production Horticulture	2	2	2	2	2	2
HORT	5	AHC50422	Diploma of Horticulture Management	no data available	no data available	no data available	2	N/A	2
ARB	5	AHC50524	Diploma of Arboriculture	1	2	2	1	2	2
LANDSCAPE	5	AHC50621	Diploma of Landscape Design	1	1	2	1.5	1.5	1
NURSERY	5	AHC50820	Diploma of Nursery Management	no data available	no data available	no data available	2	2.5	2
TURF	5	AHC51024	Diploma of Sports Turf Management	2	1	2	1	1	1
CEM	5	AHC51120	Diploma of Conservation and Ecosystem Management	3	3	3	3	3	3
RURAL	5	AHC51222	Diploma of Community Group Coordination and Facilitation	no data available	no data available	no data available	2.5	N/A	2.5
PEST	5	AHC51324	Diploma of Pest Management	no data available	no data available	no data available	2	1.5	1.5
AGRIBUSINESS	5	AHC51422	Diploma of Agribusiness Management	3	2	2	2	2	2
PROD HORT	5	AHC51524	Diploma of Viticulture	2	2	1	2	1	2
IRRIG	5	AHC51624	Diploma of Irrigation Design	no data available	no data available	no data available	2	2.5	2

Group	AQF level	Qualification code	Qualification Title	Auto Design	Auto Employment outcome	Auto Transferability	Manual Design	Manual Use	Most Frequent
AG	5	AHC51920	Diploma of Applied Agronomy	1	2	2	2	2	2
LANDSCAPE	5	AHC52021	Diploma of Landscape Construction Management	no data available	no data available	no data available	2	1.5	1.5
PERMA	5	AHC52122	Diploma of Permaculture	1	2	1	2	2	2
AGRIBUSINESS	6	AHC60319	Advanced Diploma of Agribusiness Management	3	2	2	2	2	2
CEM	6	AHC60422	Advanced Diploma of Conservation and Ecosystem Management	no data available	no data available	no data available	3	3	3
ARB	6	AHC60524	Advanced Diploma of Arboriculture	1	2	2	1	1	1
ARB	8	AHC80120	Graduate Diploma of Arboriculture	no data available	no data available	no data available	1	1	1

Appendix G Detailed analysis of AHC Qualifications and their Purpose allocations

Certificate I in Conservation and Ecosystem Management

Qualification information in supplied datasets

AHC10120 Certificate I in Conservation and Ecosystem Management

CATEGORISATION
Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC10124 Certificate I in Conservation and Ecosystem Management

CATEGORISATION
Manual

DESIGN RESEASONING

3 Inclusion of ecological restoration unit in the core does gives some specificity, but is still broad enough to be considered transferable to multiple occupations.

USE RESEASONING

3 High indigenous numbers, but still very broad coverage of outcomes.

Changes between releases

Updated 2 Core and 1 Elective unit
Not Equivalent

Specialist tasks

- Clean equipment or facilities
- Maintain work equipment or machinery
- Monitor work environment to ensure safety or adherence to specifications
- Plant crops, trees or other plants
- Promote environmental sustainability or conservation initiatives
- Safely handle chemicals for work applications
- Support native seed collection
- Work effectively in industry

Occupational Pathways

- Gardeners
- Community and Personal Service Workers
- Other Miscellaneous Labourers
- Environmental Scientists
- Factory Process Workers
- Technicians and Trades Workers
- Machinery Operators and Drivers
- Labourers
- Construction and Mining Labourers
- Technicians and Trades Workers
- Cleaners and Laundry Workers
- Garden and Nursery Labourers
- Carers and Aides
- Sales Workers
- Sales Assistants and Salespersons
- Other Farm, Forestry and Garden Workers

Reform opportunities **Yes**

Proposed future Purpose **3**

Other related training products
AHC10222 Certificate I in Agriculture
AHC10322 Certificate I in Horticulture
AHC10422 Certificate I in Permaculture

Rationale
All but 3 units in this qual also appear in Cert I Ag. 2 are electives in CEM, 1 is core (note this core is an elective in Hort & Perma).
Could be opportunity to merge all Certificate I quals into 1 entry-level/pathways style qualification that's suited to VETiS delivery.
Under SI QR concept, concerns around titling and loss of identity' through generic titles could be mitigated with supporting info re: pre-packaged LA-mod+App-mod for different outcomes.

Certificate I in AgriFood Operations

Qualification information in supplied datasets

AHC10216 Certificate I in AgriFood Operations

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **3**

Current Qualification information

AHC10222 Certificate I in Agriculture

CATEGORISATION
Manual

DESIGN REASONING
3 Non-specific core, very broad electives.

USE REASONING
3 Very broad, used by Indigenous students, engagement tool at schools, prison cohorts etc.

Changes between releases

- Qualification title change
- Revised packaging rules to better reflect outcomes
- Revised core units
- Added, updated and removed elective units

Specialist tasks

- Care for animals
- Clean equipment or facilities
- Cultivate and maintain lawns, plants and gardens
- Employ appropriate wool or fleece handling techniques
- Harvest agricultural products
- Maintain construction tools or equipment
- Maintain work equipment or machinery
- Monitor work environment to ensure safety or adherence to specifications
- Move products, materials or equipment between work areas
- Operate farming or agricultural equipment
- Operate irrigation systems
- Perform manual agricultural, aquacultural or horticultural tasks
- Plant crops, trees or other plants
- Promote environmental sustainability or conservation initiatives
- Research livestock management methods
- Research sustainable agricultural processes or practices
- Safely handle chemicals for work applications
- Use hand and power tools

Occupational Pathways

- Livestock Farm Workers
- Sales Assistants (General)
- Education Professionals
- Technicians and Trades Workers
- Technicians and Trades Workers
- Machinery Operators and Drivers
- Labourers
- Checkout Operators and Office Cashiers
- Structural Steel and Welding Trades Workers
- Building and Plumbing Labourers
- Automotive Electricians
- Other Farm, Forestry and Garden Workers
- Community and Personal Service Workers
- Agricultural, Forestry and Horticultural Plant Operators
- Manaaers

Reform opportunities **Yes** **Rationale**

Proposed future Purpose **3**

Other related training products
AHC10124 Certificate I in Conservation and Ecosystem Management
AHC10322 Certificate I in Horticulture
AHC10422 Certificate I in Permaculture

All but 3 units in this qual also appear in Cert I Ag. The 3 not included are electives only in Hort.
Could be opportunity to merge all Certificate I quals into 1 entry-level/pathways style qualification that's suited to VETiS delivery. Under SI QR concept, concerns around titling and loss of identity' through generic titles could be mitigated with supporting info re: pre-packaged LA-mod+App-mod for different outcomes.

Certificate I in Horticulture

Qualification information in supplied datasets

AHC10316 Certificate I in Horticulture

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC10322 Certificate I in Horticulture

CATEGORISATION
Manual

DESIGN RESEASONING

3 Non-specific core, very broad electives.

USE RESEASONING

3 Very broad coverage of outcomes.

Changes between releases

Revised packaging rules to better reflect outcomes
Revised and increased core units by one unit
Updated elective units

Specialist tasks

- Clean equipment or facilities
- Cultivate and maintain lawns, plants and gardens
- Maintain work equipment or machinery
- Monitor work environment to ensure safety or adherence to specifications
- Operate irrigation systems
- Perform manual agricultural, aquacultural or horticultural tasks
- Plant crops, trees or other plants
- Prepare areas for landscape construction and set up landscape features
- Promote environmental sustainability or conservation initiatives
- Safely handle chemicals for work applications

Occupational Pathways

no data available

Reform opportunities **Yes** **Rationale**

Proposed future Purpose **3**

Other related training products
AHC10124 Certificate I in Conservation and Ecosystem Management
AHC10222 Certificate I in Agriculture
AHC10422 Certificate I in Permaculture

Could be opportunity to merge all Certificate I quals into 1 entry-level/pathways style qualification that's suited to VETiS delivery. Under SI QR concept, concerns around titling and loss of identity' through generic titles could be mitigated with supporting info re: pre-packaged LA-mod+App-mod for different outcomes.

Certificate I in Permaculture

Qualification information in supplied datasets

AHC10416 Certificate I in Permaculture

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC10422 Certificate I in Permaculture

CATEGORISATION
Manual

DESIGN RESEASONING

2 Core is specific to permaculture, but entry level and very broad, so suitable for multiple occupations within a permaculture sector.

USE RESEASONING

2.5 Very broad coverage of outcomes but highly directed to Permaculture. Many of the skills have connections to Horticulture as well.

Changes between releases

Reduced total number of units for the qualification from 7 to 6

Retained 4 core units and reduced electives to 2

Specialist tasks

- Clean equipment or facilities
- Cultivate and maintain lawns, plants and gardens
- Monitor work environment to ensure safety or adherence to specifications
- Promote environmental sustainability or conservation initiatives
- Research sustainable agricultural processes or practices
- Select equipment, materials or supplies for cleaning or maintenance activities

Occupational Pathways

no data available

Reform opportunities **Yes**

Proposed future Purpose **3**

Other related training products
AHC10124 Certificate I in Conservation and Ecosystem Management
AHC10222 Certificate I in Agriculture
AHC10322 Certificate I in Horticulture

Rationale

Could be opportunity to merge all Certificate I quals into 1 entry-level/pathways style qualification that's suited to VETiS delivery. However, should be noted that of all 4 of the Cert I quals, this one had the most specific/defined core. This specificity may be challenging for stakeholders to consider merging of quals. Under SI QR concept, concerns around titling and loss of 'identity' through generic titles could be mitigated with supporting info re: pre-packaged LA-mod+App-mod for different outcomes.

Certificate II in Agriculture

Qualification information in supplied datasets

AHC20116 Certificate II in Agriculture

CATEGORISATION
Machine-Learning model

Intended Purpose (taxonomy data from NTR) <i>Design</i>	1
Learners/ Employers (use in labour market data) <i>Employment outcome</i>	3
Skill-based (JSA qualification-occupation data) <i>Transferability</i>	3
Most frequently allocated Purpose	3

Current Qualification information

AHC20122 Certificate II in Agriculture

CATEGORISATION
Manual

DESIGN	RESEASONING
3	Non-specific core, very broad electives (and lots of them!), with ability to freely import half of them.
USE	RESEASONING
3	Broad - has large number of elective units to choose from, and has the ability to give some specialist direction if needed.

Changes between releases

Revised packaging rules to better reflect outcomes
Total number of units reduced by 2 units
Core units revised and increased by 1 unit
added and updated elective units
Not Equivalent

Specialist tasks

Coordinate safety or regulatory compliance activities
Record operational or production data
Answer customer questions about goods or services
Collect environmental data or samples

Occupational Pathways

no data available

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Qualification is already very broad, with flexible outcomes and transferability. May be opportunities for other qualifications to merge into this one, however this would need further investigation and consultation.

Certificate II in Production Horticulture

Qualification information in supplied datasets

AHC20320 Certificate II in Production Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC20324 Certificate II Production Horticulture

CATEGORISATION

Manual

DESIGN REASONING

2 Somewhat broad core, however electives listed are specific to Production Horticulture - qualification has specialisations for outcomes within production horticulture sector.

USE REASONING

2 Broad but in a Production Horticulture context only.

Changes between releases

Updated 3 Core units, 16 Elective units, removed 1 deleted unit

Not Equivalent

Specialist tasks

Monitor work environment to ensure safety or adherence to specifications
Coordinate safety or regulatory compliance activities
Answer customer questions about goods or services
Collect environmental data or samples

Occupational Pathways

no data available

Reform opportunities

Yes

Rationale

Proposed future Purpose

3

Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.

Other related training products

AHC20422 Certificate II in Horticulture
AHC20724 Certificate II in Nursery Operations
AHC21824 Certificate II in Protected Horticulture

Certificate II in Horticulture

Qualification information in supplied datasets

AHC20416 Certificate II in Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC20422 Certificate II in Horticulture

CATEGORISATION

Manual

DESIGN RESEASONING

2 Large-ish core that is relatively specific to horticulture. Decent pool of electives that are broader offering various outcomes within the horticulture sector.

USE RESEASONING

2.5 Qualification is funded in many states so is sometimes packaged to provide outcomes for other related areas that are not funded.

Changes between releases

Revised packaging rules to better reflect outcomes
Revised and increased core units by 3 units
Added, removed and updated elective units
Not Equivalent

Specialist tasks

Operate farming or agricultural equipment
Identify plant species and features
Plant crops, trees or other plants
Treat weeds
Treat plant pests, diseases and disorders
Analyse biological samples
Coordinate safety or regulatory compliance activities
Record operational or production data

Occupational Pathways

Gardeners
Garden and Nursery Labourers
Professionals
Technicians and Trades Workers
Clerical and Administrative Workers
Machinery Operators and Drivers
Hospitality Workers
Labourers
Other Miscellaneous Labourers
Sales Assistants (General)
Technicians and Trades Workers
Community and Personal Service Workers
Miscellaneous Factory Process Workers
Construction and Mining Labourers
Automotive and Engineering Trades Workers
Florists
Crop Farm Workers
Design, Engineering, Science and Transport Professionals
Greenkeepers
Checkout Operators and Office Cashiers
Cleaners and Laundry Workers
Packers and Product Assemblers
Food Preparation Assistants

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC20324 Certificate II in Production Horticulture		
AHC20724 Certificate II in Nursery Operations		
AHC21824 Certificate II in Protected Horticulture		

Certificate II in Arboriculture

Qualification information in supplied datasets

AHC20520
Certificate II in Arboriculture

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

1 This is a core-only qualification that is very specific to arboriculture outcomes.

USE RESEASONING

1 Very specific outcomes - generally used as a pathway into Certificate III in Arboriculture.

Changes between releases

-
Not Equivalent

Specialist tasks

- Apply treatments to trees
- Operate forestry equipment
- Perform ground-based rigging
- Identify plant species and features
- Perform pruning operations

Occupational Pathways

no data available

Reform opportunities **No** **Rationale**

Proposed future Purpose

Other related training products

Certificate II in Parks and Gardens

Qualification information in supplied datasets

AHC20621 Certificate II in Parks and Gardens

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC20624 Certificate II in Parks and Gardens

CATEGORISATION
Manual

DESIGN REASONING **2**
Core and electives are specific to parks and gardens, but lead to multiple outcomes within that sector.

USE REASONING **2**
More likely to use Certificate II in Horticulture. Outcomes either way are somewhat broad, but in a Parks & Gardens context only.

Changes between releases

Updated 1 Core and 2 Elective units

Not Equivalent

Specialist tasks

- Apply treatments to trees
- Apply chemicals under supervision
- Operate irrigation systems
- Prepare areas for landscape construction and set up landscape features
- Operate farming or agricultural equipment
- Maintain work equipment or machinery
- Drive vehicles to, or at, work sites
- Plant crops, trees or other plants
- Identify plant species and features
- Cultivate and maintain lawns, plants and gardens
- Trim trees or other vegetation
- Inspect facilities
- Treat weeds
- Treat plant pests, diseases and disorders
- Analyse biological samples
- Operate grounds maintenance equipment
- Coordinate safety or regulatory compliance activities
- Respond to emergencies to provide assistance

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate II in Nursery Operations

Qualification information in supplied datasets

AHC20720 Certificate II in Nursery Operations

CATEGORISATION

Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC20724 Certificate II in Nursery Operations

CATEGORISATION

Manual

DESIGN RESEASONING

2 Core small and transferable, electives are specific to nursery operations, but can lead to multiple outcomes within that sector.

USE RESEASONING

2.5 Does have some specifics, but is also used as a pathway into some other connected sectors including Medicinal Cannabis.

Changes between releases

Updated 1 Core and 9 Elective units

Not Equivalent

Specialist tasks

- Clean equipment or facilities
- Monitor work environment to ensure safety or adherence to specifications
- Apply chemicals under supervision
- Maintain or repair plumbing or drainage structures or fixtures
- Maintain facilities
- Operate irrigation systems
- Operate farming or agricultural equipment
- Maintain work equipment or machinery
- Drive vehicles to, or at, work sites
- Plant crops, trees or other plants
- Cultivate and maintain lawns, plants and gardens
- Identify plant species and features
- Trim trees or other vegetation
- Treat weeds
- Treat plant pests, diseases and disorders
- Analyse biological samples
- Coordinate safety or regulatory compliance activities
- Record operational or production data
- Answer customer questions about goods or services
- Collect environmental data or samples
- Respond to emergencies to provide assistance

Occupational Pathways

no data available

Reform opportunities **Yes**
Proposed future Purpose **3**

Rationale

Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.

Other related training products

- AHC20324 Certificate II in Production Horticulture
- AHC20422 Certificate II in Horticulture
- AHC21824 Certificate II in Protected Horticulture

Certificate II in Sports Turf Management

Qualification information in supplied datasets

AHC20919 Certificate II in Sports Turf Management

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN RESEASONING

1 Very specific core, few elective choices that are only able to be chosen from the list in the qualification.

USE RESEASONING

1 Very specific.

Changes between releases

-

Not Equivalent

Specialist tasks

- Apply chemicals under supervision
- Maintain facilities
- Operate irrigation systems
- Operate farming or agricultural equipment
- Maintain work equipment or machinery
- Identify plant species and features
- Plant crops, trees or other plants
- Treat weeds
- Treat plant pests, diseases and disorders
- Analyse biological samples
- Operate grounds maintenance equipment
- Cultivate and maintain lawns, plants and gardens
- Coordinate safety or regulatory compliance activities
- Record operational or production data

Occupational Pathways

no data available

Reform opportunities **No** **Rationale**

Proposed future Purpose

Other related training products

Certificate II in Conservation and Ecosystem Management

Qualification information in supplied datasets

AHC21020 Certificate II in Conservation and Ecosystem Management

CATEGORISATION

Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC21024 Certificate II in Conservation and Ecosystem Management

CATEGORISATION

Manual

DESIGN REASONING

3 Generic core. Very large elective lists, with requirement to choose only 4 of the 13 electives from that list. Possibility for multiple broad outcomes.

USE REASONING

2 Broad but mostly in a Conservation and Ecosystem Management context.

Changes between releases

Updated 2 Core units and 21 Elective units

Added 2 Elective units

Not Equivalent

Specialist tasks

Coordinate safety or regulatory compliance activities
Record operational or production data

Occupational Pathways

Environmental Scientists
Labourers
Sales Workers
Clerical and Administrative Workers
Horticultural Trades Workers
Community and Personal Service Workers
Construction and Mining Labourers
Farm, Forestry and Garden Workers
Sales Assistants (General)

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate II in Irrigation

Qualification information in supplied datasets

AHC21124 Certificate II in Irrigation

CATEGORISATION

Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN RESEASONING

1.5 Small but specific core. Not much choice in Electives, with 11 of the 13 electives required to be selected from a pool of 16. Outcomes very specific to irrigation.

USE RESEASONING

1.5 Used as a pathway to further Irrigation qualifications.

Changes between releases

-

Not Equivalent

Specialist tasks

- Maintain or repair plumbing or drainage structures or fixtures
- Operate irrigation systems
- Operate farming or agricultural equipment
- Examine characteristics or behaviour of living organisms
- Analyse biological samples
- Coordinate safety or regulatory compliance activities
- Record operational or production data
- Answer customer questions about goods or services
- Collect environmental data or samples
- Provide first aid or rescue assistance in emergencies

Occupational Pathways

no data available

Reform opportunities **No** **Rationale**

Proposed future Purpose

Other related training products

Certificate II in Rural Operations

Qualification information in supplied datasets

AHC21216 Certificate II in Rural Operations

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN RESEASONING

3 Very broad - only 3 core units listed with broad applicability. No specific electives listed, though packaging rules specify most should be selected from other Certificate II qualifications in the AHC Training Package. Very flexible and broad outcomes.

USE RESEASONING

3 Very broad.

Changes between releases

-
Not Equivalent

Specialist tasks

Apply workplace health and safety knowledge
Work effectively in industry
Confer with co-workers or internal stakeholders to coordinate operational activities

Occupational Pathways

Sales Assistants (General)
Livestock Farm Workers
Checkout Operators and Office Cashiers
Technicians and Trades Workers
Hospitality Workers
Machinery Operators and Drivers
Other Miscellaneous Labourers
Community and Personal Service Workers
Clerical and Administrative Workers
Labourers
Fast Food Cooks
Factory Process Workers
Automotive and Engineering Trades Workers
Construction and Mining Labourers
Kitchenhands
Farm, Forestry and Garden Workers
Automotive Electricians
Sales Assistants and Salespersons
Crop Farm Workers

Reform opportunities **Yes** **Rationale**

Proposed future Purpose **3**

Other related training products
AHC20116 Certificate II in Agriculture

Review currently underway. This qualification used as a case study for Skills Insight's proposed qualification reform model, which see outcomes of this qualification forming a module group within a broad Purpose 3 qualification.

Certificate II in Shearing

Qualification information in supplied datasets

AHC21316 Certificate II in Shearing

CATEGORISATION

Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN RESEASONING

1 Core-only model with most units related to shearing.

USE RESEASONING

1 Not transferable - very defined to the job activity

Changes between releases

-
Not Equivalent

Specialist tasks

Care for animals
Trim, shear or remove wool, fleece or hair from animals
Sharpen cutting or grinding tools
Maintain forestry, hunting or agricultural equipment
Apply workplace health and safety knowledge
Work effectively in industry
Confer with co-workers or internal stakeholders to coordinate operational activities

Occupational Pathways

Shearers

Reform opportunities

No

Rationale

Proposed future Purpose

Currently under review - qualification outcomes remain specific due to industry requirements.

Other related training products

Certificate II in Wool Handling

Qualification information in supplied datasets

AHC21416
Certificate II in Wool Handling

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

1 Core-only model with specific wool handling outcomes.

USE RESEASONING

1 Not transferable - very defined to the job activity

Changes between releases

-
Not Equivalent

Specialist tasks

Care for animals
Operate farming or agricultural equipment
Apply workplace health and safety knowledge
Employ appropriate wool or fleece handling techniques
Assess characteristics of wool, fleece, hair or hide
Promote environmental sustainability or conservation initiatives
Work effectively in industry

Occupational Pathways

no data available

Reform opportunities

No

Rationale

Proposed future Purpose

Currently under review - qualification outcomes remain specific due to industry requirements.

Other related training products

Certificate II in Landscaping

Qualification information in supplied datasets

AHC21621 Certificate II in Landscaping

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC21624 Certificate II in Landscaping

CATEGORISATION
Manual

DESIGN RESEASONING

2 Coverage is landscaping-specific, however appears flexible for multiple outcomes within that industry.

USE RESEASONING

3 Has lots of transferability

Changes between releases

Updated 1 Core unit and 7 Elective units

Not Equivalent

Specialist tasks

- Prepare areas for landscape construction and set up landscape features
- Install wooden structural components
- Spread concrete or other aggregate mixtures
- Install masonry materials
- Operate farming or agricultural equipment
- Identify plant species and features
- Plant crops, trees or other plants
- Coordinate safety or regulatory compliance activities

Occupational Pathways

no data available

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate II in Permaculture

Qualification information in supplied datasets

AHC21716 Certificate II in Permaculture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC21722 Certificate II in Permaculture

CATEGORISATION

Manual

DESIGN RESEASONING

2 Selection of units is mostly limited to the list in the qualification, and most are quite permaculture-specific. May have some transferability but limited to the permaculture sector.

USE RESEASONING

2 Very broad coverage of outcomes but highly directed to Permaculture. Many of the skills have connections to Horticulture as well.

Changes between releases

Changes to packaging rules and updated codes and titles of units
 Changed work health and safety unit from HLTWHS001
 Participate in workplace health and safety to AHCWHS202
 Participate in workplace health and safety processes
 Not Equivalent

Specialist tasks

Record information about environmental conditions
 Plant crops, trees or other plants
 Examine characteristics or behaviour of living organisms
 Select equipment, materials or supplies for cleaning or maintenance activities
 Maintain current knowledge related to work activities
 Coordinate safety or regulatory compliance activities
 Prepare and store products from a permaculture system
 Harvest agricultural products
 Apply chemical solutions to plants for protection or to enhance growth
 Determine operational compliance with regulations or standards
 Record operational or production data
 Communicate organisational policies and procedures

Occupational Pathways

no data available

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate II in Protected Horticulture

Qualification information in supplied datasets

AHC21824 Certificate II in Protected Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN REASONING

2.5 Qualification offers multiple specialisations in protected horticulture. Unit choices have broad coverage suggesting transferability across industries.

USE REASONING

2 Broad but in a Protected Horticulture context only.

Changes between releases

-

Not Equivalent

Specialist tasks

Coordinate safety or regulatory compliance activities
Confer with co-workers or internal stakeholders to coordinate operational activities
Answer customer questions about goods or services
Clean equipment or facilities
Maintain facilities
Operate irrigation systems
Plant crops, trees or other plants
Perform manual agricultural, aquacultural or horticultural tasks
Harvest agricultural products
Operate farming or agricultural equipment
Cultivate and maintain lawns, plants and gardens
Identify plant species and features
Collect environmental data or samples
Treat weeds
Treat plant pests, diseases and disorders
Analyse biological samples

Occupational Pathways

no data available

Reform opportunities **Yes** **Rationale**

Proposed future Purpose **3** Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.

Other related training products
AHC20324 Certificate II in Production Horticulture
AHC20422 Certificate II in Horticulture
AHC20724 Certificate II in Nursery Operations

Certificate III in Agriculture

Qualification information in supplied datasets

AHC30116 Certificate III in Agriculture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC30122 Certificate III in Agriculture

CATEGORISATION

Manual

DESIGN REASONING

3 Core units are extremely broad. There are 196 electives listed in the qualification indicating it can be customised to suit any desired outcome or pathway.

USE REASONING

2 Has applicability to all three Purposes, however allocated Purpose 2 based on research outcomes in concurrent project.

Changes between releases

Revised packaging rules to better reflect outcomes,
Core units revised
Added, removed and updated elective units
Added Group C and D elective units lists
Not Equivalent

Specialist tasks

Coordinate safety or regulatory compliance activities
Promote environmental sustainability or conservation initiatives

Occupational Pathways

Livestock Farm Workers
Other Farm, Forestry and Garden Workers
Agricultural, Forestry and Horticultural Plant Operators
Mixed Crop and Livestock Farm Workers
Livestock Farmers
Crop Farm Workers
Other Miscellaneous Labourers
Clerical and Administrative Workers
Machinery Operators and Drivers
Technicians and Trades Workers
Community and Personal Service Workers
Sales Assistants (General)
Automotive Electricians
Managers
Skilled Animal and Horticultural Workers
Insurance Agents and Sales Representatives
Farm, Forestry and Garden Workers
Automotive and Engineering Trades Workers
Construction and Mining Labourers
Professionals
Design, Engineering, Science and Transport Professionals
Hospitality Workers
Sales Workers
Factory Process Workers
Miscellaneous Factory Process Workers

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Qualification is already very broad, with flexible outcomes and transferability. May be opportunities for other qualifications to merge into this one, however this would need further investigation and consultation.

Certificate III in Dairy Production

Qualification information in supplied datasets

AHC30221 Certificate III in Dairy Production

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC30224 Certificate III in Dairy Production

CATEGORISATION
Manual

DESIGN RESEASONING

2 Coverage is mostly dairy-specific, however appears flexible for multiple outcomes within that industry and potentially other related sectors that involve working with livestock.

USE RESEASONING

2 Broad but in a Dairy Production context only.

Changes between releases
Updated 2 Core units and 9 Elective units
Added 1 Elective unit
Not Equivalent

Specialist tasks

- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Manage agricultural or forestry operations
- Maintain forestry, hunting or agricultural equipment
- Care for animals
- Examine animals to detect illness, injury or other problems
- Coordinate safety or regulatory compliance activities
- Respond to emergencies to provide assistance

Occupational Pathways

Livestock Farm Workers

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Certificate III in Rural and Environmental Pest Management

Qualification information in supplied datasets

AHC30318 Certificate III in Rural and Environmental Pest Management

CATEGORISATION

Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC30324 Certificate III in Rural and Environmental Pest Management

CATEGORISATION

Manual

DESIGN REASONING

2 Qualification is structured in a way to offer flexibility of outcomes, however they are limited to pest management sectors.

USE REASONING

1.5 Sector specific with some unique pest management (e.g. wild pigs) and chemical requirements unique to sector. Also has regulatory and licensing requirements in some states. Some crossover with similar-sounding qualifications, but is very specific in what is different

Changes between releases

Corrected unit reference in Packaging Rules
Updated 1 Core unit and 7 Elective units
Not Equivalent

Specialist tasks

Transport and store chemicals
Prepare and apply chemicals to control pest, weeds and diseases
Work effectively in industry
Treat facilities to eliminate pests
Coordinate safety or regulatory compliance activities

Occupational Pathways

no data available

Reform opportunities

Further investigation required.

Rationale

Proposed future Purpose

Under Skills Insight's proposed qualification reform model there may be opportunity to bring similar qualifications together, however clearly defined module groups would be essential to ensure specificity required is achievable.

Other related training products

Certificate III in Pork Production

Qualification information in supplied datasets

AHC30416 Certificate III in Pork Production

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

AHC30422 Certificate III in Pork Production

CATEGORISATION
Manual

DESIGN RESEASONING

1 Very specific to pork occupations, with multiple units requiring work placement, suggesting quite a rigid qualifications.

USE RESEASONING

1 Broad but in a Pork Production context only.

Changes between releases

Qualification description revised
Total number of units required to achieve the qualification increased from 15 to 16
Packaging rules, core and elective units changed
Not Equivalent

Specialist tasks

Care for animals
Transport animals, crops, or equipment
Coordinate safety or regulatory compliance activities

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate III in Poultry Production

Qualification information in supplied datasets

AHC30516 Certificate III in Poultry Production

CATEGORISATION

Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC30522 Certificate III in Poultry Production

CATEGORISATION

Manual

DESIGN RESEASONING

2 Very specific to poultry, however offers multiple specialisations giving the qualification flexible, transferable outcomes within the poultry sector.

USE RESEASONING

2 Broad but in a Poultry Production context only.

Changes between releases

Packaging rules, core and elective units changed

Specialisations added

Not Equivalent

Specialist tasks

Care for animals

Perform manual agricultural, aquacultural or horticultural tasks

Monitor operations to ensure compliance with safety or security policies or regulations

Coordinate safety or regulatory compliance activities

Occupational Pathways

no data available

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate III in Production Horticulture

Qualification information in supplied datasets

AHC30620 Certificate III in Production Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC30624 Certificate III in Production Horticulture

CATEGORISATION

Manual

DESIGN REASONING

2 Somewhat broad core, however electives listed are specific to Production Horticulture - qualification has specialisations for outcomes within production horticulture sector. Expands well from the Certificate II.

USE REASONING

2 Broad but in a Production Horticulture context only.

Changes between releases

Updated 2 Core units, 7 Elective units and removed 2 deleted Elective units

Not Equivalent

Specialist tasks

Monitor operations to ensure compliance with safety or security policies or regulations
Coordinate safety or regulatory compliance activities
Monitor processes for compliance with standards

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC30722		Certificate III in Horticulture
AHC31124		Certificate III in Nursery Operations
AHC33722		Certificate III in Protected Horticulture
AHC33924		Certificate III in Medicinal Cannabis Cultivation and Production

Certificate III in Horticulture

Qualification information in supplied datasets

AHC30716 Certificate III in Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC30722 Certificate III in Horticulture

CATEGORISATION

Manual

DESIGN RESEASONING

2 Coverage is horticulture-specific, however appears flexible for multiple outcomes within that industry.

USE RESEASONING

All Has applicability to all three Purposes.

Changes between releases

Revised packaging rules to better reflect outcomes
Increased total number of units by one unit
Revised and increased core units by 6 units
Added, removed and updated elective units
Not Equivalent

Specialist tasks

Transport and store chemicals
Prepare and apply chemicals to control pest, weeds and diseases
Operate irrigation systems
Operate industrial equipment
Identify plant species and features
Trim trees or other vegetation
Control weeds
Control plant pests, diseases and disorders
Cultivate and maintain lawns, plants and gardens
Coordinate safety or regulatory compliance activities
Promote environmental sustainability or conservation initiatives

Occupational Pathways

Gardeners
Garden and Nursery Labourers
Technicians and Trades Workers
Nurserypersons
Greenkeepers
Professionals
Machinery Operators and Drivers
Clerical and Administrative Workers
Managers
Community and Personal Service Workers
Sales Workers
Sales Assistants (General)
Labourers
Hospitality Workers
Cleaners and Laundry Workers
Technicians and Trades Workers
Construction and Mining Labourers
Factory Process Workers
Crop Farm Workers
Other Miscellaneous Labourers
Miscellaneous Factory Process Workers

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC30624	Certificate III in Production Horticulture	
AHC31124	Certificate III in Nursery Operations	
AHC33722	Certificate III in Protected Horticulture	
AHC33924	Certificate III in Medicinal Cannabis Cultivation and Production	

Certificate III in Arboriculture

Qualification information in supplied datasets

AHC30820 Certificate III in Arboriculture

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC30824 Certificate III in Arboriculture

CATEGORISATION
Manual

DESIGN REASONING

2 Qualification is very arboriculture-specific. Packaging rules require at least one specialisation to be selected which may restrict choice of other electives. However, while the core is somewhat large and quite specific, it does indicate those core skills are transferable to multiple occupations.

USE REASONING

2 Suitable for Arboriculture-related occupations. Has some potential transferability with forestry as well.

Changes between releases

Updated 3 Core units, 14 Elective units and prerequisite requirements

Added 1 Elective unit

Deleted 1 Elective unit

Not Equivalent

Specialist tasks

- Operate forestry equipment
- Perform ground-based rigging
- Implement a tree maintenance program
- Inspect equipment or facilities to determine condition or maintenance needs
- Perform pruning operations
- Dismantle trees
- Rescue people from hazardous situations
- Trim trees or other vegetation
- Install tree support systems
- Implement a tree protection program
- Use equipment to climb structures
- Identify plant species and features
- Use cranes to access and dismantle trees
- Plan natural resources conservation or restoration programs
- Verify pruning specifications
- Supervise and audit tree operations
- Perform a ground-based tree defect evaluation
- Conduct a safety audit
- Monitor operations to ensure compliance with safety or security policies or regulations
- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Undertake natural conservation or restoration activities
- Classify organisms based on their characteristics or behaviour
- Carry out inspection of designated area
- Control weeds

Occupational Pathways

- Gardeners
- Forestry and Logging Workers
- Labourers
- Machinery Operators and Drivers

Reform opportunities **No** **Rationale**

Proposed future Purpose

Other related training products

Certificate III in Landscape Construction

Qualification information in supplied datasets

AHC30921 Certificate III in Landscape Construction

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Coverage is landscape construction-specific, however appears flexible for multiple occupations within that sector.

USE RESEASONING

2 Broad but in a Landscape Construction context only.

Changes between releases

-

Not Equivalent

Specialist tasks

- Estimate cost or material requirements
- Install plumbing or piping
- Maintain roof gardens, vertical gardens and green facades
- Irrigate lawns, trees or plants
- Plan layout of construction, installation or repairs
- Construct brick and block structures and features
- Construct stone structures and features, and install stone cladding
- Transport animals, crops, or equipment
- Implement a paving project
- Construct landscape features using concrete
- Install wooden structural components
- Implement a retaining wall project
- Assemble metal structures
- Operate woodworking equipment
- Operate industrial equipment
- Identify plant species and features
- Analyse biological samples
- Research plants and animals
- Plant crops, trees or other plants
- Inspect landscaping to determine treatment needs
- Cultivate and maintain lawns, plants and gardens
- Coordinate safety or regulatory compliance activities

Occupational Pathways

- Gardeners
- Technicians and Trades Workers
- Florists
- Labourers
- Building and Plumbing Labourers
- Machinery Operators and Drivers
- Other Miscellaneous Labourers
- Chief Executives, General Managers and Legislators
- Carpenters and Joiners
- Truck Drivers
- Community and Personal Service Workers
- Concreters
- Architects and Landscape Architects

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate III in Parks and Gardens

Qualification information in supplied datasets

AHC31021 Certificate III in Parks and Gardens

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC31024 Certificate III in Parks and Gardens

CATEGORISATION
Manual

DESIGN RESEASONING

2 Large core, and coverage overall parks and gardens-specific, however appears flexible for multiple outcomes within that industry.

USE RESEASONING

2 Broad but in a Parks & Gardens context only.

Changes between releases

Updated 1 Core unit and 4 Elective units

Not Equivalent

Specialist tasks

- Operate irrigation systems
- Operate industrial equipment
- Research plants and animals
- Plant crops, trees or other plants
- Trim trees or other vegetation
- Inspect landscaping to determine treatment needs
- Control weeds
- Control plant pests, diseases and disorders
- Cultivate and maintain lawns, plants and gardens
- Operate grounds maintenance equipment
- Coordinate safety or regulatory compliance activities

Occupational Pathways

- Gardeners
- Greenkeepers
- Florists
- Garden and Nursery Labourers
- Community and Personal Service Workers
- Miscellaneous Labourers
- Machinery Operators and Drivers
- Construction and Mining Labourers
- Clerical and Administrative Workers
- Labourers

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate III in Nursery Operations

Qualification information in supplied datasets

AHC31120 Certificate III in Nursery Operations

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC31124 Certificate III in Nursery Operations

CATEGORISATION

Manual

DESIGN REASONING

2.5 Units have wide coverage which could be transferred to other related sectors. The qualification offers specialisations to tailor to nursery outcomes if required.

USE REASONING

2.5 Does have some specifics, but is also used as a pathway into some other connected sectors including Medicinal Cannabis.

Changes between releases

Updated 1 Core unit and 3 Elective units

Not Equivalent

Specialist tasks

- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Operate irrigation systems
- Apply chemical solutions to plants for protection or to enhance growth
- Develop agricultural methods
- Research plants and animals
- Control plant pests, diseases and disorders
- Cultivate and maintain lawns, plants and gardens
- Coordinate safety or regulatory compliance activities

Occupational Pathways

Nurserypersons

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC30624 Certificate III in Production Horticulture		
AHC30722 Certificate III in Horticulture		
AHC33722 Certificate III in Protected Horticulture		
AHC33924 Certificate III in Medicinal Cannabis Cultivation and Production		

Certificate III in Sports Turf Management

Qualification information in supplied datasets

AHC31319 Certificate III in Sports Turf Management

CATEGORISATION

Machine-Learning model

Intended Purpose 2
(taxonomy data from NTR)
Design

Learners/ Employers 2
(use in labour market data)
Employment outcome

Skill-based 2
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 2

Current Qualification information

AHC31324 Certificate III in Sports Turf Management

CATEGORISATION

Manual

DESIGN RESEASONING

1 Very large and specific core. Qualification overall targeted to sports turf outcomes with very little transferability.

USE RESEASONING

1 Not transferable - very defined to the job activity

Changes between releases

Updated 3 Core units and 9 Elective units

Not Equivalent

Specialist tasks

- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Install plumbing or piping
- Irrigate lawns, trees or plants
- Operate irrigation systems
- Operate industrial equipment
- Develop agricultural methods
- Control weeds
- Control plant pests, diseases and disorders
- Cultivate and maintain lawns, plants and gardens
- Operate grounds maintenance equipment
- Manage construction activities
- Inspect landscaping to determine treatment needs
- Coordinate safety or regulatory compliance activities
- Promote environmental sustainability or conservation initiatives

Occupational Pathways

- Greenkeepers
- Florists
- Gardeners
- Labourers

Reform opportunities No Rationale

Proposed future Purpose

Other related training products

Certificate III in Conservation and Ecosystem Management

Qualification information in supplied datasets

AHC31421 Certificate III in Conservation and Ecosystem Management

CATEGORISATION

Machine-Learning model

Intended Purpose 3
(taxonomy data from NTR)
Design

Learners/ Employers 3
(use in labour market data)
Employment outcome

Skill-based 3
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 3

Current Qualification information

AHC31424 Certificate III in Conservation and Ecosystem Management

CATEGORISATION

Manual

DESIGN REASONING

3 Whilst focused on conservation management, this qualification offers multiple specialisations across various different industries, making it very transferable with multiple outcomes.

USE REASONING

3 Very broad.

Changes between releases

Updated 1 Core unit, 17 Elective units and prerequisites

Added 2 Elective units

Not Equivalent

Specialist tasks

Inspect condition of natural environments

Coordinate safety or regulatory compliance activities

Occupational Pathways

Managers

Labourers

Professionals

Miscellaneous Labourers

Hospitality Workers

Fire and Emergency Workers

Sales Assistants and Salespersons

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate III in On Country Management

Qualification information in supplied datasets

AHC31522 Certificate III in On Country Management

CATEGORISATION

Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN REASONING

1.5 The units in this qualification are related to 'on Country' management. They cover outcomes specific to Aboriginal and/or Torres Strait Islander cultures, so are generally less applicable in other areas.

USE REASONING

2 Used generally by rangers to provide a variety of skills relevant to the occupation.

Changes between releases

-
Not Equivalent

Specialist tasks

Maintain a working understanding of the cultural, diversity and accessibility needs of others, and how this applies to the role
Coordinate safety or regulatory compliance activities
Promote environmental sustainability or conservation initiatives

Occupational Pathways

no data available

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate III in Beekeeping

Qualification information in supplied datasets

AHC31818 Certificate III in Beekeeping

CATEGORISATION

Machine-Learning model

Intended Purpose 1
(taxonomy data from NTR)
Design

Learners/ Employers 1
(use in labour market data)
Employment outcome

Skill-based 1
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 1

Current Qualification information

AHC31824 Certificate III in Beekeeping

CATEGORISATION

Manual

DESIGN RESEASONING

1 Most units in the core of this qualification are specific to Beekeeping, as are many of the electives. Very limited transferability.

USE RESEASONING

1 Not transferable - very defined to the job activity

Changes between releases

Updated 2 Core units and 6 Elective units

Added 1 Elective unit

Not Equivalent

Specialist tasks

- Open and reassemble a beehive
- Prepare and use a bee smoker
- Assemble and maintain beekeeping components
- Manage honey bee swarms
- Manipulate honey bee brood
- Re-queen a honey bee colony
- Remove a honey crop from a hive
- Transport bee hives by road to new apiary site
- Extract honey
- Manage pests and disease within a honey bee colony
- Select and establish an apiary site
- Coordinate safety or regulatory compliance activities
- Monitor processes for compliance with standards

Occupational Pathways

no data available

Reform opportunities **No** **Rationale**

Proposed future Purpose

Other related training products

Certificate III in Irrigation Technology

Qualification information in supplied datasets

AHC32422 Certificate III in Irrigation Technology

CATEGORISATION

Machine-Learning model

Intended Purpose 1
(taxonomy data from NTR)
Design

Learners/ Employers 1
(use in labour market data)
Employment outcome

Skill-based 3
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 1

Current Qualification information

AHC32424 Certificate III in Irrigation Technology

CATEGORISATION

Manual

DESIGN RESEASONING

2.5 Whilst there is a large number of irrigation-specific units in this qualification, the units themselves are broad enough to be applicable to multiple other industries.

USE RESEASONING

2.5 Very specific to irrigation, but can be applied in many different sectors

Changes between releases

Updated 3 Core units and 4 Elective units

Not Equivalent

Specialist tasks

- Install and terminate extra low voltage wiring systems
- Operate irrigation systems
- Cultivate and maintain lawns, plants and gardens
- Irrigate lawns, trees or plants
- Interpret blueprints, specifications or diagrams
- Coordinate safety or regulatory compliance activities
- Promote environmental sustainability or conservation initiatives

Occupational Pathways

no data available

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work

Qualification information in supplied datasets

AHC32522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work

CATEGORISATION
Machine-Learning model

Intended Purpose 0
(taxonomy data from NTR)
Design

Learners/ Employers 0
(use in labour market data)
Employment outcome

Skill-based 0
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 2

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN REASONING

2 The units in this qualification are related to working 'on Country', They cover outcomes specific to Aboriginal and/or Torres Strait Islander cultures, and can be applied across other industries.

USE REASONING

2 Has broad applicability and is used for various different sectors, including those outside of AHC such as tourism.

Changes between releases

-
Not Equivalent

Specialist tasks

Apply knowledge, understanding and respect of culturally significant sites or objects
Maintain a working understanding of the cultural, diversity and accessibility needs of others, and how this applies to the role
Coordinate safety or regulatory compliance activities

Occupational Pathways

no data available

Reform opportunities

Further investigation required.

Rationale

Proposed future Purpose

Other related training products

Certificate III in Rural Merchandising

Qualification information in supplied datasets

AHC32724 Certificate III in Rural Merchandising

CATEGORISATION
Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

CATEGORISATION
Manual

DESIGN RESEASONING

3 Broad outcomes with good transferability across multiple other sectors.

USE RESEASONING

2 Used by service organisations, traineeships on-the job training.

Changes between releases

Not Equivalent

Specialist tasks

- Sell agricultural products
- Operate office equipment
- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Advise others on farming or forestry operations, regulations or equipment
- Provide information about landscaping services or costs
- Advise customers on the use of goods or services
- Sell goods or services
- Provide customer service to clients or users
- Research crop management methods
- Coordinate safety or regulatory compliance activities
- Work effectively in industry
- Confer with co-workers or internal stakeholders to coordinate operational activities
- Respond to emergencies to provide assistance
- Monitor processes for compliance with standards
- Move and store materials, equipment or products
- Promote environmental sustainability or conservation initiatives

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate III in Rural Operations

Qualification information in supplied datasets

AHC32816 Certificate III in Rural Operations

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC32822 Certificate III in Rural Operations

CATEGORISATION
Manual

DESIGN RESEASONING

3 Qualification specifically designed to offer broad coverage of outcomes for multiple sector areas.

USE RESEASONING

3 Very broad.

Changes between releases

Revised packaging rules to better reflect outcomes
Revised and increased core units by 1 unit
Added elective units lists and elective units
Not Equivalent

Specialist tasks

Monitor operations to ensure compliance with safety or security policies or regulations
Coordinate safety or regulatory compliance activities
Promote environmental sustainability or conservation initiatives

Occupational Pathways

Livestock Farm Workers
Other Miscellaneous Labourers
Truck Drivers
Crop Farm Workers
Clerical and Administrative Workers
Agricultural, Forestry and Horticultural Plant Operators
Community and Personal Service Workers
Building and Plumbing Labourers
Technicians and Trades Workers
Professionals
Sales Assistants (General)
Machine and Stationary Plant Operators
Farmers and Farm Managers
Technicians and Trades Workers
Managers
Construction and Mining Labourers
Factory Process Workers
Sales Workers
Gardeners
Farm, Forestry and Garden Workers
Engineering, ICT and Science Technicians
Automotive and Engineering Trades Workers
Motor Mechanics
Protective Service Workers
Earthmoving Plant Operators
Storepersons
Horticultural Trades Workers
Other Labourers
Other Machine Operators

Reform opportunities **Further investigation required.** **Rationale**

Proposed future Purpose

Other related training products

Certificate III in Shearing

Qualification information in supplied datasets

AHC32916 Certificate III in Shearing

CATEGORISATION
Machine-Learning model

Intended Purpose 1
(taxonomy data from NTR)
Design

Learners/ Employers 1
(use in labour market data)
Employment outcome

Skill-based 1
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 1

Current Qualification information

CATEGORISATION
Manual

DESIGN RESEASONING

1 Core-only model specific to shearing.

USE RESEASONING

1 Not transferable - very defined to the job activity

Changes between releases

Not Equivalent

Specialist tasks

Care for animals
Trim, shear or remove wool, fleece or hair from animals
Select or maintain hair, wool or fur cutting equipment

Occupational Pathways

Shearers

Reform opportunities	No	Rationale
Proposed future Purpose		Currently under review - qualification outcomes remain specific due to industry requirements.
Other related training products		

Certificate III in Wool Clip Preparation

Qualification information in supplied datasets

AHC33016 Certificate III in Wool Clip Preparation

CATEGORISATION
Machine-Learning model

Intended Purpose (taxonomy data from NTR) <i>Design</i>	1
Learners/ Employers (use in labour market data) <i>Employment outcome</i>	2
Skill-based (JSA qualification-occupation data) <i>Transferability</i>	1
Most frequently allocated Purpose	1

Current Qualification information

CATEGORISATION
Manual

DESIGN	RESEASONING
1	Core-only model specific to wool clip preparation.
USE	RESEASONING
1	Not transferable - very defined to the job activity

Changes between releases

Not Equivalent

Specialist tasks

- Assess characteristics of wool, fleece, hair or hide
- Employ appropriate wool or fleece handling techniques
- Process animal hide or skin
- Manage agricultural or forestry operations
- Prepare regulatory or compliance documentation
- Comply with industry animal welfare requirements

Occupational Pathways

no data available

Reform opportunities	No	Rationale
Proposed future Purpose		Currently under review - qualification outcomes remain specific due to industry requirements.
Other related training products		

Certificate III in Advanced Wool Handling

Qualification information in supplied datasets

AHC33116 Certificate III in Advanced Wool Handling

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

CATEGORISATION
Manual

DESIGN	RESEASONING
1	Qualification only offers choice 1 elective unit from a pool of two wool handling units. Outcomes specific to wool handling.

USE	RESEASONING
1	Not transferable - very defined to the job activity

Changes between releases

Not Equivalent

Specialist tasks

- Care for animals
- Transport animals, crops, or equipment
- Employ appropriate wool or fleece handling techniques
- Process animal hide or skin
- Comply with industry animal welfare requirements

Occupational Pathways

no data available

Reform opportunities **No**

Proposed future Purpose

Rationale

Currently under review - qualification outcomes remain specific due to industry requirements.

Other related training products

Certificate III in Feedlot Operations

Qualification information in supplied datasets

AHC33316 Certificate III in Feedlot Operations

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

CATEGORISATION
Manual

DESIGN RESEASONING

2 Core and electives are generally specific to feedlot operations and working with livestock, however the qualification offers specialisations indicating transferability within the sector.

USE RESEASONING

2 Some opportunities in general Agriculture occupations because of animal movement, animal health and nutrition, but also semi-specific in nature (with multiple applicable animals).

Changes between releases

Not Equivalent

Specialist tasks

- Transport and store chemicals
- Clean equipment or facilities
- Treat animal injuries or illnesses
- Carry out post-mortem examination of livestock
- Euthanase livestock
- Mark agricultural or forestry products for identification
- Care for animals
- Operate farming or agricultural equipment
- Monitor health or behaviour of animals
- Comply with industry animal welfare requirements
- Operate vehicles or material-moving equipment
- Operate forklifts or other loaders
- Direct equipment maintenance or repair activities
- Maintain work equipment or machinery
- Control weeds

Occupational Pathways

no data available

Reform opportunities	No	Rationale
Proposed future Purpose		Currently under review - qualification outcomes remain suitable for multiple occupations within the livestock and feedback operations sectors.
Other related training products		

Certificate III in Protected Horticulture

Qualification information in supplied datasets

AHC33722 Certificate III in Protected Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose 0
(taxonomy data from NTR)
Design

Learners/ Employers 0
(use in labour market data)
Employment outcome

Skill-based 0
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 2

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN REASONING

2 Qualification offers multiple specialisations in protected horticulture. Unit choices have broad coverage suggesting transferability across industries.

USE REASONING

2 Broad but in a Protected Horticulture context only.

Changes between releases

-

Not Equivalent

Specialist tasks

Monitor operations to ensure compliance with safety or security policies or regulations
Coordinate safety or regulatory compliance activities
Promote environmental sustainability or conservation initiatives

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC30624 Certificate III in Production Horticulture		
AHC30722 Certificate III in Horticulture		
AHC31124 Certificate III in Nursery Operations		
AHC33924 Certificate III in Medicinal Cannabis Cultivation and Production		

Certificate III in Permaculture

Qualification information in supplied datasets

AHC33816 Certificate III in Permaculture

CATEGORISATION
Machine-Learning model

Intended Purpose (taxonomy data from NTR) <i>Design</i>	1
Learners/ Employers (use in labour market data) <i>Employment outcome</i>	2
Skill-based (JSA qualification-occupation data) <i>Transferability</i>	2
Most frequently allocated Purpose	2

Current Qualification information

CATEGORISATION
Manual

DESIGN	RESEASONING
2	Most units listed in the qualification are permaculture-specific. May have some transferability but limited to the permaculture sector.
USE	RESEASONING
2	Very broad coverage of outcomes but highly directed to Permaculture. Many of the skills have connections to Horticulture as well.

Changes between releases

Not Equivalent

Specialist tasks

- Undertake natural conservation or restoration activities
- Direct facility maintenance or repair activities
- Irrigate lawns, trees or plants
- Slaughter livestock
- Maintain a working understanding of the cultural, diversity and accessibility needs of others, and how this applies to the role
- Advise others about land management or conservation
- Evaluate quality or condition of plants or crops
- Manage agricultural or forestry operations
- Control plant pests or diseases
- Install fencing or other barriers
- Cultivate and maintain lawns, plants and gardens
- Coordinate preparation and storage of produce from a permaculture system
- Coordinate project activities with other staff or departments
- Develop agricultural methods
- Harvest agricultural products
- Survey land or properties
- Research plants and animals
- Research sustainable agricultural processes or practices
- Design environmental control systems
- Record information about environmental conditions
- Inspect facilities

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate III in Medicinal Cannabis Cultivation and Production

Qualification information in supplied datasets

AHC33924
Certificate III in Medicinal Cannabis Cultivation and Production

CATEGORISATION

Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN REASONING

2 Whilst the core of this qualification is specific to medicinal cannabis, the electives are quite broad and applicable across other sectors, particularly horticulture.

USE REASONING

1 Not transferable - very defined to the job activity.

Changes between releases

-
Not Equivalent

Specialist tasks

- Prevent unauthorised individuals from entering restricted areas
- Monitor organisational compliance with regulations
- Plant crops, trees or other plants
- Cultivate and maintain lawns, plants and gardens
- Harvest agricultural products
- Coordinate safety or regulatory compliance activities

Occupational Pathways

no data available

Reform opportunities **Yes**

Proposed future Purpose **3**

Other related training products

- AHC30624 Certificate III in Production Horticulture
- AHC30722 Certificate III in Horticulture
- AHC31124 Certificate III in Nursery Operations
- AHC33722 Certificate III in Protected Horticulture

Rationale

Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.

Certificate IV in Agriculture

Qualification information in supplied datasets

AHC40116 Certificate IV in Agriculture

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC40122 Certificate IV in Agriculture

CATEGORISATION
Manual

DESIGN REASONING

3 Non-specific core, very broad electives (and lots of them!), applicable to multiple sector areas. Includes specialisation in organic farming, further indicating transferability of outcomes.

USE REASONING

All Has applicability to all three Purposes.

Changes between releases

Revised packaging rules to better reflect outcomes
Specialisation added
Revised and increased core units by 1 unit
Added and updated elective units
Not Equivalent

Specialist tasks

Apply workplace health and safety knowledge
Supervise workers performing environmentally sustainable activities

Occupational Pathways

Livestock Farm Workers
Sales Workers
Technicians and Trades Workers
Livestock Farmers
Other Farm, Forestry and Garden Workers
Clerical and Administrative Workers
Mobile Plant Operators
Farm, Forestry and Garden Workers

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Certificate IV in Protected Horticulture

Qualification information in supplied datasets

AHC40219 Certificate IV in Protected Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC40224 Certificate IV in Protected Horticulture

CATEGORISATION

Manual

DESIGN REASONING

2 Units have some generally broad coverage which could be applicable to multiple occupations and/or transferred to other related sectors .

USE REASONING

2 Broad but in a Protected Horticulture context only.

Changes between releases

Packaging rules reduced from 5 Core to 4 due to merged units

Updated all Core units and 15 Electives

Not Equivalent

Specialist tasks

- Estimate cost or material requirements
- Manage organisational or program finances
- Coordinate logistics or other business operations
- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Develop safety standards, policies or procedures
- Apply chemical solutions to plants for protection or to enhance growth
- Research crop management methods
- Develop agricultural methods
- Supervise maintenance workers
- Manage agricultural or forestry operations
- Plant crops, trees or other plants
- Advise others about land management or conservation
- Evaluate quality or condition of plants or crops
- Harvest agricultural products
- Implement a pest management plan
- Operate irrigation systems
- Apply workplace health and safety knowledge
- Supervise employees

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC40324 Certificate IV in Production Horticulture		
AHC40422 Certificate IV in Horticulture		
AHC40624 Certificate IV in Nursery Operations		
AHC42324 Certificate IV in Medicinal Cannabis Cultivation and Production		

Certificate IV in Production Horticulture

Qualification information in supplied datasets

AHC40320 Certificate IV in Production Horticulture

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC40324 Certificate IV in Production Horticulture

CATEGORISATION
Manual

DESIGN REASONING

2 Units have some generally broad coverage which could be applicable to multiple occupations and/or transferred to other related sectors .

USE REASONING

2 Broad but in a Production Horticulture context only.

Changes between releases

Updated 2 Core units and 4 Elective units

Added 2 Elective units

Not Equivalent

Specialist tasks

Develop safety standards, policies or procedures
Manage organisational or program finances
Apply workplace health and safety knowledge
Monitor processes for compliance with standards

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC40224 Certificate IV in Protected Horticulture		
AHC40422 Certificate IV in Horticulture		
AHC40624 Certificate IV in Nursery Operations		
AHC42324 Certificate IV in Medicinal Cannabis Cultivation and Production		

Certificate IV in Horticulture

Qualification information in supplied datasets

AHC40416 Certificate IV in Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC40422 Certificate IV in Horticulture

CATEGORISATION

Manual

DESIGN REASONING

2 Units have some generally broad coverage which could be applicable to multiple occupations and/or transferred to other related sectors .

USE REASONING

2 Broad but in a Horticulture context only.

Changes between releases

Revised packaging rules to better reflect outcomes
Revised and increased core units by 3 units
Added electives group A and B, added, removed and updated elective units

Not Equivalent

Specialist tasks

Develop agricultural methods
Plant crops, trees or other plants
Apply workplace health and safety knowledge
Supervise workers performing environmentally sustainable activities

Occupational Pathways

Gardeners
Labourers
Horticultural Trades Workers

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC40224 Certificate IV in Protected Horticulture		
AHC40324 Certificate IV in Production Horticulture		
AHC40624 Certificate IV in Nursery Operations		
AHC42324 Certificate IV in Medicinal Cannabis Cultivation and Production		

Certificate IV in Nursery Operations

Qualification information in supplied datasets

AHC40620 Certificate IV in Nursery Operations

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC40624 Certificate IV in Nursery Operations

CATEGORISATION
Manual

DESIGN REASONING

3 Units have wide coverage (especially the core units) which could be transferred to other related sectors. The qualification offers specialisations to tailor outcomes if required.

USE REASONING

2.5 Does have some specifics, but is also used as a pathway into some other connected sectors including Medicinal Cannabis.

Changes between releases

Updated 2 Core units and 2 Elective units

Not Equivalent

Specialist tasks

Apply workplace health and safety knowledge
Supervise employees

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC40224 Certificate IV in Protected Horticulture		
AHC40324 Certificate IV in Production Horticulture		
AHC40422 Certificate IV in Horticulture		
AHC42324 Certificate IV in Medicinal Cannabis Cultivation and Production		

Certificate IV in Conservation and Ecosystem Management

Qualification information in supplied datasets

AHC40920 Certificate IV in Conservation and Ecosystem Management

CATEGORISATION

Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC40924 Certificate IV in Conservation and Ecosystem Management

CATEGORISATION

Manual

DESIGN REASONING

3 Whilst focused on conservation management, this qualification includes a large number of elective choices that are suitable across various different industries, making it very transferable with multiple outcomes.

USE REASONING

3 Very broad.

Changes between releases

Updated 1 Core unit, 37 Elective units, added 1 Elective unit and deleted 4 Elective units

Not Equivalent

Specialist tasks

- Inspect condition of natural environments
- Apply workplace health and safety knowledge
- Prevent and control infections according to policies and procedures
- Maintain surveillance of individuals or establishments
- Develop safety standards, policies or procedures
- Prepare regulatory or compliance documentation
- Estimate cost or material requirements
- Manage organisational or program finances
- Write operational reports
- Establish interpersonal business relationships to facilitate work activities
- Monitor performance of organisational members or partners
- Present information to the public
- Develop working relationships with others to facilitate program activities
- Develop programs, policies or services that are culturally appropriate
- Organise special events
- Apply chemical solutions to plants for protection or to enhance growth
- Undertake natural conservation or restoration activities
- Plan natural resources conservation or restoration programs
- Monitor activities affecting environmental quality
- Review plans or proposals for environmental conservation
- Apply knowledge, understanding and respect of culturally significant sites or objects

Occupational Pathways

- Environmental Scientists
- Labourers

Reform opportunities

Further investigation required.

Rationale

Proposed future Purpose

Other related training products

Certificate IV in Agribusiness

Qualification information in supplied datasets

AHC41019 Certificate IV in Agribusiness

CATEGORISATION

Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC41024 Certificate IV in Agribusiness

CATEGORISATION

Manual

DESIGN RESEASONING

2 Qualification has lots of transferability to 'general' Business, but still has some primary production-specific aspects that are unique to this sector.

USE RESEASONING

2 Broad but generally in an Agriculture context only due to primary production connections.

Changes between releases

Updated 1 Core units and 23 Elective units

Not Equivalent

Specialist tasks

- Maintain logs of production activities
- Implement design or process improvements
- Analyse operational or research data
- Maintain financial or account records
- Manage agricultural or forestry operations
- Develop safety standards, policies or procedures
- Prepare administrative documents
- Estimate cost or material requirements
- Manage organisational or program finances
- Coordinate logistics or other business operations
- Establish business management methods
- Monitor environmental impacts of production or development activities
- Cultivate and maintain lawns, plants and gardens
- Research sustainable agricultural processes or practices
- Develop agricultural methods
- Research livestock management methods
- Arrange selling through community based marketing
- Ensure compliance with pest legislation
- Calculate financial data
- Apply workplace health and safety knowledge

Occupational Pathways

no data available

Reform opportunities **Further** Rationale

**investigation
required.**

Proposed future Purpose

Other related training products

Certificate IV in Irrigation Management

A
Q
F
4

Qualification information in supplied datasets

AHC41119 Certificate IV in Irrigation Management

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC41124 Certificate IV in Irrigation Management

CATEGORISATION
Manual

DESIGN RESEASONING

2.5 Whilst there is a large number of irrigation-specific units in this qualification, the units themselves are broad enough to be applicable to multiple other industries.

USE RESEASONING

2.5 Very specific to irrigation, but can be applied in many different sectors

Changes between releases

Updated 1 Core, 7 Elective units and removed 1 deleted Elective unit
Not Equivalent

Specialist tasks

- Estimate cost or material requirements
- Manage organisational or program finances
- Install plumbing or piping
- Operate irrigation systems
- Install and terminate extra low voltage wiring systems
- Design energy efficient equipment or systems
- Design water conservation systems
- Interpret blueprints, specifications or diagrams
- Provide information about landscaping services or costs
- Provide customer service to clients or users
- Analyse geological samples
- Apply workplace health and safety knowledge
- Monitor processes for compliance with standards
- Supervise employees
- Supervise workers performing environmentally sustainable activities

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Certificate IV in Wool Classing

Qualification information in supplied datasets

AHC41316
Certificate IV in Wool Classing

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING
1 Core-only model specific to wool classing.

USE RESEASONING
1 Not transferable - very defined to the job activity.

Changes between releases

-
Not Equivalent

Specialist tasks

Assess characteristics of wool, fleece, hair or hide
Employ appropriate wool or fleece handling techniques
Process animal hide or skin
Prepare regulatory or compliance documentation
Manage agricultural or forestry operations

Occupational Pathways

Livestock Farm Workers
Technicians and Trades Workers
Farm, Forestry and Garden Workers

Reform opportunities **No** **Rationale**
Proposed future Purpose Currently under review - qualification outcomes remain specific due to industry requirements.
Other related training products

Certificate IV in Pest Management

Qualification information in supplied datasets

AHC41724 Certificate IV in Pest Management

CATEGORISATION
Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Qualification is structured in a way to offer flexibility of outcomes, however they are limited to pest management sectors.

USE RESEASONING

1.5 Sector specific with some unique pest management (e.g. wild pigs) and chemical requirements unique to sector. Also has regulatory and licensing requirements in some states. Some crossover with similar-sounding qualifications, but is very specific in what

Changes between releases

-
Not Equivalent

Specialist tasks

- Implement a pest management plan
- Treat facilities to eliminate pests
- Identify environmental concerns
- Apply workplace health and safety knowledge
- Maintain surveillance of individuals or establishments
- Estimate cost or material requirements
- Manage organisational or program finances
- Develop safety standards, policies or procedures
- Apply chemical solutions to plants for protection or to enhance growth
- Operate still or video cameras or related equipment
- Supervise maintenance workers
- Collect biological specimens
- Collect environmental data or samples
- Apply animal trapping techniques
- Apply pest animal control techniques
- Position animal trapping or capture equipment
- Ensure compliance with pest legislation
- Apply predator trapping techniques
- Develop professional relationships or networks
- Supervise employees

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Under Skills Insight's proposed qualification reform model there may be opportunity to bring similar qualifications together, however clearly defined module groups would be essential to ensure specificity required is achievable.

Certificate IV in Landscape Construction Management

Qualification information in supplied datasets

AHC42021
Certificate IV in Landscape Construction Management

CATEGORISATION
Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Coverage is landscape construction-specific, however appears flexible for multiple occupations within that sector.

USE RESEASONING

1.5 Very technical, some transferability in construction spaces, but limited and complex.

Changes between releases

-
Not Equivalent

Specialist tasks

- Estimate cost or material requirements
- Manage construction activities
- Manage organisational or program finances
- Write operational reports
- Apply chemical solutions to plants for protection or to enhance growth
- Undertake natural conservation or restoration activities
- Maintain roof gardens, vertical gardens and green facades
- Construct roof gardens
- Construct vertical gardens and green facades
- Design roof gardens
- Design vertical gardens and green facades
- Operate irrigation systems
- Apply building codes and standards to the construction process for Class 10 buildings
- Apply structural principles to Class 10 buildings
- Provide information about landscaping services or costs
- Provide customer service to clients or users
- Supervise maintenance workers
- Analyse biological samples
- Advise others about land management or conservation
- Decorate indoor or outdoor spaces
- Plant crops, trees or other plants
- Analyse geological samples
- Apply workplace health and safety knowledge
- Monitor processes for compliance with standards
- Communicate organisational policies and procedures
- Supervise employees

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Certificate IV in Permaculture

Qualification information in supplied datasets

AHC42116 Certificate IV in Permaculture

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC42122 Certificate IV in Permaculture

CATEGORISATION
Manual

DESIGN REASONING

2 Most units listed in the qualification are permaculture-specific. May have some transferability but limited to the permaculture sector.

USE REASONING

2 Very broad coverage of outcomes but highly directed to Permaculture. Many of the skills have connections to Horticulture as well.

Changes between releases

Changes to equivalency of core units

Not Equivalent

Specialist tasks

- Develop agricultural methods
- Evaluate quality or condition of plants or crops
- Advise others on farming or forestry operations, regulations or equipment
- Research crop management methods
- Measure environmental characteristics
- Estimate cost or material requirements
- Manage organisational or program finances
- Operate irrigation systems
- Care for animals
- Manage agricultural or forestry operations
- Cultivate and maintain lawns, plants and gardens
- Arrange selling through community based marketing
- Manage a seed bank
- Develop agricultural methods
- Design harvesting and storage systems for permaculture products
- Advise others about environmental management or conservation
- Research sustainable agricultural processes or practices
- Determine construction project layouts
- Create maps
- Develop professional relationships or networks

Occupational Pathways

no data available

Reform opportunities

Further investigation required.

Rationale

Proposed future Purpose

Other related training products

Certificate IV in Medicinal Cannabis Cultivation and Production

Qualification information in supplied datasets

AHC42324
Certificate IV in Medicinal Cannabis Cultivation and Production

CATEGORISATION
Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN REASONING
2 Whilst the core of this qualification is specific to medicinal cannabis, the electives are quite broad and applicable across other sectors, particularly horticulture and pharmaceuticals.

USE REASONING
1 Intended to give specific occupational outcomes.

Changes between releases

-
Not Equivalent

Specialist tasks

- Prevent unauthorised individuals from entering restricted areas
- Monitor processes for compliance with standards
- Manage agricultural or forestry operations
- Manage agricultural or forestry operations
- Cultivate and maintain lawns, plants and gardens
- Harvest agricultural products
- Apply workplace health and safety knowledge
- Develop safety standards, policies or procedures
- Plant crops, trees or other plants
- Evaluate quality or condition of plants or crops
- Supervise employees

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC40224 Certificate IV in Protected Horticulture		
AHC40324 Certificate IV in Production Horticulture		
AHC40422 Certificate IV in Horticulture		
AHC40624 Certificate IV in Nursery Operations		

Certificate IV in Landscape Design

Qualification information in supplied datasets

AHC42421 Certificate IV in Landscape Design

CATEGORISATION
Machine-Learning model

Intended Purpose **0**
(taxonomy data from NTR)
Design

Learners/ Employers **0**
(use in labour market data)
Employment outcome

Skill-based **0**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

1.5 Whilst there are some units in this qualification that could be applied in other occupations, the vast majority of outcomes for this qualification are specific to landscape design.

USE RESEASONING

1.5 Very technical, though may have some transferability in other design-related occupations.

Changes between releases

-
Not Equivalent

Specialist tasks

- Estimate cost or material requirements
- Manage organisational or program finances
- Design structures or facilities
- Develop environmental sustainability plans or projects
- Design and plan outdoor layouts
- Create graphical representations of structures, landscapes or aquatic systems
- Design roof gardens
- Design vertical gardens and green facades
- Interpret blueprints, specifications or diagrams
- Manage construction activities
- Analyse biological samples
- Research plants and animals
- Advise others about land management or conservation
- Decorate indoor or outdoor spaces
- Plant crops, trees or other plants
- Cultivate and maintain lawns, plants and gardens
- Analyse geological samples
- Develop treatment plans for patients or clients
- Apply workplace health and safety knowledge

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Diploma of Agriculture

Qualification information in supplied datasets

AHC50116 Diploma of Agriculture

CATEGORISATION
Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

AHC50122 Diploma of Agriculture

CATEGORISATION
Manual

DESIGN REASONING

3 Non-specific core, very broad electives, applicable to multiple sector areas. Includes specialisation in organic farming, further indicating transferability of outcomes.

USE REASONING

All Has applicability to all three Purposes.

Changes between releases

Revised packaging rules to better reflect outcomes
Specialisation added
Added core units list, and revised and increased core units by 2 units
Added, removed and updated elective units
Not Equivalent

Specialist tasks

Develop safety standards, policies or procedures
Develop sustainable organisational policies or practices

Occupational Pathways

Livestock Farm Workers
Livestock Farmers
Professionals
Farm, Forestry and Garden Workers

Reform opportunities

**Further
investigation
required.**

Rationale

Proposed future Purpose

Other related training products

Diploma of Production Horticulture

Qualification information in supplied datasets

AHC50320 Diploma of Production Horticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC50324 Diploma of Production Horticulture

CATEGORISATION

Manual

DESIGN REASONING

2 Outcomes are at a management/development level and may have some applicability across multiple occupations, though limited to the production horticulture sectors.

USE REASONING

2 Broad but in a Production Horticulture context only.

Changes between releases

Updated 2 Core units, 3 Elective units and added 1 Elective unit

Not Equivalent

Specialist tasks

- Manage human resources activities
- Evaluate quality or condition of plants or crops
- Develop agricultural methods
- Develop safety standards, policies or procedures
- Monitor processes for compliance with standards
- Advise others on management of emergencies or hazardous situations or materials
- Develop emergency procedures
- Market goods, services or events
- Negotiate contracts with clients or service providers
- Develop business or market strategies
- Monitor business indicators
- Prepare financial documents, reports or budgets
- Develop operating strategies, plans or procedures
- Operate irrigation systems
- Irrigate lawns, trees or plants
- Inspect landscaping to determine treatment needs
- Direct equipment maintenance or repair activities
- Maintain work equipment or machinery
- Evaluate green operations or programs for compliance with standards or regulations
- Develop plans to manage natural or renewable resources

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC50422 Diploma of Horticulture Management		
AHC50820 Diploma of Nursery Management		

Diploma of Horticulture Management

Qualification information in supplied datasets

AHC50422 Diploma of Horticulture Management

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Outcomes are at a management/development level and may have some applicability across multiple occupations, though limited to the horticulture sectors.

USE RESEASONING

N/A Recently reviewed to focus on horticulture senior business management practices. Too soon to tell if this is how the qualification will be used.

Changes between releases

-
Not Equivalent

Specialist tasks

Develop safety standards, policies or procedures
Write reports or evaluations
Develop sustainable organisational policies or practices

Occupational Pathways

Gardeners
Farm, Forestry and Garden Workers
Managers
Horticultural Trades Workers

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC50324 Diploma of Production Horticulture AHC50820 Diploma of Nursery Management		

Diploma of Arboriculture

Qualification information in supplied datasets

AHC50520 Diploma of Arboriculture

CATEGORISATION

Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC50524 Diploma of Arboriculture

CATEGORISATION

Manual

DESIGN REASONING

1 Qualification is very arboriculture-specific and requires arboriculture-specific entry requirements, limiting entry to this qualification from other sectors unlikely.

USE REASONING

2 Suitable for Arboriculture sector only. Potential transferability with forestry as well.

Changes between releases

Updated 1 Core unit, 13 Elective units, removed 1 deleted Elective unit and added 1 new Elective unit
Added pre-requisite requirements
Not Equivalent

Specialist tasks

- Perform a ground-based tree defect evaluation
- Identify, select and specify trees
- Develop an arboricultural impact assessment report
- Specify and audit tree work
- Prepare arborist reports
- Examine and assess trees
- Research diseases or parasites
- Maintain knowledge of laws or regulations
- Create graphical representations of structures, landscapes or aquatic systems
- Estimate cost or material requirements
- Analyse physical, survey, or geographic data
- Research sustainable agricultural processes or practices
- Develop environmental sustainability plans or projects
- Develop procedures for data management
- Manage scientific or technical project resources
- Analyse industry trends
- Maintain professional knowledge or certifications
- Monitor operational activities to ensure compliance with regulations or standard operating procedures
- Develop sustainable organisational policies or practices

Occupational Pathways

Gardeners
Managers

Reform opportunities	No	Rationale
Proposed future Purpose		
Other related training products		

Diploma of Landscape Design

Qualification information in supplied datasets

AHC50621 Diploma of Landscape Design

CATEGORISATION
Machine-Learning model

Intended Purpose 1
(taxonomy data from NTR)
Design

Learners/ Employers 1
(use in labour market data)
Employment outcome

Skill-based 2
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose 1

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN REASONING

1.5 Whilst there are some units in this qualification that could be applied in other occupations, the vast majority of outcomes for this qualification are specific to landscape design.

USE REASONING

1.5 Very technical, though may have some transferability in other design-related occupations.

Changes between releases

-
Not Equivalent

Specialist tasks

- Prepare areas for landscape construction and set up landscape features
- Design and plan outdoor layouts
- Draw detailed or technical illustrations
- Develop environmental sustainability plans or projects
- Survey land or properties
- Plant greenery to improve landscape appearance
- Identify, select and specify trees
- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Construct roof gardens
- Construct vertical gardens and green facades
- Design roof gardens
- Design vertical gardens and green facades
- Provide information about landscaping services or costs
- Develop agricultural methods
- Advise others on farming or forestry operations, regulations or equipment
- Manage agricultural or forestry operations
- Plan natural resources conservation or restoration programs
- Write reports or evaluations
- Maintain professional knowledge or certifications

Occupational Pathways

Gardeners

Reform opportunities **Further** Rationale

**investigation
required.**

Proposed future Purpose

Other related training products

Diploma of Nursery Management

Qualification information in supplied datasets

AHC50820 Diploma of Nursery Management

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN REASONING

2 Outcomes are at a management level and may have some applicability across multiple occupations. Entry requirements are open to accepting skills and knowledge from horticulture qualifications, further supporting broader outcomes.

USE REASONING

2.5 Does have some specifics, but is broad enough to be used as a pathway into some other connected sectors.

Changes between releases

-
Not Equivalent

Specialist tasks

- Manage human resources activities
- Evaluate quality or condition of plants or crops
- Treat facilities to eliminate pests
- Operate irrigation systems
- Write reports or evaluations
- Develop safety standards, policies or procedures
- Develop operating strategies, plans or procedures
- Inspect plumbing or drainage systems or fixtures
- Develop marketing plans or strategies
- Direct equipment maintenance or repair activities
- Maintain work equipment or machinery
- Research crop management methods
- Collect biological specimens
- Develop agricultural methods
- Manage agricultural or forestry operations
- Identify environmental concerns
- Develop environmental remediation or protection plans
- Cultivate and maintain lawns, plants and gardens
- Undertake natural conservation or restoration activities
- Review plans or proposals for environmental conservation

Occupational Pathways

no data available

Reform opportunities	Yes	Rationale
Proposed future Purpose	3	Potential consolidation of qualifications for Horticulture, Production Horticulture, Protected Horticulture, Medicinal Cannabis, Nursery Operations at each AQF level.
Other related training products		
AHC50324 Diploma of Production Horticulture AHC50422 Diploma of Horticulture Management		

Diploma of Sports Turf Management

Qualification information in supplied datasets

AHC51019 Diploma of Sports Turf Management

CATEGORISATION
Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **1**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **1**

Current Qualification information

AHC51024 Diploma of Sports Turf Management

CATEGORISATION
Manual

DESIGN REASONING

1 Very specific to sports turf outcomes.

USE REASONING

1 Very specific - people doing it are doing it to be in this industry, not to transfer.

Changes between releases

Updated 2 Core units and 6 Elective units

Not Equivalent

Specialist tasks

- Manage human resources activities
- Prepare financial documents, reports or budgets
- Develop operating strategies, plans or procedures
- Inspect plumbing or drainage systems or fixtures
- Develop agricultural methods
- Evaluate quality or condition of plants or crops
- Prepare areas for landscape construction and set up landscape features
- Cultivate and maintain lawns, plants and gardens
- Direct facility maintenance or repair activities
- Monitor recreational facility operations
- Research crop management methods
- Manage agricultural or forestry operations
- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Operate irrigation systems
- Research sustainable agricultural processes or practices
- Develop environmental remediation or protection plans
- Develop safety standards, policies or procedures
- Manage scientific or technical project resources
- Develop sustainable organisational policies or practices

Occupational Pathways

Greenkeepers

Reform opportunities	No	Rationale
Proposed future Purpose		
Other related training products		

Diploma of Conservation and Ecosystem Management

Qualification information in supplied datasets

AHC51120 Diploma of Conservation and Ecosystem Management

CATEGORISATION
Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **3**
(use in labour market data)
Employment outcome

Skill-based **3**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **3**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

3 Whilst focused on conservation management, this qualification is an elective-only model with a range of unit choices that are applicable across various different industries, making it very transferable with multiple outcomes.

USE RESEASONING

3 Very broad.

Changes between releases

-
Not Equivalent

Specialist tasks

- Develop emergency procedures
- Manage human resources activities
- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Prepare financial documents, reports or budgets
- Apply knowledge, understanding and respect of culturally significant sites or objects
- Manage agricultural or forestry operations
- Collect biological specimens
- Plan natural resources conservation or restoration programs
- Undertake natural conservation or restoration activities
- Develop environmental sustainability plans or projects
- Manage fauna populations
- Plan and evaluate burning for fuel, ecological and cultural resource management
- Manage wildfire hazard reduction programs
- Review environmental permits, plans or reports
- Develop plans to manage natural or renewable resources
- Direct equipment maintenance or repair activities
- Maintain work equipment or machinery
- Research hydrologic features or processes
- Advise others about environmental management or conservation

Occupational Pathways

- Environmental Scientists
- Labourers
- Professionals
- Community and Personal Service Workers
- Other Farm, Forestry and Garden Workers
- Managers
- Horticultural Trades Workers

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Diploma of Community Group Coordination and Facilitation

Qualification information in supplied datasets

AHC51222
Diploma of Community Group Coordination and Facilitation

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **2.5**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING
2.5 Outcomes are quite broad and suitable for multiple community-focused occupations.

USE RESEASONING
N/A Qualification has recently undergone a complete review. Too soon to tell how it will be used.

Changes between releases

-
Not Equivalent

Specialist tasks

Prepare financial documents, reports or budgets
Coordinate project activities with other staff or departments
Advocate for individual or community needs
Develop safety standards, policies or procedures

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Diploma of Pest Management

Qualification information in supplied datasets

AHC51324
Diploma of Pest Management

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Qualification is elective-only mode, and structured in a way to offer flexibility of outcomes, however they are limited to pest management sectors.

USE RESEASONING

1.5 Sector specific with some unique pest management (e.g. wild pigs) and chemical requirements unique to sector. Also has regulatory and licensing requirements in some states. Some crossover with similar-sounding qualifications, but is very specific in what

Changes between releases

-
Not Equivalent

Specialist tasks

- Prevent and control infections according to policies and procedures
- Manage human resources activities
- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Prepare financial documents, reports or budgets
- Coordinate project activities with other staff or departments
- Review plans or proposals for environmental conservation
- Develop plans to manage natural or renewable resources
- Develop safety standards, policies or procedures
- Apply chemical solutions to plants for protection or to enhance growth
- Develop operating strategies, plans or procedures
- Collect biological specimens
- Plan natural resources conservation or restoration programs
- Supervise maintenance workers
- Monitor operational activities to ensure compliance with regulations or standard operating procedures
- Implement a pest management plan
- Identify environmental concerns
- Develop environmental remediation or protection plans
- Treat facilities to eliminate pests
- Manage the implementation of legislation
- Research crop management methods
- Develop procedures for data management
- Write reports or evaluations
- Analyse industry trends
- Provide customer service to clients or users

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** **Rationale**

Proposed future Purpose Under Skills Insight's proposed qualification reform model there may be opportunity to bring similar qualifications together, however clearly defined module groups would be essential to ensure specificity required is achievable.

Other related training products

Diploma of Agribusiness Management

Qualification information in supplied datasets

AHC51422 Diploma of Agribusiness Management

CATEGORISATION
Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Qualification has lots of transferability to 'general' Business, but still has some primary production-specific aspects that are unique to this sector.

USE RESEASONING

2 Broad but generally in an Agriculture context only due to primary production connections.

Changes between releases

-
Not Equivalent

Specialist tasks

- Plan production or operational procedures or sequences
- Develop business or market strategies
- Monitor business indicators
- Maintain facilities
- Manage agricultural or forestry operations
- Apply chemical solutions to plants for protection or to enhance growth
- Research sustainable agricultural processes or practices
- Research crop management methods
- Develop agricultural methods
- Develop new or advanced products or production methods
- Develop financial or business plans
- Manage financial activities of the organisations
- Develop safety standards, policies or procedures
- Prepare administrative documents
- Manage human resources activities
- Establish business management methods
- Market goods, services or events

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Diploma of Viticulture

Qualification information in supplied datasets

AHC51519 Diploma of Viticulture

CATEGORISATION

Machine-Learning model

Intended Purpose **2**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC51524 Diploma of Viticulture

CATEGORISATION

Manual

DESIGN RESEASONING

2 Whilst there are multiple grape and wine specific units in the qualification, most of the outcomes are relevant to production horticulture, so may have additional outcomes available as a result.

USE RESEASONING

1 Very specific - people doing it are doing it to be in this industry, not to transfer.

Changes between releases

Updated 1 Core unit, 7 Elective units, added 3 Elective units

Not Equivalent

Specialist tasks

- Research crop management methods
- Monitor operations to ensure compliance with safety or security policies or regulations
- Manage human resources activities
- Develop agricultural methods
- Cultivate and maintain lawns, plants and gardens
- Operate irrigation systems
- Advise others on management of emergencies or hazardous situations or materials
- Research diseases or parasites
- Market goods, services or events
- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Develop business or market strategies
- Prepare financial documents, reports or budgets
- Develop operating strategies, plans or procedures
- Operate industrial equipment
- Direct equipment maintenance or repair activities
- Maintain work equipment or machinery
- Evaluate green operations or programs for compliance with standards or regulations
- Develop plans to manage natural or renewable resources
- Evaluate quality or condition of plants or crops
- Evaluate quality of food, drinks or ingredients
- Undertake brewing or fermenting processes
- Develop safety standards, policies or procedures
- Supervise workers performing environmentally sustainable activities
- Monitor processes for compliance with standards

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Diploma of Irrigation Design

Qualification information in supplied datasets

AHC51624 Diploma of Irrigation Design

CATEGORISATION

Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION

Manual

DESIGN REASONING

2 Whilst the core comprises mostly irrigation-specific units in this qualification, the elective choices are a little more broad, giving some options for irrigation roles in different sectors.

USE REASONING

2.5 Very specific to irrigation, but can be applied in many different sectors

Changes between releases

-
Not Equivalent

Specialist tasks

- Design energy efficient equipment or systems
- Irrigate lawns, trees or plants
- Inspect plumbing or drainage systems or fixtures
- Operate irrigation systems
- Inspect landscaping to determine treatment needs
- Create maps
- Sell agricultural products
- Manage human resources activities
- Market goods, services or events
- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Develop business or market strategies
- Monitor business indicators
- Prepare financial documents, reports or budgets
- Provide information about landscaping services or costs
- Manage environmental sustainability projects
- Develop safety standards, policies or procedures
- Develop procedures for data management
- Write reports or evaluations
- Maintain professional knowledge or certifications
- Provide customer service to clients or users
- Monitor operational activities to ensure compliance with regulations or standard operating procedures
- Develop sustainable organisational policies or practices

Occupational Pathways

no data available

Reform opportunities **Rationale**

Proposed future Purpose

Other related training products

Diploma of Applied Agronomy

Qualification information in supplied datasets

AHC51920 Diploma of Applied Agronomy

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Whilst the core comprises mostly specific units in this qualification, the elective choices are a little more broad, giving some options for agronomist roles in different sectors.

USE RESEASONING

2 Specific to agronomy, but can be applied in many different sectors

Changes between releases

-
Not Equivalent

Specialist tasks

- Research crop management methods
- Manage organisational or program finances
- Cultivate and maintain lawns, plants and gardens
- Write reports or evaluations
- Apply chemical solutions to plants for protection or to enhance growth
- Manage agricultural or forestry operations
- Analyse data to inform operational decisions or activities
- Sell agricultural products
- Develop agricultural methods
- Prepare financial documents, reports or budgets
- Develop operating strategies, plans or procedures
- Inspect plumbing or drainage systems or fixtures
- Inspect landscaping to determine treatment needs
- Manage environmental sustainability projects
- Analyse physical, survey, or geographic data
- Evaluate quality or condition of plants or crops
- Operate irrigation systems
- Develop procedures for data management
- Manage scientific or technical project resources
- Provide customer service to clients or users
- Monitor processes for compliance with standards

Occupational Pathways

no data available

Reform opportunities **Further** Rationale

investigation
required.

Proposed future Purpose

Other related training products

Diploma of Landscape Construction Management

Qualification information in supplied datasets

AHC52021
Diploma of Landscape Construction Management

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **1.5**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Coverage is landscape construction-specific, however appears flexible for multiple occupations within that sector.

USE RESEASONING

1.5 Very technical, some transferability in construction spaces

Changes between releases

-
Not Equivalent

Specialist tasks

- Negotiate contracts with clients or service providers
- Estimate cost or material requirements
- Survey land or properties
- Provide information about landscaping services or costs
- Prepare financial documents, reports or budgets
- Prepare areas for landscape construction and set up landscape features
- Construct roof gardens
- Construct vertical gardens and green facades
- Design roof gardens
- Design vertical gardens and green facades
- Operate irrigation systems
- Develop safety standards, policies or procedures
- Write reports or evaluations
- Maintain knowledge of laws or regulations
- Provide customer service to clients or users
- Monitor operational activities to ensure compliance with regulations or standard operating procedures

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Diploma of Permaculture

Qualification information in supplied datasets

AHC52116 Diploma of Permaculture

CATEGORISATION
Machine-Learning model

Intended Purpose **1**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **1**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

AHC52122 Diploma of Permaculture

CATEGORISATION
Manual

DESIGN REASONING

2 Most units listed in the qualification are permaculture-specific. May have some transferability but limited to the permaculture and horticulture sectors.

USE REASONING

2 Very broad coverage of outcomes but highly directed to Permaculture. Some of the skills have connections to Horticulture as well.

Changes between releases

- Updated core unit with unit from SIT training package
- Updated codes and titles of all units
- Core unit elevated to AQF6
- Not Equivalent

Specialist tasks

- Advise others on farming or forestry operations, regulations or equipment
- Develop agricultural methods
- Develop plans to manage natural or renewable resources
- Manage agricultural or forestry operations
- Market goods, services or events
- Negotiate contracts with clients or service providers
- Develop business or market strategies
- Establish interpersonal business relationships to facilitate work activities
- Monitor performance of organisational members or partners
- Maintain a working understanding of the cultural, diversity and accessibility needs of others, and how this applies to the role
- Cultivate and maintain lawns, plants and gardens
- Evaluate green operations or programs for compliance with standards or regulations
- Evaluate quality or condition of plants or crops
- Conduct research of processes in natural or industrial ecosystems
- Design structures or facilities
- Plan educational activities
- Advise others about land management or conservation
- Develop environmental sustainability plans or projects
- Develop environmental remediation or protection plans
- Provide customer service to clients or users
- Develop sustainable organisational policies or practices

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Advanced Diploma of Agribusiness Management

Qualification information in supplied datasets

AHC60319
Advanced Diploma of Agribusiness Management

CATEGORISATION
Machine-Learning model

Intended Purpose **3**
(taxonomy data from NTR)
Design

Learners/ Employers **2**
(use in labour market data)
Employment outcome

Skill-based **2**
(JSA qualification-occupation data)
Transferability

Most frequently allocated Purpose **2**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

2 Qualification has lots of transferability to 'general' Business, but still has some primary production-specific aspects that are unique to this sector.

USE RESEASONING

2 Broad but generally in an Agriculture context only due to primary production connections.

Changes between releases

-
Not Equivalent

Specialist tasks

- Plan natural resources conservation or restoration programs
- Identify plant species and features
- Control plant pests, diseases and disorders
- Plant crops, trees or other plants
- Develop agricultural methods
- Treat plant pests, diseases and disorders
- Operate farming or agricultural equipment
- Assess characteristics of wool, fleece, hair or hide
- Collect environmental data or samples
- Trim, shear or remove wool, fleece or hair from animals
- Develop safety standards, policies or procedures
- Create maps
- Set up merchandise displays
- Apply chemical solutions to plants for protection or to enhance growth
- Survey land or properties
- Prepare areas for landscape construction and set up landscape features
- Operate vehicles or material-moving equipment
- Sell goods or services
- Fumigate soil
- Plan biological research
- Maintain roof gardens, vertical gardens and green facades
- Plan layout of construction, installation or repairs

Occupational Pathways

no data available

Reform opportunities	Further investigation required.	Rationale
Proposed future Purpose		
Other related training products		

Advanced Diploma of Conservation and Ecosystem Management

Qualification information in supplied datasets

AHC60422
Advanced Diploma of Conservation and Ecosystem Management

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **3**

Current Qualification information

-
-

CATEGORISATION
Manual

DESIGN RESEASONING

3 Whilst focused on conservation management, this qualification is an elective-only model with a range of unit choices that are applicable across various different industries, making it very transferable with multiple outcomes.

USE RESEASONING

3 Very broad.

Changes between releases

-
Not Equivalent

Specialist tasks

- Trim, shear or remove wool, fleece or hair from animals
- Plan natural resources conservation or restoration programs
- Create maps
- Manage agricultural or forestry operations
- Analyse market conditions or trends
- Perform animal breeding procedures
- Advocate for individual or community needs
- Analyse data to assess operational or project effectiveness

Occupational Pathways

no data available

Reform opportunities **Further investigation required.** Rationale

Proposed future Purpose

Other related training products

Advanced Diploma of Arboriculture

Qualification information in supplied datasets

AHC60520 Advanced Diploma of Arboriculture

CATEGORISATION
Machine-Learning model

Intended Purpose (taxonomy data from NTR) <i>Design</i>	1
Learners/ Employers (use in labour market data) <i>Employment outcome</i>	2
Skill-based (JSA qualification-occupation data) <i>Transferability</i>	2
Most frequently allocated Purpose	1

Current Qualification information

AHC60524 Advanced Diploma of Arboriculture

CATEGORISATION
Manual

DESIGN	REASONING
1	Qualification is very arboriculture-specific and requires arboriculture-specific entry requirements, limiting entry to this qualification from other sectors unlikely.
USE	REASONING
1	Suitable for that specific sector only.

Changes between releases

Updated 3 Elective units, removed 4 deleted Elective units, added 5 Elective units and prerequisite requirements
Not Equivalent

Specialist tasks

- Cultivate and maintain lawns, plants and gardens
- Identify plant species and features
- Monitor operations to ensure compliance with safety or security policies or regulations
- Cut wood components
- Transport animals, crops, or equipment
- Care for animals
- Treat animal injuries or illnesses
- Mark agricultural or forestry products for identification
- Direct facility maintenance or repair activities
- Develop programs, policies or services that are culturally appropriate
- Develop procedures for data management
- Plan layout of construction, installation or repairs

Occupational Pathways

no data available

Reform opportunities	No	Rationale
Proposed future Purpose		
Other related training products		

Graduate Diploma of Arboriculture

Qualification information in supplied datasets

AHC80120
Graduate Diploma of Arboriculture

CATEGORISATION
Machine-Learning model

Intended Purpose
(taxonomy data from NTR)
Design **no data available**

Learners/ Employers
(use in labour market data)
Employment outcome **no data available**

Skill-based
(JSA qualification-occupation data)
Transferability **no data available**

Most frequently allocated Purpose **1**

Current Qualification information

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CATEGORISATION
Manual

DESIGN	RESEASONING
1	Qualification is very arboriculture-specific and requires arboriculture-specific entry requirements, limiting entry to this qualification from other sectors unlikely.

USE	RESEASONING
1	Suitable for that specific sector only.

Changes between releases

-
Not Equivalent

Specialist tasks

- Mark agricultural or forestry products for identification
- Undertake natural conservation or restoration activities
- Apply chemical solutions to plants for protection or to enhance growth
- Care for animals
- Inspect equipment or facilities to determine condition or maintenance needs
- Harvest agricultural products
- Operate forklifts or other loaders

Occupational Pathways

no data available

Reform opportunities **No** **Rationale**

Proposed future Purpose

Other related training products