

**AHC 10210**

**CERTIFICATE I IN AGRIFOOD OPERATIONS**



**STUDENT INFORMATION BOOKLET**

**2016**

Name: \_\_\_\_\_

Class \_\_\_\_\_

## **AIMS**

This course aims to assist students with special needs to:

- Gain generic employability skills required by employers, as the base-entry level point for positions requiring limited technical competence, to complete routine tasks under direct supervision
- Gain accredited outcomes to enhance future employment opportunities
- Pursue a range of vocational, employment and personal goals

## **Where does VET lead?**

Benefits to students:

- gain hands-on experience in the workplace
- learn and be assessed on the job as well as at school
- develop a broader range of social skills through interactions with people outside of the school community
- gain an insight into the nature and conditions of work, for example, Workplace Health & Safety
- expand vocational options through observing and practical experience
- provides foundation knowledge and introduction to the world of work

## **Prerequisite requirements**

There are no prerequisite requirements for individual units of competency.

## **Job Roles**

This is an entry level qualification. There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship

## **Pathways**

Further training pathways from this qualification include, but are not limited to, Certificate II in Agriculture, Certificate II in Horticulture, Certificate II in Production Horticulture and Certificate II in Rural Operations.

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## COURSE OUTCOMES

This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

## COURSE STRUCTURE

To be awarded a ***Certificate I in Agrifood Operations***, participants must successfully complete the following units of competency:

- **2 Core unit; plus**
- **4 Elective units**

Students who exit this course at any time prior to completion will receive a Statement of Attainment for those units of competency they have successfully achieved.

<b>CORE UNITS OF COMPETENCY</b>	
<b>Code</b>	<b>Unit of Competency</b>
AHCOHS101A	Work Safely
AHCWRK101A	Maintain the Workplace
<b>ELECTIVE UNITS OF COMPETENCY</b>	
AHCLSC101A	Support Landscape Work
AHCIRG101A	Support Irrigation Work
AHCTRF101A	Support Turf Work
AHCPGD101A	Support Gardening Work

## CORE UNIT

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- **AHCOHS101A Work Safely**

This unit covers working safely and defines the standard required to: work safely; communicate effectively; contribute to a productive workplace and observe good environmental work practice.

<http://training.gov.au/Training/Details/AHCOHS101A>

- **AHCWRK101A Maintain the Workplace**

This unit covers maintaining the workplace and defines the standard required to: prepare and use maintenance tools and equipment; clean and maintain the workplace; identify and report problems; record maintenance activities.

<http://training.gov.au/Training/Details/AHCWRK101A>

## **ELECTIVE UNITS**

- **AHCLSC101A Support Landscape Work**

This unit covers supporting landscape work and defines the standard required to: prepare tools and equipment; apply safe work practices in landscape construction and maintenance; support repair activities and clean up work area.

<http://training.gov.au/Training/Details/AHCLSC101A>

- **AHCTRF101A Support Turf Work**

This unit covers supporting turf work and defines the standard required to: prepare materials, tools and equipment for turf work; assist with turf work as directed; handle materials and equipment and clean up on completion of turf work.

<http://training.gov.au/Training/Details/AHCTRF101A>

- **AHCPGD101A Support Gardening Work**

This unit covers supporting gardening work and defines the standard required to: prepare materials, tools and equipment for gardening work; undertake gardening work as directed; handle materials and equipment and clean up on completion of gardening work.

<http://training.gov.au/Training/Details/AHCPGD101A>

- **AHCIRG101A Support Irrigation Work**

This unit covers supporting irrigation work and defines the standard required to: apply safe irrigation work practices; support installation and maintenance activities; handle materials and equipment and clean up following work activities

<http://training.gov.au/Training/Details/AHCIRF101A>

## **COURSE ORGANISATION – TRAINING PLAN**

### **4 LESSONS PER WEEK FOR TWO SEMESTERS**

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## SEMESTER 1 2015

TOPIC	UNIT OF COMPETENCY
Work Safely (C)	AHCOHS101A
Support Turf Work (E)	AHCTRF101A
Support Gardening Work (E)	AHCPGD101A

## SEMESTER 2 2015

TOPIC	UNIT OF COMPETENCY
Maintain the Workplace (C)	AHCWRK101A
Support Landscape Work (E)	AHCLSC101A
Support Irrigation Work (E)	AHCIRG101A

## Employability Skills

Industry enterprise requirements for this course include the following facets:

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## Personal Attributes that contribute to overall employability

Loyalty	Personal presentation	Balanced attitude to work and home life
Commitment	Commonsense	An ability to deal with pressure
Honesty and integrity	Positive self esteem	Motivation
Enthusiasm	A sense of humour	Adaptability
Reliability		

□

## Skills

No	Skill	Element
1	<b>Communication</b> that contributes to productive and harmonious relations between employees and customers	Listening and understanding
2	<b>Teamwork</b> that contributes to productive working relationships and outcomes	Working as an individual and as a member of a team
3	<b>Problem solving</b> that contributes to productive outcomes	Solving problems individually or in teams
4	<b>Initiative and enterprise</b> that contribute to innovative outcomes	Adapting to new situations
5	<b>Planning and organising</b> that contribute to long term and short-term strategic planning	Being appropriately resourceful
6	<b>Self-management</b> that contributes to employee satisfaction and growth	Taking responsibility at the appropriate level
7	<b>Learning</b> that contributes to ongoing Improvement and expansion in employee and company operations and outcomes	Learning in order to accommodate change
8	<b>Technology</b> that contributes to effective execution of tasks	Using technology and related workplace equipment
		Using basic technology skills

## ASSESSMENT

### Competency Based Assessment

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**Competency** means 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.

**Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course

**Assessment in these units will consist of:**

- a) Observation - observation of workplace activities, demonstration of specific tasks, observation of activities under simulated workplace conditions and/or observation of role-play
- b) Questioning - oral questioning, written tests and/or interviews
- c) Supplementary Evidence - supervisor reports, employer references, documentation about past or prior achievements and/or portfolios

*All assessment tools will address the knowledge and skills (including employability skills) required as evidence for the unit of competency*

**AQF SKILLS LEVELS:**

*Certificate I* skills allow a student to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills such as the use of relevant tools and applications
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information

*\*\* For more information on Certificate 1 in Agrifood Operations refer to the Seton College Homepage*

➤ *Life at Seton*

➤ *Curriculum*

➤ *Vocational Education*

**CREDIT TRANSFER**

Credit Transfer recognizes previous formal learning. It is a system whereby successfully completed units of study from one course can be transferred to another course

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For example. If you have completed a “workplace communication unit” in Business it may also be the same for the Active Volunteering.

Therefore you only have to do the unit once.

## RECOGNITION OF PRIOR LEARNING (RPL)

**RPL** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (eg, a certificate, diploma or university degree);
- b) Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (eg, in-house professional development programs conducted by a business); and
- c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (eg the acquisition of interpersonal skills developed through several years as a sales representative).

## RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

***\*Remember, you can only apply for RPL at the beginning of each semester. The steps below are in sequential order. Use the boxes on the left to tick when you have completed that step.***

- Obtain information about RPL
- Obtain a copy of the Units of Competency for the vocational training program(s) of your subject
- Read the relevant learning outcomes or competencies for the training program/s
- Complete a self-assessment form for each unit
  - (i) assess your abilities/competencies, with the guidance from your teacher and/or counsellor in the learning outcomes or competencies in the training programs
  - (ii) decide if you think you possess the knowledge and skills of the learning outcome or competencies in the training programs and if so, you should apply for RPL
- Complete an RPL Application Form within 5 days of completing step 4
- Gather evidence that supports your application
- Give the completed RPL Application Form and evidence to your teacher
- Receive notification from your teacher to show either:
  - (i) *that you have gained RPL*
  - (ii) *that you need to supply more information AND/OR attend an interview*
  - (iii) *that you have not gained full/partial RPL and you receive feedback*
- (If you are successful)** you will be exempt from those learning outcomes or competencies in the training program.
  - o ensure your Units of Competency are signed off

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- (If you were partially successful)** you may decide to progress more quickly through the training program by completing only those aspects for which you do have prior learning. This completes the RPL process for your application
- (If you were unsuccessful)** you may decide to request an RPL Appeals Form that must be lodged within 7 days of written notification that you were initially unsuccessful.
- Gather further evidence that supports your application
- Submit your completed RPL Appeals Form and further evidence to the nominated person in the school's appeals policy, who will arrange for a second suitably qualified person to assess the evidence
- Receive a notification about whether either:
  - (iv) *you have gained RPL or*
  - (v) *you have not gained full/partial RPL and receive feedback*
- Seek to progress more quickly through the training program by completing only those aspects for which you do not have prior learning

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