



RTO Number 31851



AHC 10216

CERTIFICATE I IN AGRIFOOD OPERATIONS



STUDENT INFORMATION BOOKLET

2018

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.

File location: https://mybceatholic.edu.sharepoint.com/sites/sp-seton/staff/seton/documents/vet/handbooks/2018/cert i in agrifood operations student info book.doc	Page 10 of 11
V1 November 2016	Review Date: October 2017
Ownership: Seton College	Approved: VET Academic Leader

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.

CORE UNITS OF COMPETENCY	
Code	Unit of Competency
AHCOHS101	Work Safely
AHCWRK101	Maintain the Workplace
ELECTIVE UNITS OF COMPETENCY	
AHCCHM101	Follow basic chemical safety rules
AHCLSC101	Support Landscape Work
AHCIRG101	Support Irrigation Work
AHCPGD101	Support Gardening Work

CORE UNIT

- **AHCWHS101 Work Safely**

This unit of competency describes the skills and knowledge required to work safely.

It applies to new employees working under supervision, within established and well-known parameters and with limited autonomy.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) and occupational safety and health (OSH) are equivalent and generally either can be used in the workplace.

<http://training.gov.au/Training/Details/AHCWHS101>

- **AHCWRK101 Maintain the Workplace**

This unit of competency describes the skills and knowledge required to maintain a range of work areas.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters.

<http://training.gov.au/Training/Details/AHCWRK101>

ELECTIVE UNITS

- **AHCCHM101 Follow basic chemical safety rules**

This unit of competency describes the skills and knowledge required to perform a work role that uses chemicals and requires awareness of their use.

All work must be carried out to comply with workplace procedures, work health and safety and pesticide legislation and codes.

<http://training.gov.au/Training/Details/AHCCHM101>

- **AHCLSC101 Support Landscape Work**

This unit of competency covers the skills and knowledge required to provide support to others undertaking landscape works in public, commercial and domestic situations

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

- **AHCPGD101 Support Gardening Work**

This unit of competency describes the skills and knowledge required to provide support for gardening work.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

File location: https://mybceatholicedu.sharepoint.com/sites/sp-seton/staff/seton/documents/vet/handbooks/2018/cert i in agrifood operations student info book.doc	Page 10 of 11
V1 November 2016	Review Date: October 2017
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- **AHCIRG101 Support Irrigation Work**

This unit of competency covers the skills and knowledge required to provide support to others undertaking irrigation works in public, commercial and domestic situations

<http://training.gov.au/Training/Details/AHCIRG101>

COURSE ORGANISATION – TRAINING PLAN

4 LESSONS PER WEEK FOR TWO SEMESTERS

SEMESTER 1 2017

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

SEMESTER 2 2017

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

ASSESSMENT

Competency Based Assessment

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*

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V1 November 2016	Review Date: October 2017
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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

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

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V1 November 2016	Review Date: October 2017
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- 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
- (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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