

**VET in the VCE
CONSERVATION AND LAND MANAGEMENT**

**RTD20102
Certificate II in Conservation and Land
Management**

October 2005

**This program booklet must be used in conjunction with the nationally endorsed RTD02 Conservation
and Land Management Training Package**

Acknowledgments

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

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|-------------------|--|
| Graeme Arkinstall | Camperdown College |
| Karen Eastlake | Mill Park Secondary College |
| Gay Gallagher | Curriculum Maintenance Manager – Northern Melbourne Institute of TAFE |
| Ian Lee | Primary Skills Victoria |
| Ian Linley | National Landcare Program – Department of Agriculture, Fisheries and Forestry |
| Paul Mervin | Greencorp - Diversitat |
| Pat O'Connell | Frankston/Mornington Peninsula LLEN |
| Bill Owens | South West Institute of TAFE |
| Ann Wiltshire | National Resource Management Teachers Network – Northern Melbourne Institute of TAFE |

© Victorian Curriculum and Assessment Authority 2005

Published by the Victorian Curriculum and Assessment Authority

41 St Andrews Place Victoria 3002

ISBN 1 920992 54 5

First published 2005

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

Clare James

Can Opener 1998 (detail)

Ink, gouache and oil stick on paper

188 x 152.5 cm

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Introduction

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA) and accredited in the VCE by the Victorian Qualifications Authority (VQA).

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

VCE VET programs:

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

NATIONAL TRAINING FRAMEWORK

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

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

The VCE VET Conservation and Land Management program is drawn from the national RTD02 Conservation and Land Management Training Package.

STUDENTS COMMENCING IN 2006 AND BEYOND

All students commencing the VCE VET Conservation and Land Management program in 2006 and beyond must comply with the requirements outlined in this booklet.

Program details

AIMS

The aims of the VCE VET RTD20102 Certificate II in Conservation and Land Management program are to:

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

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the nationally endorsed RTD02 Conservation and Land Management Training Package.

Structure of the qualification

Students are required to achieve 15 units of competence to be awarded a Certificate II in Conservation and Land Management qualification: five core units and nine elective units. The elective units of competence are sorted into groups A, B and C. Training package rules apply for the selection of electives from these groups.

For a student to achieve a generalist qualification in Conservation and Land Management the following rules apply:

- a total of 15 units of competence must be achieved including:
 - the five designated compulsory units
 - eight units from group B
 - two units from Group B or C

VCE VET PROGRAM STRUCTURE

The VCE VET program offers a generalist qualification, spanning a number of sectors in the industry.

The units of competence in the VCE VET Conservation and Land Management program have been grouped to form Units 1–2 and a Unit 3–4 sequence for VCE recognition purposes.

In order to provide access to a VCE VET Unit 3–4 sequence, the VCAA has prescribed that students undertake two units of competence from Certificate III level. These Certificate III level units of competence are to be selected from a designated Certificate III elective bank.

The VCE VET program is compliant with requirements of the national training package.

PROGRAM DURATION

The VCE VET Conservation and Land Management program involves a nominal duration of 365–610 hours of training.

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

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

Program structure

RTD20102 Certificate II in Conservation and Land Management

| VCE VET Units 1–2 | | |
|--|---|----------------|
| Code | Unit of competence | Nominal Hours |
| Compulsory units of competence | | |
| RTC2701A | Follow OHS procedures | 20 |
| RTC2702A | Observe environmental work practices | 20 |
| RTC2705A | Work effectively in the industry | 20 |
| RTC2801A | Participate in workplace communications | 30 |
| RTC2704A | Provide basic first aid | 10 |
| Select at least THREE units from the Certificate II Elective Bank (page 5) to bring the minimum total to 200 hours. | | |
| | Subtotal | 200–235 |
| VCE VET Units 3–4 | | |
| Select TWO units from the following list of Certificate III electives: | | |
| RTC3016A | Provide information on plants and their culture | 70 |
| RTD3034A | Implement revegetation works | 80 |
| RTD3132A | Survey pest animals | 70 |
| RTD3212A | Implement erosion and sediment control measures | 80 |
| RTC3218A | Undertake a site assessment | 80 |
| RTC3401A | Control weeds | 70 |
| RTD3505A | Maintain natural areas | 80 |
| RTD3507A | Undertake sampling and testing of water | 70 |
| FPIFGM147A | Read and interpret maps | 20 |
| RTD3509A | Collect and preserve biological samples | 80 |
| RTD3802A | Provide appropriate information on cultural knowledge | 60 |
| Select FIVE units from the Certificate II Elective Bank (page 5) | | |
| | Subtotal | 165–375 |
| | TOTAL | 365–610 |

CERTIFICATE II ELECTIVE BANK**Working with plants**

| | | |
|------------|---|----|
| RTD2004A | Collect, prepare and preserve plant specimens | 30 |
| RTC2005A | Fell small trees | 40 |
| RTC2012A | Plant trees and shrubs | 20 |
| RTC2016A | Recognise plants | 40 |
| RTD2022A | Carry out natural restoration works | 40 |
| RTC2026A | Undertake propagation activities | 30 |
| FPIFGM023A | Store and dispatch seed | 10 |
| FPIFGM162A | Collect, treat and store seed | 20 |
| MNMOCC638A | Undertake direct seeding | 15 |

Working with animals

| | | |
|------------|----------------------------------|----|
| * RTD2101A | Apply animal trapping techniques | 40 |
| RTD2126A | Recognise animals | 40 |

Construction and maintenance

| | | |
|----------|---|----|
| RTD2202A | Conduct erosion and sediment control activities | 40 |
| RTC2203A | Conduct visual inspection of park facilities | 20 |
| RTD2206A | Install aggregate paths | 20 |
| RTC2209A | Install, maintain and repair fencing | 30 |
| RTC2210A | Maintain properties and structures | 30 |

Machinery and equipment

| | | |
|--------------|---|----|
| RTC2301A | Undertake operational maintenance of machinery | 30 |
| RTC2304A | Operate and maintain chainsaws | 40 |
| † RTC2306A | Operate vehicles | 20 |
| RTC2307A | Operate machinery and equipment | 30 |
| RTC2309A | Operate tractors | 40 |
| RTD2312A | Inspect machinery for plant, animal and soil material | 20 |
| RTD2313A | Clean machinery of plant, animal and soil material | 20 |
| † FPIFGM139A | Operate 4x4 vehicle in off-road conditions | 40 |
| SFISHIP206A | Operate a small vessel | 40 |

Pests and diseases

| | | |
|------------|---|----|
| RTC2401A | Treat weeds | 40 |
| RTD2402A | Clear features that harbour pest animals | 30 |
| RTC2404A | Treat plant pests, diseases and disorders | 30 |
| * RTD2405A | Tag and locate judas animals | 40 |

Resource management

| | | |
|--------------|-----------------------------------|----|
| RTD2501A | Maintain cultural places | 20 |
| RTD2502A | Maintain wildlife habitat refuges | 40 |
| FPIL2191516A | Reduce wildfire hazards | 40 |

* Animal Ethics Committee requirements (see page 9)

† Licensing requirements (see page 9)

| Health and safety | | |
|------------------------------------|---|----|
| RTD2703A | Operate in isolated and remote situations | 40 |
| RTC2706A | Apply chemicals under supervision | 30 |
| Working with people | | |
| RTD2802A | Record information about country | 40 |
| RTD2803A | Observe and report on plants and / or animals | 40 |
| THTFAT01B | Provide on-site information and assistance | 20 |
| THTFTG01B | Work as a guide | 55 |
| Administration and business | | |
| BSBCMN205A | Use business technology | 30 |
| BSBCMN206A | Process and maintain workplace information | 30 |
| PUALAW001A | Protect and preserve incident scene | 20 |

The VCAA has been advised that the following units of competence are inappropriate for senior secondary students as they pose an unacceptable level of risk and therefore are not available in the VCE VET program.

- RTD2116A Muster pest animals
- RTD2125A Use firearms to humanely destroy animals
- MNQ.OP/20.A Conduct grader operations
- MNQ.OP/21.A Conduct front end loader operations
- MNQ.OP/22.A Conduct shovel/excavator operations
- MNQ.OP/23.A Conduct haul truck operations
- MNQ.OP/24.A Conduct dozer operations
- MNQ.OP/25.A Conduct scraper operations
- RTD2403A Conduct vertebrate pest activities from aircraft
- PUAFIR204A Respond to wildfire

SEQUENCE

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

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

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

EXAMPLE PROGRAMS

A number of example programs are provided in the Appendix (page 26). These examples demonstrate how a training program may be constructed to provide clear employment pathways for students. They have been structured to meet both the qualification requirements and the requirements for achievement of the VCE VET Unit 3–4 sequence.

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

STRUCTURED WORKPLACE LEARNING (SWL)

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

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

The VCAA strongly recommends a minimum of 200 hours of SWL spread over the duration of the program.

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

RTC2701A Follow OHS procedures must be undertaken prior to SWL.

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

A new *Structured Workplace Learning Manual* developed by the Office of Learning and Teaching is available. Although it has been designed primarily for structured workplace learning coordinators, employers may find it a useful reference. Included in the manual is a supporting video entitled *Workwise – workplace safety for students*. This video highlights OH&S issues in the industry areas of hairdressing, engineering, automotive, primary industry and hospitality.

These new kits have been distributed free to schools, Local Community Partnerships, Local Learning and Employment Networks, key industry bodies and other stakeholders. The Structured Workplace Learning Manual is also accessible from the following website:

www.softweb.vic.edu.au/voced.structured_workplace_learning/swlmanual.htm

Additional copies may be ordered through the Career Education Association of Victoria (CEAV). CEAV will charge postage and handling costs.

Tel: (03) 9349 1900

Fax: (03) 9349 3311

Email: ceav@netspace.net.au

Local Community Partnerships

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

The Curriculum Corporation website provides support for SWL programs including case studies: www.curriculum.edu.au

Sourced from the Department of Education, Science and Training website: www.dest.gov.au

OCCUPATIONAL HEALTH AND SAFETY

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

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

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

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

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

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

These websites may provide useful resources for schools/RTOs:

www.worksafe.vic.gov.au/dir090/vwa/home.nsf/pages/worksafe_home

www.ohs.labour.net.au/youthsafe/safety_first/index.html

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

Licensing Requirements – Animal Ethics Committees

The *Prevention of Cruelty to Animals Act 1986* requires that the use of animals for the teaching of any aspect of science or laboratory work can be undertaken only by licensed organisations.

Animals should not be used to teach science unless the teacher knows the school is covered by a Scientific Procedures Premises License (SPPL). To be covered by an SPPL a school must have access to an Animal Ethics Committee (AEC). Each use of animals for teaching any aspect of science will have to be approved by an AEC and teachers must notify the AEC of their intention to use animals.

For further information contact Schools Animal Welfare, Bureau of Animal Welfare, Department of Primary Industries (Victoria): www.dpi.vic.gov.au

Licensing Requirements – Vehicles

Schools should be aware that licensing requirements apply for the vehicles used in some units of competence in the VCE VET program. Information on Victorian licensing requirements can be obtained from the Vic Roads website:

www.vicroads.vic.gov.au

Industry Regulation

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

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

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

Other criteria set by the DPI must also be met. The DPI sets a fee issuing a permit.

See the DPI website for further information:

www.dpi.vic.gov.au

Recognition within the VCE

VCE VET UNIT ENTITLEMENT

Students undertaking the VCE VET Conservation and Land Management program are eligible for credit of up to four VCE VET units on their VCE Statement of Results: up to two units at Unit 1–2 level and a Unit 3–4 sequence.

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

DUPLICATION

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

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

Duplication has been identified between the VCE VET Agriculture, VCE VET Horticulture and VCE VET Conservation and Land Management programs. Where students have completed:

- Certificate II in Agriculture and Certificate II in Conservation and Land Management or
- Certificate II in Horticulture and Certificate II in Conservation and Land Management,

a reduction of credit of one VCE VET unit at Unit 1–2 level will apply.

Where students have completed:

- Certificate II in Agriculture, Certificate II in Horticulture and Certificate II in Conservation and Land Management,

a reduction of two VCE VET units at Unit 1–2 level will apply.

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

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

The contribution of the VCE VET Conservation and Land Management program to the ENTER is as follows:

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

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

For further information on the calculation of the ENTER, refer to the VTAC website:

www.vtac.edu.au

Recognition within the VCAL

The VCE VET Conservation and Land Management program is available for students who are enrolled in the VCAL.

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

The Certificate II in Conservation and Land Management (either full or partial completion) may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

Delivery and assessment

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

ROLE OF REGISTERED TRAINING ORGANISATIONS

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

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

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

The detailed standards for RTOs under the AQTF are available from the following website:

www.dest.gov.au

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

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

- i. holds the Certificate IV in Training and Assessment* from the Training and Assessment Training Package or is able to demonstrate equivalent competencies or
- ii. is under the direct supervision[†] of a person who has the competencies specified in Standard 7.4 i and
- iii. is able to demonstrate vocational competencies, at least to the level of those being delivered.

* A person who holds the Certificate IV in Assessment and Workplace Training from the Training Package for Assessment and Workplace Training (BSZ98) will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to the Certificate IV in Assessment and Workplace Training in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

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

(Source: *AQTF Standards for Registered Training Organisations*. Effective from July 1 2005)

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

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

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education and Training regional offices, Office of Training and Tertiary Education (OTTE) or the National Training and Information Service:

www.ntis.gov.au

For further information refer to 'Registration', on page 20.

DELIVERY OPTIONS

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

Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

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

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

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

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

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

Option 2: Schools as RTOs

Schools may apply to the OTTE through a Training Recognition Consultant to become an RTO for the provision of specified qualifications. A summary of registration requirements and contact details for registration are provided on page 20.

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

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

DELIVERY IN SCHOOLS

Two modes of delivery are possible in the school context:

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

This option may work in two ways:

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

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

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

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

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

The following table provides advice on the VCE studies that may provide an appropriate context for delivery of some components of the VET program. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met. The RTO remains responsible for assessment (refer to page 15 under 'Assessment').

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

DELIVERY IN THE WORKPLACE

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

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

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

ASSESSMENT

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

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

For further information, refer to AQTF Standard 7. A copy of the Standards can be downloaded from the following website:
www.dest.gov.au

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

- ‘a. The RTO must ensure that assessments are conducted by a person who has:
- i. the following competencies* from the Training and Assessment Training Package or is able to demonstrate equivalent competencies:
 - a. TAAASS401A Plan and organise assessment
 - b. TAAASS402A Assess competence
 - c. TAAASS404A Participate in assessment validation
 - ii. relevant vocational competencies, at least to the level being assessed.
- b. However, if a person does not have the assessment competencies as defined in Standard 7.3 a i and the vocational competencies as defined in Standard 7.3 a ii, one person with all the assessment competencies listed in Standard 7.3 a i and one or more persons who have the vocational competencies listed in Standard 7.3 a ii may work together to conduct the assessments.

* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.’

(Source: *AQTF Standards for Registered Training Organisations*. Effective from July 1 2005)

Resources

Program providers require access to the nationally recognised RTD02 Conservation and Land Management Training Package. All delivery resources and examples should be industry-focused and relevant to current industry practice.

Other resource requirements are listed in the Evidence Guide of each unit of competence. Refer to the RTD02 Conservation and Land Management Training Package for specific advice.

Australian Training Products (ATP) have several resources available to support the delivery of the VCE VET Conservation and Land Management program.

- Learner's Guide for *RTD3132A Survey pest animals*. A hard copy or licensed download is available.
- Learner's Guide for *RTC2701A Follow OHS procedures*. A hard copy or licensed download is available.
- Toolbox - Conservation and Land Management. The activities and resources in the toolbox are set in a 'virtual' landcare centre, where staff, trainees and volunteers carry out landcare activities. The toolbox uses a problem-based learning approach, supplemented with generic learning resources. The toolbox costs approximately \$400.

The contact details for ATP are listed on page 21.

Administration

ENROLMENTS

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

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

1. Enrol all students undertaking the program in RTD20102 Certificate II in Conservation and Land Management.
2. Enrol students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that year.
3. Ensure that students expecting to satisfactorily complete a Unit 3–4 sequence in that year have been enrolled in the required number of units of competence that will provide a Unit 3–4 sequence.

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

RECORDING RESULTS

Achievement of units of competence

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

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

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

VCE VET UNIT COMPLETION

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

REPORTING

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

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

CERTIFICATION

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

Articulation and pathways

The Conservation and Land Management Training Package services several well defined industry sectors as well as providing pathways into a wide range of jobs and roles involving land management. The training package offers six qualifications from Certificate I to Advanced Diploma.

| | Certificate I | Certificate II | Certificate III | Certificate IV | Diploma | Advanced Diploma |
|---------------------------------------|---------------|----------------|-----------------|----------------|---------|------------------|
| General land management | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Conservation earthworks | | ✓ | ✓ | ✓ | | |
| Community coordination & facilitation | | | | ✓ | ✓ | |
| Indigenous land management | | ✓ | ✓ | ✓ | ✓ | |
| Lands, parks & wildlife | | ✓ | ✓ | ✓ | ✓ | |
| Natural area restoration & management | | ✓ | ✓ | ✓ | ✓ | |
| Weed management | | ✓ | ✓ | ✓ | ✓ | |
| Vertebrate pest management | | ✓ | ✓ | ✓ | ✓ | |

Registration

Under the AQTF, only RTOs may issue VET qualifications.

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

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

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

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

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

VET Provider Registration Branch

Office of Training and Tertiary Education

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Useful contacts and information sources

Nationally endorsed training package

Schools intending to offer the VCE VET Conservation and Land Management program are required to use the nationally endorsed RTD02 Conservation and Land Management Training Package.

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

Australian Training Products

Level 25, 150 Lonsdale Street

MELBOURNE VIC 3000

Tel: (03) 9655 0600

Fax: (03) 9639 4684

Email: sales@atpl.net.au

Website: www.atpl.net.au

Curriculum Maintenance Manager – Primary Industries

The Curriculum Maintenance Manager is responsible for the Victorian Purchasing Guide for the Conservation and Land Management Training Package. The contact details are:

Ms Kate Bryce

Northern Melbourne Institute of TAFE

77–91 St Georges Road

PRESTON VIC 3072

Tel: (03) 9269 1391

The full text of the Victorian Purchasing Guide for the Conservation and Land Management Training Package can be accessed through the Training Support Network website:

<http://trainingsupport.otte.vic.gov.au/default.cfm>

Other sources of implementation advice

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

Primary Skills Victoria

621 Burwood Hwy

KNOXFIELD VIC 3180

Tel: (03) 9210 9470

Fax: (03) 9210 9471

Email: admin@psv.com.au

Website: www.psv.com.au

VCE VET program structure

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

VCAL program structure

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

Student enrolment

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

VCE certification/eligibility

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

VET certification/eligibility

The RTO is responsible for certification.

Program support

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

Registration

Office of Training and Tertiary Education

VET Provider Registration Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

Website: www.otte.vic.gov.au

Tertiary entrance requirements

Victorian Tertiary Admissions Centre

Tel: 1300 364 133

Website: www.vtac.edu.au

Victorian Curriculum and Assessment Authority publications

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

VCE and VCAL Administrative Handbook (for the current year)

Also refer to VASS Help Screens for advice

Glossary

Auspice

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

Australian Quality Training Framework (AQTF)

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

Australian Qualifications Framework (AQF)

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

Competency standards

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

Curriculum Maintenance Managers (CMMs)

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

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

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

National Training Framework

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

Office of Training and Tertiary Education (OTTE)

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

Registered Training Organisation (RTO)

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

Training package

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

Unit of competence

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

Victorian Assessment Software System (VASS)

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

VCE unit

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

VCE VET unit

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

Vocational Education and Training (VET)

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

VET in the VCE

A set of vocational training programs approved by the VCAA, which have the support of industry bodies, and are accredited within the VCE by the VQA. This is part of the Victorian Government's post-compulsory framework and the national VET in Schools program endorsed by all states and territories.

Victorian Qualifications Authority (VQA)

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

Appendix: Example training programs

The following example programs comply with the training package qualification rules and ensure access to a Unit 3–4 sequence for VCE recognition purposes.

EXAMPLE 1: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT

with a focus on natural area restoration and management

| Unit code | Unit title | Hours |
|------------------------|---|---------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| RTC2012A | Plant trees and shrubs | 20 |
| RTC2016A | Recognise plants | 40 |
| RTD2022A | Carry out natural area restoration works | 40 |
| RTC2209A | Install, maintain and repair fencing | 30 |
| Group A or B | | |
| RTC2401A | Treat weeds | 40 |
| FPIFGM162A | Collect, treat and store seed | 20 |
| RTC2026A | Undertake propagation activities | 30 |
| RTD2803A | Observe and report on plants and/or animals | 40 |
| Group A, B or C | | |
| RTD3505A | Maintain natural areas | 80 |
| RTD3212A | Implement erosion and sediment control measures | 80 |
| | | TOTAL: |
| | | 520 |

Italicised units of competence are compulsory.

EXAMPLE 2: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT**with a focus on conservation and earthworks**

| Unit code | Unit title | Hours |
|------------------------|--|------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| RTD2022A | Carry out natural area restoration works | 40 |
| RTD2202A | Conduct erosion and sediment control activities | 40 |
| RTD2313A | Clean machinery of plant, animal and soil material | 20 |
| RTC2301A | Undertake operational maintenance of machinery | 30 |
| Group A or B | | |
| RTC2209A | Install maintain and repair fencing | 30 |
| RTD2703A | Operate in isolated and remote situations | 40 |
| RTC2304A | Operate and maintain chainsaws | 40 |
| RTC2309A | Operate tractors | 40 |
| Group A, B or C | | |
| RTC3218A | Undertake a site assessment | 80 |
| RTD3212A | Implement erosion and sediment control measures | 80 |
| TOTAL: | | 540 |

Italicised units of competence are compulsory.

EXAMPLE 3: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT**with a focus on vertebrate pest management**

| Unit code | Unit title | Hours |
|------------------------|---|------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| * <i>RTD2101A</i> | <i>Apply animal trapping techniques</i> | 40 |
| <i>RTC2209A</i> | <i>Install maintain and repair fencing</i> | 30 |
| <i>RTD2402A</i> | <i>Clear features that harbour pest animals</i> | 30 |
| * <i>RTD2405A</i> | <i>Tag and locate judas animals</i> | 40 |
| Group A or B | | |
| † <i>FPIFGM139A</i> | <i>Operate 4 X 4 vehicle in off-road conditions</i> | 40 |
| <i>RTC2307A</i> | <i>Operate machinery and equipment</i> | 30 |
| <i>RTD2703A</i> | <i>Operate in isolated and remote situations</i> | 40 |
| <i>RTD2803A</i> | <i>Observe and report on plants and/or animals</i> | 40 |
| Group A, B or C | | |
| <i>RTD3132A</i> | <i>Survey pest animals</i> | 70 |
| <i>FPIFGM147A</i> | <i>Read and interpret maps</i> | 20 |
| TOTAL: | | 480 |

Italicised units of competence are compulsory

* Animal Ethics Committee requirements (see page 9)

† Licensing requirements (see page 9)

EXAMPLE 4: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT**with a focus on weed management**

| Unit code | Unit title | Hours |
|------------------------|--|------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| <i>RTC2401A</i> | <i>Treat weeds</i> | 40 |
| RTD2004A | Collect, prepare and preserve plant specimens | 30 |
| † RTC2306A | Operate vehicles | 20 |
| RTD2313A | Clean machinery of plant, animal and soil material | 20 |
| Group A or B | | |
| RTD2703A | Operate in isolated and remote situations | 40 |
| RTD2803A | Observe and report on plants and/or animals | 40 |
| RTC2706A | Apply chemicals under supervision | 30 |
| RTC2304A | Operate and maintain chainsaws | 40 |
| Group A, B or C | | |
| RTC3016A | Provide information on plants and their culture | 70 |
| RTC3401A | Control weeds | 70 |
| TOTAL: | | 500 |

Italicised units of competence are compulsory.

Note: *RTC2401A Treat weeds* is a compulsory unit in RTD20102 Certificate II in Conservation and Land Management with a focus on weed management.

† Licensing requirements (see page 9)

EXAMPLE 5: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT**with a focus on land, parks and wildlife**

| Unit code | Unit title | Hours |
|------------------------|--|------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| † FPIFGM139A | Operate 4 X 4 vehicle in off-road conditions | 40 |
| RTD2022A | Carry out natural area restoration works | 40 |
| RTC2401A | Treat weeds | 40 |
| RTC2203A | Conduct visual inspection of park facilities | 20 |
| Group A or B | | |
| RTC2016A | Recognise plants | 40 |
| RTD2126A | Recognise animals | 40 |
| RTD2501A | Maintain cultural places | 20 |
| RTD2206A | Install aggregate paths | 20 |
| Group A, B or C | | |
| RTC3218A | Undertake a site assessment | 80 |
| RTD3505A | Maintain natural areas | 80 |
| TOTAL: | | 520 |

Italicised units of competence are compulsory.

† Licensing requirements (see page 9)

EXAMPLE 6: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT**with a focus on indigenous land management**

| Unit code | Unit title | Hours |
|------------------------|---|------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| RTC2307A | Operate machinery and equipment | 30 |
| RTD2022A | Carry out natural area restoration works | 40 |
| FPIFGM162A | Collect, treat and store seed | 20 |
| RTC2012A | Plant trees and shrubs | 20 |
| Group A or B | | |
| RTC2209A | Install maintain and repair fencing | 30 |
| RTD2126A | Recognise animals | 40 |
| RTD2501A | Maintain cultural places | 20 |
| RTD2802A | Record information about country | 40 |
| Group A, B or C | | |
| RTD3802A | Provide appropriate information on cultural knowledge | 60 |
| RTC3401A | Control weeds | 70 |
| TOTAL: | | 470 |

Italicised units of competence are compulsory.

EXAMPLE 7: RTD20102 CERTIFICATE II IN CONSERVATION AND LAND MANAGEMENT**with a focus on general land management**

| Unit code | Unit title | Hours |
|------------------------|--|------------|
| Group A | | |
| <i>RTC2701A</i> | <i>Follow OHS procedures</i> | 20 |
| <i>RTC2702A</i> | <i>Observe environmental work practices</i> | 20 |
| <i>RTC2705A</i> | <i>Work effectively in the industry</i> | 20 |
| <i>RTC2801A</i> | <i>Participate in workplace communications</i> | 30 |
| <i>RTC2704A</i> | <i>Provide basic first aid</i> | 10 |
| Group B | | |
| RTC2209A | Install maintain and repair fencing | 30 |
| RTC2026A | Undertake propagation activities | 30 |
| RTC2706A | Apply chemicals under supervision | 30 |
| RTD2802A | Record information about country | 40 |
| RTC2307A | Operate machinery and equipment | 30 |
| RTD2022A | Carry out natural area restoration works | 40 |
| RTC2016A | Recognise plants | 40 |
| RTC2401A | Treat weeds | 40 |
| Group A, B or C | | |
| RTD3034A | Implement revegetation works | 80 |
| RTD3507A | Undertake sampling and testing of water | 70 |
| TOTAL: | | 530 |

Italicised units of competence are compulsory.