

# Part-time New Apprenticeships for Secondary School Students

RUA20198  
Certificate II in Agriculture



# Acknowledgments

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Industry Training Boards

Office of Schools, Department of Education

Office of Training and Further Education, Department of Education

Association of Independent Schools of Victoria

Catholic Education Office

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## Section 1: Introduction

The booklet provides an overview of the implementation of Part-time New Apprenticeships for Secondary School Students. The program began in 1998 and a number of schools is currently engaged in the implementation of Phase I of New Apprenticeships.

In 1999 schools' participation in New Apprenticeships will be expanded.

The Department of Education (DOE), Association of Independent Schools Victoria (AISV), Catholic Education Office (CEO) and the Department of Employment, Education Training and Youth Affairs (DEETYA) are each funding a small number of programs. New Apprenticeships encompass traineeships and apprenticeships. In 1998, part-time New Apprenticeships are being conducted in the following industries:

- Agriculture
- Automotive
- Community Services
- Engineering
- Hospitality
- Information Technology
- Office Administration
- Retail

Part-time New Apprenticeships will be recognised in the Victorian Certificate of Education (VCE).

A part-time New Apprenticeship as part of a VCE program comprises three main parts:

1. A VCE program delivered by the school.
2. A structured training program (commonly referred to as on- and off-the-job training and distinct from general supervised practice) delivered in partnership between a Registered Training Organisation (RTO) and the workplace, and based on the competency standards package applicable to the New Apprenticeship.
3. Part-time, paid work.

Schools wishing to support students' participation in the 1999 implementation of New Apprenticeships should become thoroughly familiar with the information provided in this booklet.

### 1.1 Aims of the program

- To increase the options available to students by broadening the range of ways in which students may participate in vocational education and training during their secondary schooling.
- To enhance both employment and education for young people by developing partnerships between schools and employers.
- To respond to the needs of industry by providing young people with greater and more relevant skills.
- To provide students with the option of undertaking a broad range of subjects that meet their individual needs.
- To develop and document models for best practice.

## 1.2 Broad parameters of the program

The Part-time New Apprenticeship for Secondary School Students program is open to students over 15 years of age who are permanent residents of Australia. The program involves the student undertaking their VCE as well as being employed and trained under the following arrangements:

- VCE studies selected by the student;
- a training agreement registered with the Office of Training and Further Education, Victoria (OTFE);
- a negotiated training program leading to a nationally recognised qualification;
- paid work under some form of industrial agreement that endorses part-time New Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA);
- Training conducted by a RTO.

## 1.3 National Training Framework

New Apprenticeships operate within the National Training Framework (NTF), which incorporates industry developed Training Packages. A Training Package consists of competency standards, which are grouped into a series of qualifications relating to occupations at different levels in each industry sector. The qualifications found in a Training Package generally range from Certificate I–IV, Diploma and Advanced Diploma. A Training Package also contains advice on how its competency standards are assessed by the training provider.

The three core components that form a nationally endorsed Training Package are:

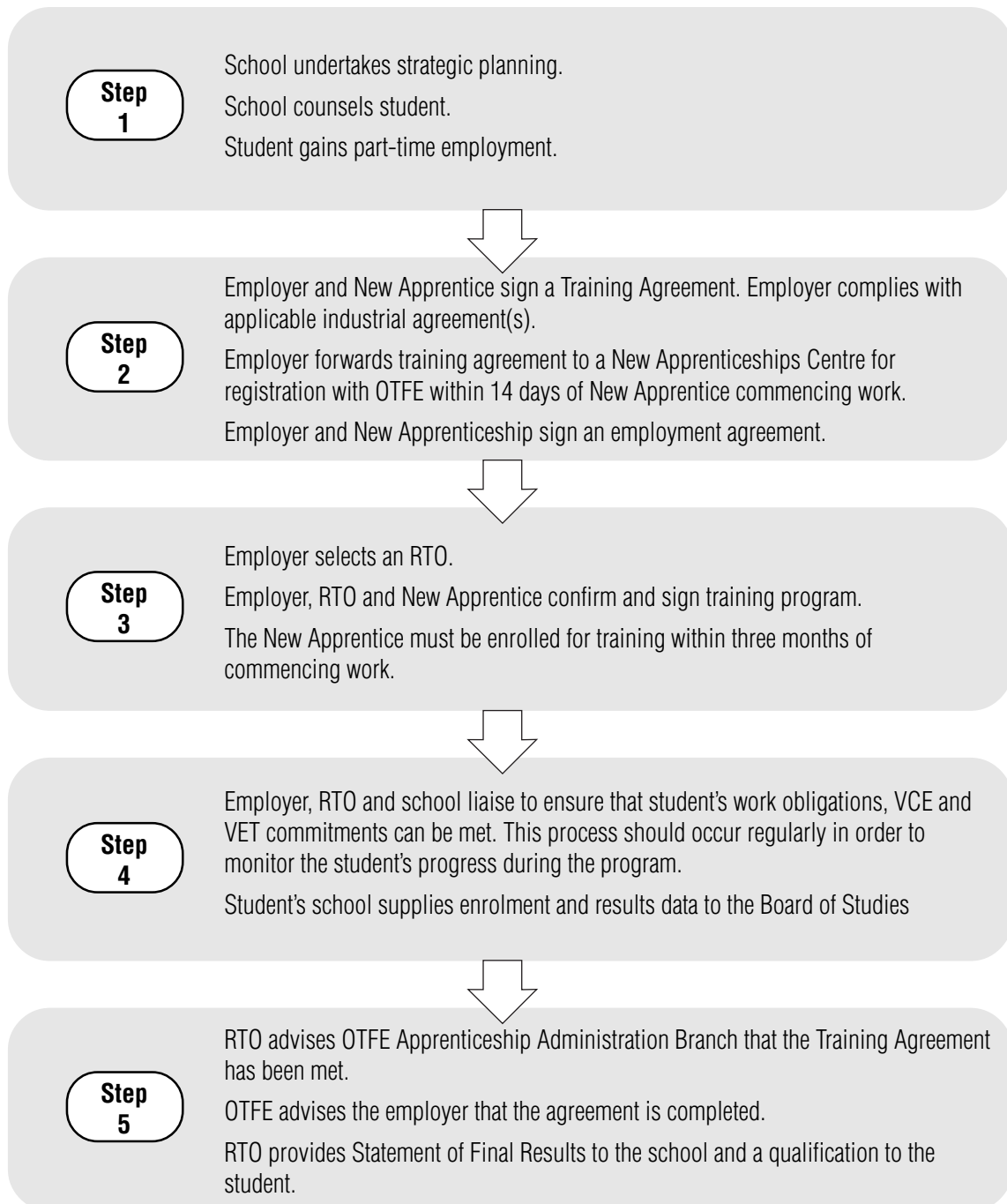
- competency standards;
- advice on the assessment of the package of competency standards;
- the qualifications that may be issued by the RTO when the package is achieved.

As Training Package qualifications become available, they will replace existing qualifications/ accredited courses on the State and National Registers.

Resource or delivery materials are also available to support the introduction of Training Packages, but are not part of the endorsed component of the Training Package. Their use is optional.

## Section 2: Implementation of the program

### 2.1 Setting up a part-time New Apprenticeship for a secondary school student



## **Step 1 Student gains part-time employment**

A student must have part-time employment in order to undertake a New Apprenticeship.

Schools must advise students to look for an employer who is prepared to appoint him or her as a part-time New Apprentice while undertaking VCE studies. A student might look for an employer by:

- directly approaching local businesses
- directly approaching employer bodies
- directly approaching a GTC
- directly approaching a New Apprenticeship Centre
- directly approaching Employment National

OR

- responding to job advertisements in the media
- responding to an approach made by an employer

The school might put the student in touch with local employers, industry organisations, Group Training Companies (GTCs) and New Apprenticeship Centres for apprenticeship services.

Schools can provide careers advice that enables the student to make informed choices regarding their post-school options and pathways to their desired career.

Refer to Appendix 1: Checklist to assist schools with implementation.

## **Step 2 The training agreement and employment agreement**

A Training Agreement is a legally binding agreement that allows an employer and a student to enter into a New Apprenticeship. Where the student is under 18 years of age, a parent or legal guardian must also sign the training agreement and uphold the responsibilities for the New Apprentice.

When he or she successfully gains part-time employment as a New Apprentice, the student must sign a training agreement with the employer. The employer lodges the signed training agreement with a New Apprenticeships Centre of their choice. The training agreement will be forwarded to the Apprenticeship Administration Branch, OTFE, for registration within 14 days of the New Apprentice commencing work.

A probationary period is usually included in the training agreement.

The employer and employee must also sign an employment agreement which sets out the terms and conditions of employment. New Apprentices are paid an hourly working rate. The working pay must take into consideration time spent on structured training, whether delivered entirely off-the-job, on-the-job, or in a combination of on- and off-the-job.

Employment of a part-time New Apprentice falls under a training agreement that specifies a rate of pay negotiated under the National Training Wage Award, or a contract of training under an Australian Workplace Agreement (AWA) or a Certified Agreement (CA). If an AWA or a CA applies, the normal processes for approval as described in the *Workplace Relations Act 1996* (Cwlth) should be followed.

Employers of Australian Qualifications Framework (AQF) Level 2, 3 or 4 New Apprentices are entitled to a Commonwealth incentive payment.

In Victoria, the Government provides incentives for employers of New Apprentices (formerly apprentices/trainees) in respect of WorkCover and Payroll Tax. All employers of New Apprentices must have an annual policy of insurance that provides coverage for apprentices in their employ.

*Note:* School personnel are not expected to acquire a depth of knowledge related to training agreements, employer incentives and other industrial relations arrangements. Personnel at the New Apprenticeships Centres can provide guidance to the stakeholders involved in New Apprenticeships.

### **Step 3 Selection of RTO and agreement on training program**

The employer and the New Apprentice select an RTO from the OTFE list of approved RTOs, to deliver the structured training program. The employer has up to three months to enrol the New Apprentice into an approved training program. The structure of the training program forms part of the training agreement, which should include a list of the competencies to be achieved.

The outcomes for the training program must be selected from a nationally endorsed Training Package (where this exists) or from an accredited course.

The employer, New Apprentice, RTO and school should clarify the following aspects of the training program such as:

- title of qualification;
- list of outcomes/competencies to be achieved;
- location of delivery;
- mode of delivery, including number of hours per week allocated to structured training and number of hours at work;
- who conducts the assessment;
- how the training is evaluated;
- content and sequencing of competency units or modules in line with packaging rules or recommended course structure;
- weekly hours on VCE studies.

The RTO is responsible for the delivery, assessment and awarding of the qualification. The school should keep a record of the student's program, timetables and training agreement.

A part-time New Apprenticeship at a Certificate II level, undertaken in conjunction with VCE studies, will normally be of two years' duration. It is possible for the duration to be extended to more than two years to a maximum of 36 months, depending on the student's pattern of studies and training commitments. The exception is the trade-based Certificate III in Automotive Repair Services and Retail – Automotive Mechanic – Light Vehicle stream, which will require a 4–5 year program.

Most of the training programs are at a Certificate II level.

The RTO, employer and school must liaise regularly and exercise flexibility to ensure that the student's work obligations, VET and VCE study commitments can be met.

The school is not a party to the training agreement unless it is an RTO.

The DOE, AISV or CEO is responsible for payment to the RTO for the delivery of the approved 1998 New Apprenticeship program as it applies to their individual sector.

The school must advise its sectoral authority on student enrolments in part-time New Apprenticeships.

### **Step 4 Liaison between employer, RTO and school**

The Employer, RTO and school liaise to ensure that student's work obligations, VCE and VET commitments can be met. This process should occur regularly in order to monitor the student's progress during the program.

In each year, the RTO must provide enrolment details to the student's school. The school enters the information on to the Board of Studies VASS, according to Board of Studies advice.

The Employer and RTO liaise regarding assessment and completion of the training program. The RTO must provide the student's school with a record of competencies achieved prior to the end of each year.

The school is responsible for entering this information on VASS. The Board of Studies will advise schools on the timeline and due dates for entering enrolments and results on VASS. In order to ensure timely provision of this information, schools must receive records of a student's enrolment and completion from the RTO prior to any due dates set by the Board of Studies.

### **Step 5 Training Completed**

When the New Apprentice has attained all the competencies identified in the training program, the qualification is awarded and the training agreement is deemed to be completed.

The RTO advises the OTFE Apprenticeship Administration Branch (AAB) that the training agreement has been met. AAB advises the employer that the agreement is completed. The RTO provides a Statement of Final Results to the school and a qualification to the student.

## **2.2 Roles of the parties involved in the program**

The management of these part-time New Apprenticeships for school students requires cooperative efforts between a range of agencies at both local and system levels.

The following roles are outlined to assist those involved in program management in the first year (1998) of the program and will be subject to evaluation during 1998.

### **School**

- Establish appropriate processes with which to manage the New Apprenticeship program.
- Ensure cooperation between key staff in the school, for example, between the VCE coordinator, the Vocational Education and Training (VET) coordinator, careers counsellor, VASS operator.
- Inform students and parents of the implications of undertaking a New Apprenticeship while at school.
- Provide careers advice that enables the student to make informed choices.
- Establish links with employers, GTCs and local employer/industry organisations.
- Ensure that the school program accommodates the employment arrangements of the student/New Apprentice.
- Advise sectoral authority upon the student signing of a Training Agreement.
- Be involved in the planning of the training program with the RTO.
- Regularly liaise with the RTO, Cluster Coordinator and employer on the administration of the New Apprenticeship.
- Monitor the student's progress.
- Record and maintain the student's VCE and VET enrolments.
- Collect enrolment and results data from the RTO and provide to the Board of Studies on VASS.
- Monitor implementation of the program and advise the student on qualification requirements, fees and workplace commitments.
- Exercise duty of care through effective communication with the RTO and employer.

### **Student/New Apprentice**

- Must sign a training agreement and an employment agreement with an employer which links to an industrial award, AWA or CA. Where the student is under 18 years of age, a parent or legal guardian must also sign the training agreement and uphold the responsibilities for the New Apprentice.

- Undertake paid work, structured training and assessment which forms part of the negotiated training program.
- Observe the conditions of the relevant employment agreement or award.
- Work towards the attainment of the VCE.
- Attend school, RTO and work.
- Discuss with the employer, school or RTO any difficulties/conflicts which may arise between schooling, work and the training program.

### **Employer (including GTCs)**

- Recruit the New Apprentice in consultation with the RTO and Cluster Coordinator.
- In the case of GTCs, place New Apprentices with host employers.
- Register an AWA or CA with the Employment Advocate, in circumstances where the applicable industrial award does not allow for a part-time New Apprenticeship.
- Obtain a training agreement from a New Apprenticeships Centre.
- Register within 14 days a training agreement between the employer and New Apprentice with OTFE, through a New Apprenticeships Centre.
- Notify OTFE, through a New Apprenticeships Centre, and the RTO within seven days if the training agreement has been broken.
- Provide the agreed facilities, training and supervised practice for the New Apprentice to the competency standards as documented in the training program outline (and in the Training Record Book).
- Pay the wages and provide the entitlements specified in the relevant employment agreement or award.
- Release the New Apprentice for training as negotiated with the Cluster Coordinator School and the RTO.
- Monitor the progress of the New Apprentice in conjunction with the RTO.
- Exercise flexibility in relation to the New Apprentice needing to meet timetable and school obligations.
- Liaise with the RTO and school regarding any difficulties/conflicts arising between schooling, work and off-the-job training.

### **Registered Training Organisation**

- Coordinate with the Cluster Coordinator School and in consultation with the employer, the administration of the New Apprenticeship.
- Assess any previous experience of the New Apprentice and advise on the training agreement between the employer, New Apprentice and the training provider.
- Ensure the effective and efficient delivery and assessment of the New Apprentice's training program, utilising an approved industry Workplace Training Record Book for the recording of competency assessment (where this is available).
- Advise and coordinate with the employer the delivery of the on-the-job training, assessment of the New Apprentice and validate the employer's on-the-job assessment.
- Monitor the progress of the New Apprentice and provide advice and counselling.
- Regularly liaise with the Cluster Coordinator School and the employer on the administration of the New Apprenticeship.
- Coordinate and facilitate the use of teaching materials on-the-job, as an alternative to delivery of particular units of competence at the training provider, where appropriate.

- Issue credentials on completion of a New Apprenticeship, or issue a Statement of Attainment for partial completion of a New Apprenticeship.
- Forward to the school, the student's enrolment details and a record of competencies achieved by the end of each year, in accordance with the current year's *VCE Administrative Handbook*.

### **Office of Schools, Department of Education**

- Establish appropriate processes to manage implementation in 1998.
- Negotiate with industry representative groups for implementing the part-time New Apprenticeships for School Students program under Training Agreements.
- Pay RTOs for the delivery of structured training programs to government school students.
- Provide advice to schools on the implementation of part-time New Apprenticeships for School Students program.
- Regularly liaise with schools, Board of Studies, AISV, CEO, OTFE, Industry Training Boards and other parties to facilitate the development and implementation of the program.
- Develop and document models of best practice.

### **Association of Independent Schools, Victoria and the Catholic Education Office**

- Establish appropriate processes to manage the implementation in 1998.
- Pay RTOs for the delivery of structured training programs to students in Independent and Catholic schools, as appropriate.
- Provide advice to schools on the implementation of part-time New Apprenticeships for School Students program.
- Regularly liaise with schools, DOE, Board of Studies, OTFE, Industry Training Boards and other parties to facilitate the development and implementation of the program.
- Develop and document models of best practice.

### **Office of Training and Further Education, Department of Education**

Provide regulatory and administrative arrangements relating to part-time New Apprenticeships for School Students, including:

- Registering training agreements.
- Monitoring the progress of New Apprentices through liaison with training organisations and employers.
- Issuing New Apprenticeship registration numbers, in consultation with the RTO.
- Investigating disputes between employers and New Apprentices.

### **Board of Studies**

Provide administrative arrangements, under the broad umbrella of VET in Schools, for the part-time New Apprenticeship program including:

- Recognising the New Apprenticeship as contributing towards the completion of the VCE.
- Collecting enrolment and results data and providing advice to schools.
- Transferring results data to VTAC to confirm students' eligibility for TER increments on completion of the VCE and the training program.

- Issuing a VCE Statement of Results to include the contribution to the VCE of completed VCE VET units in a New Apprenticeship program.
- Providing continuing advice to schools on the relationship between New Apprenticeships and the VCE.
- Regularly liaise with schools, DOE, AISV, CEO, OTFE, Industry Training Boards and other parties to facilitate the development and implementation of the program.

### **New Apprenticeship Centres (formerly ELTS)**

- Record, promote and fill New Apprenticeship vacancies.
- Receive and process all approval and registration requirements for New Apprenticeships and forward to AAB (OTFE).
- Monitor training arrangements, including back-up support when necessary.
- Arrange on- and off-the-job training for New Apprentices.
- Pay Government incentives to employers of New Apprentices.
- Pay Government incentives to eligible clients, for example, the Living Away From Home Allowance.

## **2.3 Structure of the New Apprenticeship as part of the secondary school program**

A part-time New Apprenticeship as part of a VCE program comprises three main parts:

1. A VCE program delivered by the school.
2. A structured training program (commonly referred to as on- and off-the-job training and distinct from general supervised practice) delivered in partnership between the RTO and the workplace.
3. Part-time paid work.

A student's commitment to both the VCE and New Apprenticeship program needs to be considered so that a balance between training obligations and VCE commitments can be established. The completion of VCE studies and the New Apprenticeship Certificate II qualification may take more than two years. In such cases, the school will continue to have a role in recording the student's VCE or New Apprenticeship results with the Board of Studies. However, the automotive trade qualification at Certificate III level requires four years of part-time training to complete the qualification. In addition, some students may not complete their VCE but may complete their New Apprenticeship qualification. Schools will need to counsel their students on the most appropriate arrangements.

In response to the needs of individual employers, RTOs and schools might arrange for local program sequencing to deliver the VCE and New Apprenticeship requirements. A training program for a qualification at Certificate II assumes a maximum nominal duration of 36 months part-time, or a total of 200 days of commitment for the structured training program and part-time employment.

Within the 1998 arrangements, a part-time New Apprenticeship program at Certificate II will contribute up to four units in the VCE. The exception to this is the Certificate III Automotive (Trade Certificate).

VCE (VET) units will be based on completion of Units of Competence. Schools will inform the Board of Studies of completion of work contributing to the VCE (VET) units when the RTO determines that the student has completed the requirements for each unit of competence.

These VCE (VET) units may be included in the minimum 16 units required for satisfactory completion of the VCE. However, they will not contribute as a Unit 3 and 4 sequence, or as Group A or B status.

### Sample Student Programs

**18 VCE unit program including 4 VCE VET units, conducted over a maximum of a 3-year period**

WEEK DAYS	YEAR 11 VCE			YEAR 12 VCE				POST YEAR 12
	English	VCE study	VCE study	English	VCE study	VCE study	VCE study	
1	2	2	2	4	4	4	4	
2	1	1	1	3	3	3	3	
3								
4								
5								

**Registered Training Organisation and Employer  
NEW APPRENTICESHIP 4 UNITS**

2.5 days per week = 100 days ..... 1 day per week = 40 days ..... 60 days remaining... = TOTAL 200 days

**16 – 18 VCE unit program including 4 VCE VET units, conducted over a maximum of a 3-year period**

Note: This option assumes that the apprentice is 15 years of age and is therefore able to sign a Training Agreement.

WEEK DAYS	YEAR 10	YEAR 11 VCE				YEAR 12 VCE		
		English	VCE study	VCE study	VCE study	English	VCE study	VCE study
1	Year 10 program	2	2	4	2	4	4	4
2		1	1	3	1	3	3	3
3					OPTIONAL			
4								
5								

**Registered Training Organisation and Employer  
NEW APPRENTICESHIP 4 UNITS**

1 day per week = 40 days ..... 2 days per week = 80 days ..... 2 days per week = 80 days = TOTAL 200 days

**18 – 20 VCE unit program including 4 VCE VET units, conducted over a 2-year period**

WEEK DAYS	YEAR 11 VCE				YEAR 12 VCE			
	English	VCE study	VCE study	VCE study	English	VCE study	VCE study	VCE study
1	2	2	2	2	4	4	4	4
2	1	1	1	1	3	3	3	3
3				OPTIONAL				
4								
5								

**Registered Training Organisation and Employer  
NEW APPRENTICESHIP 4 UNITS**

2.5 days per week = 100 days ..... 2 days per week = 80 days ..... = 180 days + school holidays to make up 200 days

Three examples of program sequencing options are provided to illustrate the range of program structures available to students. These samples are not prescriptive and are not intended to limit local decisions on the determination of an individual student's program.

The samples are based on the following assumptions:

- A day of work and training is assumed to be 7–8 hours in duration; there are 40 weeks in a school year.
- The school has in place flexible program arrangements.
- Students will meet all requirements for the satisfactory completion of the VCE and will be eligible for a Tertiary Entrance Rank (TER) increment.
- Structured training and assessment occurs in either an off-the-job setting or on-the-job environment, or in a combination of both, depending upon the individual training agreement.
- Students are able to undertake some on-the-job training over the school holidays.
- The samples do not relate to a trade-based qualification.

## **2.4 Recognition of New Apprenticeships within the VCE**

The Board of Studies has decided that within the program arrangement for 1998, New Apprenticeships at Certificate II will provide up to four units in the VCE. The VCE (VET) units can also contribute to the minimum requirements for satisfactory completion of the VCE. In addition, successful completion of a New Apprenticeship qualifies a student for the same TER benefits as those operating for VET in Schools in 1998/99.

The Victorian Tertiary Admissions Centre will publish advice on TER increments policy for both VET in Schools and New Apprenticeships to apply from the year 2000.

The VCE (VET) units will be reported on the student's VCE Statement of Results. The Statement records both a student's achievement in accredited VCE units and his or her achievement in approved New Apprenticeship pilot programs.

The Board of Studies does not prescribe the content of units to be completed. Procedures for recording enrolments and results with the Board will provide for local selection of content and local sequencing of delivery. Guidelines for use of the VASS for enrolment and results will be provided by the Board.

As part of the RTO's funding obligation, the RTO is responsible for forwarding to a New Apprentice's school both the VET enrolment details as well as an annual Statement of Results. The RTO must provide a Statement of Results in sufficient time for schools to meet Board of Studies deadlines.

Communication between RTOs and schools participating in the pilot programs is critical to meeting the annual VASS reporting dates.

## **2.5 Links between VET in Schools programs and New Apprenticeship programs**

The part-time New Apprenticeship programs beginning in 1998 relate to existing VET in Schools programs. If a student transfers from a VET in Schools program to a New Apprenticeship program, the RTO may recognise competencies gained in the VET in Schools program. Requests for recognition of current competencies should be directed to the RTO involved in the delivery of the New Apprenticeship program. It should be noted that credit transfer arrangements currently in place for VET in Schools programs do not automatically apply in New Apprenticeships.

Where a student has begun a program within VET in Schools and subsequently undertakes a New Apprenticeship, arrangements must be made with the Board of Studies for transfer of enrolment from VET in Schools to a New Apprenticeship.

## **2.6 Delivery, assessment and payment for the structured training program**

### **Delivery**

The delivery of the structured training program may incorporate any or a range of the following delivery methods, each of which requires cooperative arrangements between the student's RTO, school and workplace:

- by the RTO;
- by the school, if it is an RTO;
- by the school under the auspice of an RTO;
- totally in the workplace, if the workplace is an RTO;
- by the workplace in conjunction with an RTO.

The structured training program related to competency standards must be supported by supervised practice. The training program focuses on competencies required for 'hands on' work in the industry. At this level, New Apprentices learn by doing. Training in the workplace focuses on demonstrating, explaining and practising the tasks required of workers.

A school may therefore work in partnership with an RTO, whereby the school may deliver components of the structured training program under the auspice of the RTO.

### **Assessment**

The assessment must be conducted under the auspice of the RTO that is to issue the qualification. It must be conducted to the standards documented in the Training Package or curriculum. There are several ways that this requirement can be satisfied:

- assessment by the RTO as part of a training program
- assessment undertaken by an appropriately registered provider of assessment-only services, who is registered as an RTO and in agreement with the employer
- assessment by a workplace assessor, working under the auspice of an RTO and in agreement with the employer
- assessment by the employer in agreement with the RTO.

Close liaison is required between the assessor, the RTO and the employer.

The assessment process includes validation by the RTO of the employer's assessment of competencies attained by the New Apprentice in the workplace.

All assessors should be competent against the assessment competency standards contained in the Training Package, as well as in the relevant industry competencies, at least to the level being assessed.

### **Payment**

Payment for the approved New Apprenticeship programs for 1998 will be made directly by the DOE, AISV or CEO to the RTO, depending on the student's school sector.

Target numbers have been set for the programs beginning in 1998. Payment for the structured training component of the New Apprenticeships will be for only those VET programs approved in the industries identified and agreed to by the Board of Studies in 1998.

Payment to RTOs will be at their tendered Student Contact Hours rate (SCH) for the structured training component of the New Apprenticeships. Separate advice on this matter has been provided to RTOs by the OTFE.

## **2.7 Qualification**

Students successfully completing a New Apprenticeship program will be awarded a national qualification under the AQF. This qualification will be issued by the RTO after appropriate assessment has been conducted to demonstrate the student's achievement of competencies.

## **Section 3: Approved Agriculture qualification**

### **3.1 Introduction**

The following Agriculture training program/qualification is approved as the New Apprenticeship for secondary school students, and is based on the recently endorsed Agriculture Training Package:

RUA20198 Certificate II in Agriculture

Details related to the qualification and the packaging requirements for the Certificate II can be obtained by contacting Primary Skills Victoria on (03) 9428 9811.

### **3.2 Training outcomes**

The Level II New Apprenticeship in Agriculture is intended to develop skills, knowledge and personal attributes among young people who are employed at an entry level in the various sectors of the rural industry.

On completion of the New Apprenticeship, New Apprentices should be able to work safely and competently under routine supervision. The range of skills and knowledge contained in the New Apprenticeship has been decided after extensive consultation with rural employers. The competency standards cover work expected of rural workers in general, and for the cattle, sheep, grains, poultry, pig, cane, dairy and cotton industry sectors in particular.

### **3.3 Further training and job opportunities**

Possible career pathways and job placement opportunities for this New Apprenticeship include:

Farm Hand on a dairy, pastoral, beef cattle, grains or mixed farming enterprise, Relief Milker, Shedhand, Wool Handler, Novice Shearer, Level 2 Agricultural Employee, Jackaroo/Jillaroo in training, Milking Technician Assistant and Farm Trainee.

On successful completion of the Level II apprenticeship, New Apprentices might enrol in the Certificate III in Agriculture or a sector-specific Certificate III in Agriculture.

### **3.4 The qualification – structure, requirements and competencies**

The following information needs to be read in conjunction with the training package.

#### **Qualification: RUA20198 Certificate II in Agriculture**

**Requirements:** 6 core units and a total score of 30 points (24 points achieved through sector-specific or rural-generic Units of Competence at Level 2 or above, and six points from any level). The core units do not form part of the points system.

New Apprentices may select Units of Competence across the Beef Cattle, Dairy, Grains, Sheep and Wool Production, and Wool Harvesting sectors. Rural generic units are also available from which to select. (Note: Units of Competence may also be selected from other sectors within the Training Package for Qualifications in Agriculture or the Training Package for Horticulture, if required by the employer.)

The points for each Unit of Competency correspond to its level as follows:

Level 1 Unit of Competency = 1 point

Level 2 Unit of Competency = 2 points

Level 3 Unit of Competency = 3 points

Level 4 Unit of Competency = 4 points

Level 5 Unit of Competency = 5 points

Level 6 Unit of Competency = 6 points

New Apprentices who do not achieve the minimum requirements for the qualification, as listed in the curriculum document, will receive a Statement of Attainment listing those modules completed. A record of their achievement will also appear in their Competency Record Book.

**Nominal duration of training program:** 400 hours of structured training/training support.

The nominal hours allocated to the qualifications constitutes the means by which training is purchased by the State of Victoria.

Estimates of hours provided refer to situations in which employers request that an RTO provides all of the structured training component related to the specific Units of Competency. A number of other models of structured training support may be negotiated between the employer and the RTO.

The hours provided in the training program examples and Appendix 5 may be subject to change.

**Maximum duration of approved training program, including work and structured training program:** 36 months part-time (maximum).

**Structure of qualification:** Comprises core Units of Competence and sector-specific and/or rural-generic competencies (= 30 points).

CODE	DESCRIPTION
<i>Core</i>	
AGCORE1 A	Meet industry requirements
AGCORE2 A	Follow farm Occupational Health and Safety procedures on the farm
AGCORE3 A	Use hazardous substances safely
AGCORE4 A	Communicate in the workplace
AGCORE5 A	Act to minimise emergencies
AGCORE6 A	Plan daily work routine
30 points to be gained as follows:	
<ul style="list-style-type: none"> <li>• 24 points by selecting Units of Competence from sector-specific or rural-generic Units of Competency at level 2 or above and</li> <li>• six points from any level</li> </ul>	
<b>TOTAL</b>	<b>30 POINTS</b>

### **3.5 Examples of training programs**

The following are examples of how Units of Competency may be packaged to meet the requirements for qualification in the Training Package, including the stream requirements. The content and sequencing may be varied within the packaging rules, so as to take account of the needs of different work settings, specialisation, group and individual needs. A training program outline is required as an attachment to training agreements in New Apprenticeships.

An employer and RTO may combine other Units of Competence in line with the packaging requirements.

RTOs will need to consider the prerequisites as documented in the Training Package when they are designing delivery of the training program. Prerequisites have been taken into account in developing the sample training programs below, although they should be checked as they may impact on the order in which units are delivered.

Although the Farm Chemical Users Course is not a compulsory part of the Certificate II in Agriculture, the Units of Competency that constitute the Farm Chemical Users Course have been included in all sample training programs.

Refer to Appendix 5 for a list of rural generic Units of Competence and sector-specific Units of Competence.

The nominal hours allocated to the structured training program constitute the means by which training is purchased by the State of Victoria. These generally relate to the time taken by the RTO to deliver the structured training program and to coordinate the assessment.

Depending on the delivery and assessment guidelines, components of the structured training may be delivered and assessed in an off-the-job or on-the-job environment, or in a combination of both, or in a simulated work environment.

**Training program Example 1**

Qualification: RUA20198 Certificate II in Agriculture

With an emphasis on Sheep and Wool Production/Harvesting

<b>CODE</b>	<b>DESCRIPTION</b>	<b>POINTS VALUE</b>	<b>HOURS</b>
<i>Core – rural generic units</i>			
AGCORE1A	Meet industry employment criteria	0	12
AGCORE2A	Follow enterprise OHS procedures	0	20
AGCORE3A	Use hazardous substances safely	0	20
AGCORE4A	Communicate in the workplace	0	20
AGCORE5A	Act to minimise emergencies	0	20
AGCORE6A	Plan daily work routine	0	12
<i>Farm Chemical Users' Course</i>			
AG2005CHA	Maintain supplies of chemicals and biological agents	0.5	5
AG2006CHA	Determine chemicals and biological agents	0.5	5
AG2007CHA	Prepare chemicals and biological agents	0.5	5
AG2008CHA	Maintain equipment	0.5	5
AG2009CHA	Apply chemicals and biological agents	0.5	5
AG2010CHA	Clean up following application of chemicals and biological agents	0.5	5
AG2011CHA	Manage a chemical spillage/leakage	0.5	5
AG2012CHA	Notify authorities	0.5	5
AG2400SWA	Feed sheep	2	15
AG2401SWA	Muster and move sheep	2	5
AG2402SWA	Handle sheep in yards	2	15
AG2102EOA	Operate tractors	2	32
AG2403SWA	Monitor ewes from joining to lambing	2	16
AG2405SWA	Carry out lambing process	2	12
AG2521DYA	Carry out basic fencing operations	2	40
AG4131EMA	Maintain farm improvements	2	32
AG2430WHA	Fulfil employment requirements	2	16
AG2434WHA	Press wool into bales	2	28
AG2436WHA	Prepare for machine shearing	2	28
AG2437WHA	Crutch sheep	2	16
AG2130EMA	Equip a workshop	2	12
<b>TOTAL 30 POINTS</b>			

*Note: The New Apprentice will also have VCE commitments.*

**Training program Example 2**

Qualification: RUA20198 Certificate II in Agriculture

This program might be undertaken by a New Apprentice working on a dairy farm, to achieve a generic Certificate II in Agriculture.

CODE	DESCRIPTION	POINTS VALUE	HOURS
<i>Core – rural generic units</i>			
AGCORE1A	Meet industry employment criteria	0	12
AGCORE2A	Follow enterprise OHS procedures	0	20
AGCORE3A	Use hazardous substances safely	0	20
AGCORE4A	Communicate in the workplace	0	20
AGCORE5A	Act to minimise emergencies	0	20
AGCORE6A	Plan daily work routine	0	12
<i>Farm Chemical Users' Course</i>			
AG2005CHA	Maintain supplies of chemicals and biological agents	0.5	5
AG2006CHA	Determine chemicals and biological agents	0.5	5
AG2007CHA	Prepare chemicals and biological agents	0.5	5
AG2008CHA	Maintain equipment	0.5	5
AG2009CHA	Apply chemicals and biological agents	0.5	5
AG2010CHA	Clean up following application of chemicals and biological agents	0.5	5
AG2011CHA	Manage a chemical spillage/leakage	0.5	5
AG2012CHA	Notify authorities	0.5	5
AG1520DY A	Observe, record and report in the workplace	1	12
AG1521DY A	Manage personal skills	1	8
AG1523DY A	Move, count and feed livestock	1	12
AG1524DY A	Assist with milking operations	1	8
The four units listed above are Level 1 units and are prerequisites for a number of Level 2 units.			
AG2526DY A	Rear calves	2	18
AG2527DY A	Assist with calving	2	8
AG2523DY A	Handle, move and draft livestock	2	10
AG2524DY A	Perform basic health care	2	12
AG2528DY A	Carry out milk harvesting	2	12
AG2520DY A	Participate in the workplace	2	10
AG2525DY A	Purchase and receive farm supplies	2	20
AG2521DY A	Carry out basic fencing operations	2	40
AG2100EO A	Operate ride-on farm vehicles	2	20
AG2102EO A	Operate tractors	2	32
AG1100EO A	Operate equipment	2	24
<b>TOTAL 30 POINTS</b>			

*Note: The New Apprentice will also have VCE commitments.*

### Training program Example 3

Qualification: RUA20198 Certificate II in Agriculture

This program might be undertaken by a New Apprentice working on a grains' farm, to achieve a generic Certificate II in Agriculture.

CODE	DESCRIPTION	POINTS VALUE	HOURS
<i>Core – rural generic units</i>			
AGCORE1A	Meet industry employment criteria	0	12
AGCORE2A	Follow enterprise OHS procedures	0	20
AGCORE3A	Use hazardous substances safely	0	20
AGCORE4A	Communicate in the workplace	0	20
AGCORE5A	Act to minimise emergencies	0	20
AGCORE6A	Plan daily work routine	0	12
<i>Farm Chemical Users' Course</i>			
AG2005CHA	Maintain supplies of chemicals and biological agents	0.5	5
AG2006CHA	Determine chemicals and biological agents	0.5	5
AG2007CHA	Prepare chemicals and biological agents	0.5	5
AG2008CHA	Maintain equipment	0.5	5
AG2009CHA	Apply chemicals and biological agents	0.5	5
AG2010CHA	Clean up following application of chemicals and biological agents	0.5	5
AG2011CHA	Manage a chemical spillage/leakage	0.5	5
AG2012CHA	Notify authorities	0.5	5
AG2350GR A	Prepare grain storages	2	24
AG2132EM A	Fabricate and repair metals and plastic structures	2	32
AG2352GR A	Carry out basic field duties	2	16
AG2102EO A	Operate tractors	2	32
AG2133EM A	Perform routine maintenance	2	24
AG4131EM A	Maintain farm improvements	2	32
AG2101EO A	Operate property vehicles	2	15
AG2521DY A	Carry out basic fencing operations	2	40
AG2100EO A	Operate ride-on farm vehicles	2	15
AG2353GR A	Operate trailed/mounted equipment	2	20
AG2130EM A	Equip a workshop	2	12
AG2131EM A	Provide support for basic repair of plant and equipment	2	24
AG1070PM A	Implement pest control program	2	24
<b>TOTAL 30 POINTS</b>			

*Note:* The New Apprentice will also have VCE commitments.

**Training program Example 4**

Qualification: RUA20198 Certificate II in Agriculture

This program might be undertaken by a New Apprentice working on an enterprise specialising in beef cattle production, to achieve a generic Certificate II in Agriculture.

ODE	DESCRIPTION	POINTS VALUE	HOURS
<i>Core – rural generic units</i>			
AGCORE1A	Meet industry employment criteria	0	12
AGCORE2A	Follow enterprise OHS procedures	0	20
AGCORE3A	Use hazardous substances safely	0	20
AGCORE4A	Communicate in the workplace	0	20
AGCORE5A	Act to minimise emergencies	0	20
AGCORE6A	Plan daily work routine	0	12
<i>Farm Chemical Users' Course</i>			
AG2005CHA	Maintain supplies of chemicals and biological agents	0.5	5
AG2006CHA	Determine chemicals and biological agents	0.5	5
AG2007CHA	Prepare chemicals and biological agents	0.5	5
AG2008CHA	Maintain equipment	0.5	5
AG2009CHA	Apply chemicals and biological agents	0.5	5
AG2010CHA	Clean up following application of chemicals and biological agents	0.5	5
AG2011CHA	Manage a chemical spillage/leakage	0.5	5
AG2012CHA	Notify authorities	0.5	5
AG2502BC A	Monitor cows from joining to calving	2	15
AG2503BC A	Carry out calving duties	2	6
AG2504BC A	Carry out calf marking duties	2	10
AG2521DY A	Carry out basic fencing operations	2	40
AG2507BC A	Maintain stock water supply equipment	2	22
AG1100EO A	Operate equipment	2	24
AG2100EO A	Operate ride-on farm vehicles	2	20
AG2500BC A	Feed Livestock	2	10
AG2508BC A	Perform basic horsemanship activities	2	30
AG2102EO A	Operate tractors	2	32
AG2130EM A	Equip a workshop	2	12
AG4131EM A	Maintain farm improvements	2	32
AG2131EM A	Provide support for basic repair of plant and equipment	2	24
<b>TOTAL 30 POINTS</b>			

*Note: The New Apprentice will also have VCE commitments.*

### Training program Example 5

Qualification: RUA20198 Certificate II in Agriculture

This program might be undertaken by a New Apprentice working on a mixed farming enterprise to achieve a generic Certificate II in Agriculture.

ODE	DESCRIPTION	POINTS VALUE	HOURS
<i>Core – rural generic units</i>			
AGCORE1A	Meet industry employment criteria	0	12
AGCORE2A	Follow enterprise OHS procedures	0	20
AGCORE3A	Use hazardous substances safely	0	20
AGCORE4A	Communicate in the workplace	0	20
AGCORE5A	Act to minimise emergencies	0	20
AGCORE6A	Plan daily work routine	0	12
<i>Farm Chemical Users' Course</i>			
AG2005CHA	Maintain supplies of chemicals and biological agents	0.5	5
AG2006CHA	Determine chemicals and biological agents	0.5	5
AG2007CHA	Prepare chemicals and biological agents	0.5	5
AG2008CHA	Maintain equipment	0.5	5
AG2009CHA	Apply chemicals and biological agents	0.5	5
AG2010CHA	Clean up following application of chemicals and biological agents	0.5	5
AG2011CHA	Manage a chemical spillage/leakage	0.5	5
AG2012CHA	Notify authorities	0.5	5
AG2350GR A	Prepare grain storages	2	24
AG2521DYA	Carry out basic fencing operations	2	40
AG2352GR A	Carry out basic field duties	2	16
AG2500BC A	Feed livestock	2	10
AG2501BC A	Muster and move cattle	2	5
AG2502BC A	Monitor cows from joining to calving	2	15
AG2503BC A	Carry out calving duties	2	6
AG2504BC A	Carry out calf marking duties	2	10
AG2507BCA	Maintain stock water supply equipment	2	22
AG2130EM A	Equip a workshop	2	12
AG2131EM A	Provide support for basic repair of plant and equipment	2	24
AG2100EO A	Operate ride-on farm vehicle	2	20
AG1100EO A	Operate equipment	2	24
<b>TOTAL 30 POINTS</b>			

*Note: The New Apprentice will also have VCE commitments.*

## Appendix 1: Checklist to assist schools with implementation of part-time New Apprenticeships for secondary school students

### Strategic planning

Key planning tasks		Action by	Key dates	Meetings
Determine how New Apprenticeships fit with VCE and VET in Schools program provision	Review Charter Review VCE study offerings and VET in Schools			
Collect information, key policy documents and procedural documents	Key sources: <ul style="list-style-type: none"> <li>• Sector authorities</li> <li>• Board of Studies</li> <li>• ANTA</li> <li>• National ITABs and State ITBs</li> <li>• Australian Training Products</li> </ul>			
Identify key staff for management Plan school procedures for management Inform staff and school Council	School executive VET coordinator VCE coordinator VASS operator Careers coordinator			
Identify targeted industry areas for 1999 implementation	Key sources: Office of Schools Board of Studies <ul style="list-style-type: none"> <li>• notices to principals</li> <li>• published booklets</li> </ul>			
Identify local employment needs for the targeted industry areas using New Apprenticeship Centres, Group Training Companies, Employer bodies, local business, and Industry	Inform prospective employers of program details Discuss potential for part time New Apprenticeships			
Review/establish partnerships or links with Registered Training Organisations	Determine RTO availability for delivery of selected industry programs			

## Implementation

Key planning tasks		Action by	Key dates	Meetings
<p>Inform parents and students of New Apprenticeships.</p> <p>Counsel students, assisting them with selection of an appropriate program including VCE studies and preferred employment</p>	<ul style="list-style-type: none"> <li>• structure of New Apprenticeship</li> <li>• VCE program</li> <li>• employment responsibilities</li> <li>• study commitments</li> <li>• training outcomes</li> <li>• training agreements</li> </ul> <p>RTO commitments</p>			
<p>Assist students with contacts with possible employers, respond to students and employers proposing training arrangements</p>	<p>Discuss preferred ways of contacting employers and discussing part time employment</p> <p>Explore employment opportunities with New Apprenticeship Centres, Group Training Companies, and Industry</p>			
<p>Determine potential student take up and liaise with sector authorities regarding projected students numbers and funding for school coordination (funding for program delivery is made direct to RTOs)</p>	<p>Department of Education, Office of Schools</p> <p>Association of Independent Schools of Victoria</p> <p>Catholic Education Office</p>			
<p>Assist students with Training Agreements</p>	<p>Employer and student sign a Training Agreement</p>			
<p>Inform sector authorities of confirmed numbers based on signed Training Agreements</p>				
<p>Participate with RTO in planning of training program</p>	<p>Employer, RTO and student sign training plan</p>			
<p>Ensure time tabling arrangements accommodate student employment and training commitments and VCE</p>	<p>Counsel student on management of program.</p>			
<p>Collect enrolment details from RTO</p>	<p>For VCE purposes enrolment details are supplied to the Board of Studies by home school</p>			
<p>Monitor student progress and exercise duty of care through effective communication with RTO and employer</p>	<p>Establish clear lines of contact with contact people identified for all organisations and the student</p>			
<p>Collect results information from RTO</p>	<p>For VCE purposes results are supplied to Board of Studies by home school</p>			
<p>Review and evaluation processes form part of school charter planning</p>	<p>Plan for next year</p>			

## Appendix 2: Part-time New Apprentice checklist

Use this form with your school to plan for your New Apprenticeship.

**From the list of industry areas available select a program** *(fill in qualification title)*

---

**Identify an employer who is prepared to sign a Training Agreement** *(fill in employer details)*

company or firm \_\_\_\_\_  
address \_\_\_\_\_  
phone \_\_\_\_\_  
contact person \_\_\_\_\_

**Discuss the responsibilities of your New Apprenticeship with your VET or VCE coordinator and parents.  
Collect information on New apprenticeships**

I understand the responsibilities of part time New Apprentices

I have collected information on:

- training agreements
- employment contracts
- wages
- the qualification I will receive

**Discuss with the employer and RTO the training you will receive and jointly sign a Training Agreement**

- details of training discussed
- training agreement signed (if under 18, parent / guardian must sign)
- training plan signed

**Enrol with a Registered Training Organisation to receive training**

name of RTO \_\_\_\_\_  
 address \_\_\_\_\_  
 phone \_\_\_\_\_  
 starting date for course \_\_\_\_\_

**Be clear about obligations at school, RTO and work**

- my timetable is organised to include school subjects, classes at RTO and work placement  
 I have a record book with these details listed  
 I know attendance times and location of classes at the RTO  
 I know when I am required at work and what my employer expects of me

**Discuss your progress with contact people at school, RTO and work**

my contact at school is \_\_\_\_\_  
 my contact at work is \_\_\_\_\_  
 my contact at the RTO is \_\_\_\_\_

**Have a clear estimate of how long your training program will be**

I am taking \_\_\_\_\_ VCE subjects  
 I am taking \_\_\_\_\_ RTO classes for training  
 I expect my VCE studies to be finished in \_\_\_\_\_  
 I expect my New Apprenticeship to be finished on \_\_\_\_\_

## Appendix 3: Useful contacts and sources of information

As part of the national development of the Agriculture National Training Package for qualifications in Agriculture, a range of materials to support training for the qualification in Agriculture is underway. The materials will relate to sector-specific and rural generic Units of Competence.

The following products will provide support for the delivery of the Certificate II in Agriculture:

**Learning Guides** assist learners in acquiring the necessary knowledge, skills and attitudes to become competent in the workplace. These guides will lead learners – with or without workplace trainer, mentor or teacher support – through a sequence of steps leading to assessment. Available texts will be identified, together with guidance for their use.

**Training Guides** assist workplace trainers, mentors, teachers, employers and anyone else involved in training or assessing learners. These contain advice on industry perspective on training for the sector, alternative learning and assessment methodologies, integrating off-the-job and on-the-job learning, dealing with special groups and guidelines on qualifications for trainers and assessors.

**Competency Record Books** enable the recording of knowledge and skills acquired in both on-the-job and off-the-job situations, and contain work reports from employers and supervisors, Statement of Attainment, testimonials, references and other evidence of the New Apprentice's knowledge and skills.

**Career Paths Booklet** for marketing, promotion, counselling and informing employers, employees, school students, school leavers, and their parents and those who are interested in career training pathways and AQF outcomes. It includes a summary of Units of Competence to enable New Apprentices requesting workplace assessment to select the Units of Competence on which they wish to be assessed.

**Agriculture Training Package** covering up to 15 agricultural sectors. The Dairy, Beef Cattle, Grains, Sheep, and Wool Production and Wool Harvesting sectors will be available for the Certificate II in Agriculture as a New Apprenticeship for Secondary School Students.

The following organisations can assist with training products and services:

Primary Skills Victoria

David Nelson tel: (03) 9428 9811

Lyn Hughes tel: (03) 5354 8262.

Australian Training Products

Tel: (03) 9630 9836

Fax: (03) 9639 4864

Website: For the latest information on product developments for Agriculture, view the Primary Skills Victoria website on <http://home.vicnet.net.au/vpitb>

For more information on Agriculture Approved Training Schemes and part-time New Apprenticeships contributing towards the completion of the VCE, contact:

Office of Schools

Tel: (03) 9637 2319

Association of Independent Schools

Tel: (03) 9826 6011

**Catholic Education Office**

Tel: (03) 9267 0228

**Board of Studies**

Tel: (03) 9651 4610

For more information on OTFE registration process, contact OTFE on (03) 9637 2764.

For more information on training agreements, registration of training agreements and approved training schemes contact the Apprenticeship Administration Branch on (03) 9412 6600.

For information on employment terms and conditions, contact:

Commonwealth Department of Workplace Relations and Small Business

WageCentre tel: 1300 363264

Wagenet at: [www.dwrsb.gov.au](http://www.dwrsb.gov.au)

Employment Advocate tel: 1300 366 632

For general information about New Apprenticeships, New Apprenticeships Centres, and the range of employer incentives, contact the Department of Employment, Education, Training and Youth Affairs (DEETYA) on (03) 9920 4777.

Website <http://www.newapprenticeships.gov.au>

To obtain information on Group Training Companies, contact:

Group Training Australia

Tel: (03) 9419 3844 or 1800 819 747

Victorian WorkCover Authority:

Toll Free tel: 1800 136 089

Payroll Tax tel: (03) 9628 0600

Application to become a Registered Training Organisation:

For further information on the registration process, a school will need to contact the Office of Training and Further Education (OTFE) on (03) 9637 2762.

A school considering registration as an RTO will need to undergo the same stringent assessment of resources and capacity to deliver and assess the training qualifications as all other VET providers of training.

## **Appendix 4: Assessment guidelines**

The following assessment guidelines are endorsed by the Australian National Training Authority Ministerial Council, 1996.

### **Purpose of assessment**

The purpose of assessment in the New Apprenticeships program is to confirm that the student is able to perform to the standards expected in the workplace, as expressed in the relevant industry competency standards.

Assessment in the program occurs in the following environments:

- on-the-job
- off-the-job
- in a combination of both.

Assessment occurs as part of a structured training program, or through an ‘assessment-only’ process, where New Apprentices receive recognition for current competencies.

Each assessment option must provide an opportunity for the New Apprentice to demonstrate workplace competence.

### **Managing assessment**

#### **Assessment principles**

Competency standards are the benchmarks for assessment. These standards are what constitutes vocational competence in a range of occupations and at different levels of complexity. They also outline whether the units of competence can be assessed on- or off-the-job.

Competency comprises the following aspects:

- Task skills (performance of individual tasks).
- Task management skills (managing a number of different tasks within the job).
- Contingency management skills (responding to problems, breakdowns and changes in routine).
- Job/role environment skills (dealing with the responsibilities and expectations of the workplace).

Assessment is an integral part of training. Assessment must be reliable, fair and valid.

In order to be reliable, the assessment methods and procedures must ensure that competency standards are applied consistently.

In order to be flexible, assessment should be able to take place on-the-job, off-the-job or in a combination of both. It should allow for diversity regarding how, where and when competencies have been acquired.

In order to be fair, the assessment must not disadvantage certain candidates.

In order to be valid, the assessment has to assess what it claims to assess. Sufficient evidence that the assessment is relevant to the standard being assessed must be made available.

The New Apprentice should be actively involved in the learning and assessment processes. This enhances the value of their learning and commitment to the assessment process.

## **Conducting the assessment**

The assessment must be conducted through the auspices of the RTO issuing the qualification. There are several ways in which this requirement can be satisfied:

- Assessment by the RTO as part of a training program.
- Assessment undertaken by an appropriately registered provider of assessment-only services, who is registered as an RTO.
- Assessment by the employer or an independent workplace assessor working under the auspices of an RTO.

Close liaison is required between the assessor, the RTO and the employer.

## **Assessor qualifications**

All assessors involved in the assessment of the competencies contained in the Training Package should be competent against the assessment competency standards, as well as competent in the industry competencies, at least to the level being assessed.

Assessment for national recognition purposes must be undertaken by, or auspiced through an RTO. It is the RTO's responsibility to make arrangements for assessments, and to ensure that a quality assessment process is in place.

## Appendix 5: Rural generic and sector-specific Units of Competence

### Certificate II in Agriculture

A 'generic' National Certificate II in Agriculture is achieved by gaining a total score of 30 points: 24 from sector-specific or rural generic Units of Competency at Level 2 or above and 6 points from any level. A New Apprentice must also be assessed as competent in the Core Units (listed in Chart 1) as they are a mandatory part of the Certificates I to IV. The core units do not form part of the points system. The school-based pilot program allows participants to select Units of Competency across the Beef Cattle, Dairy, Grains, Sheep, and Wool Production and Wool Harvesting sectors. Rural generic Units are also included. Units of Competency may also be selected from other sectors within the National Training Package for National Qualifications in Agriculture or the National Training for Package for Horticulture, if required by the employer.

#### Chart 1: Core Units of Competency – Mandatory for a Certificate II in Agriculture

Numbers in brackets refer to nominal hours.

No point value	AGCORE1 A	Meet Industry Requirements (12)
No point value	AGCORE2 A	Follow Farm Occupational Health and Safety Procedures on the Farm (20)
No point value	AGCORE3 A	Use Hazardous Substances Safely (20)
No point value	AGCORE4 A	Communicate in the Workplace (20)
No point value	AGCORE5 A	Act to Minimise Emergencies (20)
No point value	AGCORE6 A	Plan Daily Work Routine (12)

**Chart 2: Sector-specific Units of Competency for a Certificate II in Agriculture**

Each Unit of Competency is worth 2 points

*Note:* Each Unit of Competency should be checked to determine whether there are prerequisites. Numbers in brackets refer to nominal hours.

**Rural generic units**

<b>CODE</b>	<b>TITLE</b>
AG2100EO A (20)	Operate ride-on farm vehicles
AG2101EO A (15)	Operate property vehicles
AG2102EO A (32)	Operate tractors
AG1100EO A (24)	Operate equipment
AH2130EM A (12)	Equip a workshop
AG4131EM A (32)	Maintain farm improvements
AG1130EM A (24)	Perform routine maintenance
AG2131EM A (24)	Repair plant and equipment
AG1070PM A (24)	Implement pest control programs

**Beef cattle**

<b>CODE</b>	<b>TITLE</b>
AG2500BC A (10)	Feed livestock
AG2501BC A (5)	Muster and move cattle
AG2502BC A (15)	Monitor cows from joining to calving
AG2503BC A (6)	Carry out calving duties
AG2504BC A (10)	Carry out calf marking duties
AG2505BC A	Slaughter cattle
AG2506BC A (15)	Prepare cattle for competition
AG2507BC A (22)	Maintain stock water supply equipment
AG2508BC A (30)	Perform basic horsemanship activities
AG2521DY A (40)	Carry out basic fencing operations
AG2522DY A (15)	Carry out basic irrigation routines

**Dairy**

<b>CODE</b>	<b>TITLE</b>
AG2520DY A (10)	Participate in the workplace
AG2521DY A (40)	Carry out basic fencing operations
AG2522DY A (15)	Carry out basic irrigation routines
AG2523DY A (10)	Handle, move and draft livestock
AG2524DY A (12)	Perform basic health care
AG2525DY A (20)	Purchase and receive farm supplies
AG2526DY A (18)	Rear calves
AG2527DY A (8)	Assist with calving
AG2528DY A (12)	Carry out milk harvesting

**Grains**

<b>CODE</b>	<b>TITLE</b>
AG2132EM A (32)	Fabricate and repair metals and plastic structures
AG2350GR A	Prepare grain storages
AG2351GR A (80)	Operate plant and machinery
AG2133EM A (24)	Perform routine maintenance
AG2352GR A (16)	Carry out basic field duties
AG2353GR A (20)	Operate trailed/mounted equipment
AG2521DY A (40)	Carry out basic fencing operations

**Sheep and wool production and wool harvesting**

<b>CODE</b>	<b>TITLE</b>
AG2400SW A (15)	Feed sheep
AG2401SW A (5)	Muster and move sheep
AG2402SW A (15)	Handle sheep in yards
AG2403SW A (16)	Monitor ewes from joining to lambing
AG2404SW A (5)	Implement lambing process
AG2405SW A (12)	Carry out lambing duties
AG2406SW A (15)	Carry out lamb marking duties
AG2407SW A (16)	Slaughter sheep
AG2408SW A (8)	Prepare sheep for competition
AG2409SW A	Milk sheep
AG2521DY A (40)	Carry out basic fencing operations
AG2430WH A (16)	Fulfil employment requirements in wool harvesting
AG2431WH A (8)	Meet workplace health and safety requirements
AG2432WH A (4)	Pen up sheep
AG2433WH A (65)	Prepare wool
AG2434WH A (28)	Press wool into bales
AG2435WH A (12)	Ensure sheds and yards prepared for shearing
AG2436WH A	Prepare for machine shearing
AG2437WH A (16)	Crutch sheep

Six points of the 30 required to achieve a Certificate II in Agriculture may be taken from Units of Competency at *any level*. The complete National Training Package for Agriculture should be viewed to select relevant Units.

**Chart 3: Farm Chemical Users' Course Units of Competency**

It should be noted that the Farm Chemical Users' Course delivered in all States and Territories of Australia is a package of 8 rural generic units (listed below), each worth 0.5 of a point (a total of 4 points). These 4 points may be included in the make-up of a Certificate II in Agriculture.

- AG2005CH A Maintain supplies of chemicals and biological agents
- AG2006CH A Determine chemicals and biological agents
- AG2007CH A Prepare chemicals and biological agents
- AG2008CH A Maintain equipment
- AG2009CH A Apply chemicals and biological agents
- AG2010CH A Clean up following application of chemicals and biological agents
- AG2011CH A Manage a chemical spillage/leakage
- AG2012CH A Notify authorities

## Glossary

### **AAB**

Apprenticeship Administration Branch of OTFE

### **AISV**

Association of Independent Schools of Victoria

### **ANTA**

Australian National Training Authority

### **Australian Qualifications Framework**

A set of descriptors which determine the level of the qualification. The level depends on the depth, complexity and the degree of autonomy involved in the work. New instructions on these will be issued by the Australian National Training Authority in 1998.

### **Australian Recognition Framework**

A new approach to national recognition of vocational education and training. Includes mutual recognition, processes for registering training organisations and quality assurance. It replaces the National Framework for the Recognition of Training and is part of the National Training Framework.

### **Assessment**

The process of collecting evidence and making judgments on whether competency has been achieved.

### **Assessment Guidelines**

The requirements of the assessment system in the industry's Training Package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard. Training Packages should also include assessment materials (logbooks, checklists etc.) which are useful in organising assessments. New instructions for these will be issued by the Australian National Training Authority in 1998.

### **Auspice**

A process whereby a Registered Training Organisation authorises delivery and/or assessment carried out by industry or individual enterprises.

### **AWA**

Australian Workplace Agreement

### **CA**

Certified Agreement

### **CEO**

Catholic Education Office

### **Competency Standards, Units or Units of Competence**

A description of the skills, knowledge and attitudes required to perform particular kinds of work. They are organised in Units, which are composed of Elements. They include Performance Criteria (the required level of performance), the Range of Variables (the context and conditions required of the work) and the Evidence Guide (requirements for assessment).

### **Codes**

For keeping records, the Australian National Training Authority will issue uniform national codes for all qualifications and competency standards in Training Packages.

### **Curriculum Maintenance Managers**

Seven TAFE Institutes responsible for the maintenance and distribution of Victorian Crown copyright curriculum. CMMs also advise on the practical implementation of Training Packages in Victoria.

### **DEETYA**

Department of Employment, Education, Training and Youth Affairs

**DOE**

Department of Education

**Elements of Competency**

The basic building blocks of the Unit of competency which continue the description of the Unit. They describe, in output terms, what an employee who works in a particular area is able to do. Elements of competency are logical, identifiable and discrete sub-groupings of actions and knowledge that contribute towards and build a Unit.

**Employment Agreement**

The employment agreement sets out the terms and conditions of employment for the New Apprentice.

**Endorsed Components**

Those parts of a Training Package which are endorsed and are mandatory; the components are the Qualification rules, the Competency Standards and the Assessment Guidelines.

**Evidence Guide**

An evidence guide is a part of the Unit of Competency. Its purpose is to guide assessment of the Unit of Competency in the workplace and/or training program.

**Group Training Company**

A legal employer of New Apprentices taking primary responsibility for their training and employment, by placing them with one or more host employers. GTCs either specialise in a particular industry or cater to many industries in a region.

**MINCO**

Ministerial Council of ANTA

**Model Training Programs**

Optional pathways for achieving a qualification. They can include a range of options within the packaging rules. They are non-compulsory course outlines, and may be expressed in Units of Competency or in curriculum modules.

**New Apprenticeship Centres (formerly ELTS) effective May 1998**

Refers to a service centre providing one-stop shop support services to employers and potential employees. New Apprenticeship Centres will provide an approval and registration process for employers setting up New Apprenticeships.

**New Apprenticeships**

Refers to traineeships and apprenticeships.

**Nominal Hours**

Victoria is attributing hours to Qualifications and Units of Competence as a basis for purchasing training. However, there are no nominal hours in training packages as time limits for the achievement of competency are not specified.

**Non-endorsed Components**

Parts of a Training Package which are non-mandatory; they are support resources for the achievement of competence and qualifications. Their components may include curriculum modules, other learning materials, assessment materials and professional development kits.

**National Training Framework**

Industry-based, flexible regulatory arrangements. Includes training packages and the Australian Recognition Framework and New Apprenticeships.

**OTFE**

Office of Training and Further Education

**Performance Criteria**

Statements that specify the level of performance required. They set out the required outcome by which the elements of competency and the unit as whole must be performed to achieve the level acceptable in employment. They comprise general statements, rather than detailed prescriptions, and provide the basis for training development and assessment.

**Qualification Rules/Framework**

Explain which qualifications are contained in the Training Package, their levels, and how they are packaged, in terms of which competency standards are required to issue the qualification.

**Range of Variables Statement**

A range of variables statement performs a number of significant functions in the standards system:

- defining the boundaries within which a given Unit of Competency and its associated performance criteria apply;
- providing a link to knowledge and to task or enterprise-specific requirements, such as technical manuals, occupational health and safety legislation, store policies and/or procedures;
- providing a focus, along with performance criteria, for assessment and the development of training programs based on competency standards.

**Registered Training Organisation**

A generic term to cover all providers approved by the Office of Training and Further Education. Includes TAFE Institutes and private providers.

**SCH**

Student Contact Hours

**Structured Training**

Defined as the agreed training program signed off by the employer and the RTO, thus forming part of the training agreement for a New Apprentice.

**TER**

Tertiary Entrance Rank

**Training Agreement**

A training agreement and its attachment outlines the training to be undertaken by the New Apprentice and names the employment arrangements which apply during the New Apprenticeship.

**Training Package**

A curriculum framework determined by industry for an industry sector. It contains sets of qualifications at different levels, expressed in terms of competency standards. National competency standards, assessment guidelines and national qualifications form the fundamental components of Training Packages and will be endorsed. Assessment materials, learning strategies, and professional development materials may support these components.

**Training Program**

Defined as a structured approach to the development and attainment of competencies for a particular AQF qualification, to meet the requirements of the endorsed components of Training Packages. Training programs are negotiated between providers and between employers and employees, reflecting choices made by the clients. It includes the choice of units or options within the package, and the method, training and location for achieving the competencies.

**Pilot One-stop Shops**

Refers to a group of pilots established in 1997 to handle entry level training matters. They are located in Melbourne, Ballarat, Bendigo and North East Region (Goulburn-Ovens).

**VASS**

VCE Administrative Software System (Board of Studies).

**Vocational Education and Training**

Post-compulsory education and training which focuses on the development of competencies and provides pathways into employment and further training.

**VCE VET Unit**

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

**WTRB**

Workplace Training Record Book.