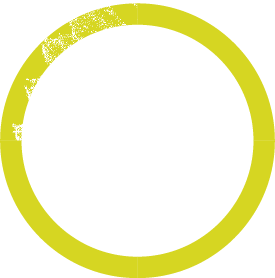
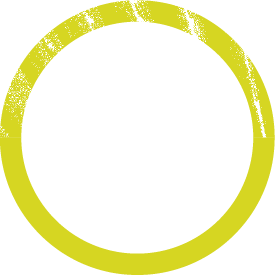
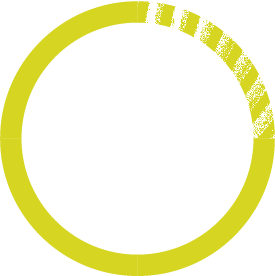
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Research Summary and Product Development Proposal for Technical Committee Consideration – September 2024

Rural Operations Project

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Contents

[Executive Summary 4](#_Toc182327855)

[Qualification Reform and the Rural Operations Training Package Project 5](#_Toc182327856)

[Rural Operations project background and scope 5](#_Toc182327857)

[Report objective 6](#_Toc182327858)

[Summary of research activities 7](#_Toc182327859)

[Summary of research findings 8](#_Toc182327860)

[Qualification enrolment data from 2018 - 2022 8](#_Toc182327861)

[Table 1. AHC21216 Certificate II in Rural Operations enrolments by State and Territory: 2018 – 2022 9](#_Toc182327862)

[Table 2. AHC20116 Certificate II in Agriculture enrolments by State/Territory: 2018 – 2022 10](#_Toc182327863)

[Table 3. Comparison of some key demographics for Certificate II in Rural Operations and Certificate II in Agriculture based on 2018 – 2022 enrolment data 10](#_Toc182327864)

[Learner characteristics 11](#_Toc182327865)

[Training location 12](#_Toc182327866)

[Training provider type 12](#_Toc182327867)

[Industry sectors and job roles 12](#_Toc182327868)

[Foundation and Employability Skills 13](#_Toc182327869)

[Table 4. Foundation and Employability Skills required for entry level job roles 14](#_Toc182327870)

[Learner cohort findings from the RTO Questionnaire 15](#_Toc182327871)

[Learner cohorts and sample training plans 16](#_Toc182327872)

[Table 5. Elective units used in sample training plans 18](#_Toc182327873)

[Reasons to retain the Certificate II in Rural Operations 22](#_Toc182327874)

[Sample Program - AHC21216 Certificate II in Rural Operations 23](#_Toc182327875)

[Product proposals for Technical Committee consideration 24](#_Toc182327876)

[1. Retain and redesign the qualification: 24](#_Toc182327877)

[2. Consider creating two or more new units 26](#_Toc182327878)

[3. Create a User Guide for the revised qualification 27](#_Toc182327879)

[Appendix 1 – AHC21216 Certificate II in Rural Operations 28](#_Toc182327880)

[Appendix 2 – RTO Questionnaire 30](#_Toc182327881)

[Introduction 30](#_Toc182327882)

[Appendix 3 - Enrolment Data Tables 35](#_Toc182327883)

[Table A. Comparison of total enrolments during 2018 – 2022 nationally by Training Provider type 35](#_Toc182327884)

[Table B. Comparison of total enrolments during 2018 – 2022 nationally by residence of learner 35](#_Toc182327885)

[Table C. Indigenous status based on 2018 – 2022 enrolment data 36](#_Toc182327886)

[Table D. Learners that reported a disability based on 2018 – 2022 enrolment data 36](#_Toc182327887)

[Table E. Enrolments by age groups based on 2018 – 2022 enrolment data 37](#_Toc182327888)

[Appendix 4 - Job roles and tasks identified during Workforce Functional Analysis consultations 38](#_Toc182327889)

[Appendix 5 - Foundation and Employability skills 56](#_Toc182327890)

[Appendix 6 - Foundation and Employability Skills – elective unit suggestions 60](#_Toc182327891)

[Foundation Skills - Elective unit suggestions 60](#_Toc182327892)

[Employability Skills - Elective unit suggestions 61](#_Toc182327893)

Executive Summary

Skills Insight’s 2024 [Rural Operations Training Package Project](https://skillsinsight.com.au/project/rural-operations/) has been designed to undertake research and in-depth analysis of *AHC21216 Certificate II in Rural Operations* to understand how the qualification is used (particularly in the northern region of Australia), and to clearly identify the intended job roles attainable upon completion of the qualification. These findings will be used to assess how the unique needs of the learners and workplaces that require these skills can be better met in future.

The research and analysis have been undertaken, and the findings are summarised below, including sections on:

* Learner characteristics from enrolment data
* Industry sectors and job roles
* Foundation and employability skills
* Learner cohorts based on information from Registered Training Organisations (RTOs) and sample training plans
* Key reasons to retain the Certificate II in Rural Operations.

The report presents a proposal for the project Technical Committee to consider when it reconvenes. The proposal includes:

* Retaining and redesigning the qualification to:
  + make it smaller
  + reduce the number of core units
  + mandate the uptake of at least one elective unit that relates to Foundation or Employability Skills
  + allow greater flexibility to import units from outside the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*
  + provide elective groupings (that list a selection of units) that reflect entry level job tasks in some of the key industry sectors identified via the research and consultations.
* Consider creating two or more new units:
  + AHCWRK2XX Research industries, job roles and working conditions in rural and remote industries.
  + AHCWRK2XX Manage personal health and fitness for working in rural and remote industries.
* Further research the need to create one or two new units to address outcomes requested by Indigenous stakeholders, to provide for the following outcomes if existing suitable units that reflect entry level work outcomes (Australian Qualifications Framework level two), cannot be found:
  + Cultural Lore (Traditional law) of Indigenous Australians
  + Working in an Indigenous organisation/enterprise
  + Being in relationship with and caring for Country
* Create a User Guide for the revised qualification that includes:
  + Sample training plans for key sectors/job roles have been developed with industry advice
  + Suggestions to increase the uptake and delivery of foundation and employability skills units
  + Suggestions to use a wider variety of units outside of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*
* Suggestions on work experience for selected units of competency listed in the electives of the revised qualification for inclusion in the Companion Volume Implementation Guide.

Qualification Reform and the Rural Operations Training Package Project

The Rural Operations Training Package Project research activities commenced prior to the release of the [Qualification Reform Design Group initial advice to Skills Ministers.](https://www.dewr.gov.au/skills-reform/resources/qualification-reform-design-group-initial-advice-skills-ministers)  The advice includes the development of ‘Purpose 3’ qualifications that ‘develop cross-sectoral or foundation skills and knowledge which may be applied across industries or lead to tertiary education and training pathways’.

The Department of Employment and Workplace Relations has approved Skills Insight to undertake a demonstration project to develop a potential Purpose 3 qualification template, according to the Qualification Reform Design Group’s Qualification Development Quality Principles, and to test this template by using the existing *Certificate II in Rural Operations* as an example.

The outcomes of Skills Insight’s demonstration project will be submitted to the Qualification Reform Design Group, along with the contributions of other Job and Skills Councils, to inform the future direction of Qualification Reform.

While qualification reform work is happening, the existing Rural Operations Training Package Project has been paused, as decisions on how the Certificate II in Rural Operations is updated will also be determined by the outcomes of the Qualification Reform Design Group and Skills Ministers. The means that the updated Certificate II in Rural Operations and related *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* products may vary from those recommended in this report.

This pause will also reduce disruptions and make sure that stakeholder time and energy is used more efficiently. Skills Insight will work with the Department of Employment and Workplace Relations to advise when Rural Operations Training Package Project can resume.

Rural Operations project background and scope

Certificate II level qualifications, including those in the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* can provide an important pathway into work for many learners, equipping them with the skills to enter the workforce or higher-level qualifications. *AHC21216 Certificate II in Rural Operations* is used to provide learners with the foundational skills required for roles in rural and regional industries. It has had an average of 2500 enrolments a year between 2018 and 2022 and is particularly used in northern regions of Australia. A copy of *AHC21216 Certificate II in Rural Operations* is shown in Appendix 1.

During Skills Impact’s [Ag & Horticulture Core Skills Project](https://www.skillsimpact.com.au/agriculture/training-package-projects/ag-horticulture-core-skills-project/) undertaken during 2022, technical concerns with the Certificate II in Rural Operations were identified. According to the qualification description, the Certificate II in Rural Operations ‘provides an occupational outcome for industries and agencies in rural and regional Australia’, and ‘Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals’. Consultation is required to identify how the qualification is being used to prepare workers for various industries and whether the necessary skills for each are reflected.

The qualification also contains similar content to the Certificate II in Agriculture, with all the core units of the Rural Operations qualification appearing in the core of the Certificate II in Agriculture. A review of the electives within the Certificate II in Rural Operations could help determine if the qualification provides enough standalone value as part of the training solution for industry or whether it could be enhanced to better support skills not captured in the Certificate II in Agriculture.

Skills Insight’s 2024 [Rural Operations Training Package Project](https://skillsinsight.com.au/project/rural-operations/) has been designed to undertake research and in-depth analysis of *AHC21216 Certificate II in Rural Operations* to understand how the qualification is used (particularly in the northern region of Australia), and to clearly identify the intended job roles attainable upon completion of the qualification. These findings will be used to assess how the unique needs of the learners and workplaces that require these skills can be better met in future.

Thorough consultation with the Project Technical Committee and relevant stakeholders will inform whether:

* the qualification should be updated with defined outcomes and pathways
* the qualification outcomes could be met with another option such as one or more skill sets
* the qualification should be deleted or merged with another qualification with similar outcomes
* development of additional supports such as a User Guide which could assist with delivery in rural locations.

Report objective

This report provides a summary of the research and consultation activities and findings and presents some Training Package product development proposals for the Project Technical Committee to consider and decide upon when the Rural Operations Training Package Project recommences. These development proposals have been developed to comply with the current requirements of the Training Package Organising Framework (TPOF). The TPOF is a set of rules owned by Skills Ministers. It includes content and process requirements guiding the development and content of nationally recognised training packages, and is made up of the:

* [Standards for Training Packages](https://www.dewr.gov.au/skills-support-individuals/resources/standards-training-packages) ('the Standards’) which sets the overarching training product design and development requirements for endorsement by Skills Ministers.
* [Training Package Products Policy (TPPP)](https://www.dewr.gov.au/skills-support-individuals/resources/training-package-products-policy-0) which outlines the design rules for developing or modifying a training product.
* [Training Package Products Development and Endorsement Process Policy (TPPDEPP)](https://skillsinsightau-my.sharepoint.com/personal/tvassallo_skillsinsight_com_au/Documents/AHC%20RURAL%20OPS/WFA%20Consultation%20Workshops/Summary%20Report/Docs%20to%20draft%20report/Training%20Package%20Products%20Development%20and%20Endorsement%20Process%20Policy%20(TPPDEPP)) which outlines the process for developing, and seeking endorsement of, training products.

As mentioned in the Executive Summary, the outcomes of the Qualification Reform work that is being led by the Qualification Reform Design Group and Skills Ministers will need to be considered when the Rural Operations Training Package Project products are developed.

Summary of research activities

The following research activities were undertaken by Skills Insight during March and June 2024 to gather information to better understand how *AHC21216 Certificate II in Rural Operations* is being used by key stakeholders.

* Desktop research using National Centre for Vocational Education Research (NCVER) enrolment data for the qualification during 2018 – 2022 was gathered to derive insights into the learner cohorts undertaking the qualification.
* Registered Training Organisations (RTO) Questionnaire. This online questionnaire, open from 20 March to 7 May 2024, was designed to collect sample training plans and information on learners from the 52 RTOs that have the qualification on their scope of registration. The questionnaire captured data from 19 respondents. (The questionnaire is shown in Appendix 2).
* Face to face consultation workshops with key stakeholders from industry sectors including livestock production, broadacre cropping and conservation and ecosystem management were held from 9 - 19 April 2024.
  + Each workshop ran for approximately six hours and included workforce functional analysis to identify and/or confirm entry level job roles and job tasks in these sectors, and other workforce outcomes/pathways these employers consider relevant to the qualification.
  + The workshops also sought feedback from stakeholders on Employability and Foundation Skills they considered relevant to the job roles and tasks described during the workforce functional analysis.
  + 38 stakeholders participated: 11 in Katherine, NT, 7 in Broome, WA, 7 in Toowoomba, QLD, 8 in Brisbane, QLD and 5 from Tocal College, NSW.
* Two online consultation workshops to gather feedback from stakeholders that could not attend the face-to-face workshops. Each workshop ran for three hours and was promoted to broader stakeholders via the project website:
  + During the **Industry consultation** workshop held on 23 April 2024, 10 stakeholders were presented summaries of the job roles/tasks, and the related Employability and Foundation Skills Summaries created from stakeholder feedback during the five face-to-face workshops mentioned above. Feedback from the online participants was added to these summaries.
  + During the **Training Provider consultation** workshop held on 24 April 2024, 15 stakeholders were presented summaries of the job roles/tasks, and the related Employability and Foundation Skills Summaries created from stakeholder feedback during the five face-to-face workshops mentioned above. Feedback from the online participants was added to these summaries. A summary of the RTO questionnaire findings was also presented. Stakeholder feedback was sought on some of the characteristics and special needs of learners that undertake the Certificate II in Rural Operations, as well as the industry sectors and subsectors that RTOs are training learners to work in.
* A site visit to ShoreTrack**[[1]](#footnote-2)**, Macksville NSW on 29 and 30 April 2024.
  + Day one included two face-to-face consultation workshops with local employers to identify and/or confirm entry level job roles and job tasks for various local industries and sectors, including - On Country Ecosystem Management and On Country Farming, Diary and Livestock Production, Production Horticulture, Metal Fabrication, Private Native Forestry, Residential Building and Construction, Tourism, Hospitality, and Retail. 12 people attended these workshops.
  + Day two included meetings with ShoreTrack trainers and young people (learners) to identify and better understand the unique needs of young people undertaking the qualification with ShoreTrack, what ShoreTrack trainers considered are the key knowledge and skills young people needed to have in preparation to get and retain entry level work in the local area. Seven trainers and 10 learners attended these meetings.
* An online meeting on 8 May 2024 with a representative of the Department of Justice in Western Australia to learn more about the learner cohort and Certificate II in Rural Operations training plan that has been delivered on site at Karnet Prison Farm.
* An online meeting on 9 May 2024 with a representative of the Department of Corrections in Queensland to learn more about the learner cohort and Certificate II in Rural Operations training plan that has been delivered on site at Lotus Glen Prison Farm.
* During May and June, follow up emails and telephone calls with industry, community organisations and RTO stakeholders to learn more about their learner cohort/s and training programs.

Summary of research findings

Qualification enrolment data from 2018 - 2022

The following information is based on enrolment data accessed from the National Centre for Vocational Education Research NCVER) VOCSTATs in February 2024. The information is used to provide a picture of how *AHC21216 Certificate II in Rural Operations* is being used by RTOs and learners.

Enrolment data for *AHC20116 Certificate II in Agriculture* is provided as a comparison for some contexts, because there was a strong recommendation to merge the Certificate II in Rural Operations with the revised Certificate II in Agriculture during Skills Impact’s [Ag & Horticulture Core Skills Project](https://www.skillsimpact.com.au/agriculture/training-package-projects/ag-horticulture-core-skills-project/) undertaken during 2022, because of the duplication of outcomes between both qualifications. The enrolment totals in different tables below may differ slightly due to NCVER’s data perturbation process.

[Table 1](#O_903430) below shows that Queensland has by far the biggest share of enrolments (53%) in the Certificate II in Rural Operations in 2022, and 60% of the RTOs that had scope to deliver the qualification in early 2024.

By way of comparison, [Table 2](#O_903431) shows that Queensland’s share of enrolments in the Certificate II in Agriculture during 2022 is only 5%, which supports stakeholder feedback gathered during Skills Impact’s 2022 project (mentioned above) that Certificate II in Rural Operations is primarily used in northern Australia.

It also worth noting that between 2018 to 2022 the total yearly enrolments in Certificate II in Rural Operations decreased by 35%, and by 12% for the Certificate II in Agriculture during the same period. The decreases may be due to restrictions related to the COVID-19 pandemic.

Table 1. AHC21216 Certificate II in Rural Operations enrolments by State and Territory: 2018 – 2022

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| State / Territory | 2018 | 2019 | 2020 | 2021 | 2022 | 5-year total | Share of 2022 total enrolments | RTOs with scope (March 2024) |
| QLD | 2026 | 1597 | 1,218 | 1,187 | 1,108 | 7,136 | 53% | 32 |
| WA | 238 | 263 | 213 | 308 | 260 | 1,282 | 12% | 6 |
| NSW | 204 | 237 | 260 | 259 | 228 | 1,188 | 11% | 4 |
| VIC | 379 | 289 | 217 | 109 | 137 | 1,131 | 7% | 3 |
| NT | 83 | 74 | 114 | 147 | 115 | 533 | 5% | 4 |
| SA | 119 | 84 | 76 | 98 | 31 | 408 | 1% | 3 |
| ACT | 16 | 21 | 19 | 15 | 0 | 71 | 0% | 0 |
| TAS | 0 | 0 | 0 | 6 | 1 | 7 | 0% | 0 |
| Offshore | 0 | 0 | 4 | 0 | 2 | 6 | 0% |  |
| Not known | 218 | 226 | 182 | 219 | 220 | 1,064 | 10% |  |
| Total | 3,283 | 2,791 | 2,303 | 2,348 | 2,102 | 12,826 | 100% | 52 |

Table 2. AHC20116 Certificate II in Agriculture enrolments by State/Territory: 2018 – 2022

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| State / territory | 2018 | 2019 | 2020 | 2021 | 2022 | 5-year total | Share of 2022 total enrolments | RTOs with scope (March 2024) |
| NSW | 2125 | 2163 | 1,861 | 1,951 | 1,835 | 9,935 | 36 % | 17 |
| VIC | 1368 | 1485 | 1,268 | 1,450 | 1,308 | 6,885 | 26 % | 12 |
| QLD | 328 | 413 | 354 | 546 | 276 | 1,917 | 5 % | 13 |
| SA | 525 | 569 | 336 | 159 | 103 | 1,693 | 2 % | 1 |
| WA | 132 | 178 | 118 | 166 | 166 | 759 | 3 % | 6 |
| TAS | 112 | 124 | 103 | 153 | 197 | 691 | 4 % | 3 |
| NT | 78 | 83 | 60 | 82 | 92 | 388 | 2 % | 2 |
| ACT | 12 | 1 | 3 | 1 | 5 | 25 | 0% | 1 |
| Offshore | 15 | 6 | 2 | 0 | 39 | 61 | 1 % |  |
| Not known | 1244 | 1,056 | 1,084 | 1,062 | 1,065 | 5,515 | 21 % |  |
| Total | 5939 | 6078 | 5189 | 5570 | 5086 | 27869 | 100% | 55 |

Table 3. Comparison of some key demographics for Certificate II in Rural Operations and Certificate II in Agriculture based on 2018 – 2022 enrolment data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AHC21216 Cert II in Rural Operations | | AHC20116 Cert II in Agriculture | |
| Enrolments | Share of enrolments | Enrolments | Share of enrolments |
| By learner characteristics | | | | |
| * Males | 8145 | 65% | 16066 | 63% |
| * Females | 4392 | 35% | 9940 | 37% |
| * Aged 15 - 19 | 8971 | 70% | 23 930 | 86% |
| * Aged 30 - 39 | 1207 | 9% | 764 | 3% |
| * Indigenous Males | 1680 | 23% | 1345 | 9% |
| * Indigenous Females | 579 | 15% | 657 | 7% |
| * Total Indigenous | 2259 | 20% | 2002 | 8% |
| * With a disability | 1248 | 10% | 870 | 3% |
| By location | | | | |
| * Major cities | 2165 | 17% | 3604 | 13% |
| * Inner & outer regional | 7364 | 57% | 16 668 | 60% |
| * Major cities, inner & outer regional **combined** | 9529 | 74% | 20 272 | 73% |
| * Remote & very remote | 2215 | 17% | 2030 | 7% |
| By training provider type | | | | |
| * TAFE & Govt Universities | 6353 | 50% | 7120 | 26% |
| * Secondary schools | 3528 | 27% | 13 999 | 50% |
| * TAFE, Govt Universities & Secondary schools combined | 9891 | 77% | 21119 | 76% |
| * Private RTOs | 2,650 | 21% | 3105 | 11% |
| * Community education providers | 180 | 1% | 2288 | 8% |

The source data for Table 3 can be found in Appendix 3 – Enrolment Data Tables.

Learner characteristics

There is not a significant difference in the ratio of males to females enrolled in the two qualifications, but there are major differences when comparing the other characteristics. For example, Certificate II in Rural Operations had:

* Fewer learners aged between 15 – 19 (70 % for Rural Operations compared to 86% for Agriculture)
* Significantly more learners aged between 30 – 39 (9% for Rural Operations compared to 3% for Agriculture). Other enrolment data, corroborated by stakeholder feedback gathered via project consultations suggests the Rural Operations is being used to provide skills for older learners, some of which may be part of ‘priority cohorts’, such as indigenous learners, learners that report a disability, learners in correctional facility settings.
* More than double the proportion of Indigenous learners (20 % for Rural Operations compared to 8% for Agriculture). Looking a little deeper, Indigenous male learners comprised 23% and indigenous female learners 15% for Rural Operations, compared to 9% and 7% respectively for Agriculture. This higher uptake of the Rural Operations by indigenous learners is also linked to the uptake of the qualification by learners in remote and very remote locations. Refer to the comments below related to training location.
* Significantly more learners that reported a disability (12 % for Rural Operations compared to 8% for Agriculture). This difference was also corroborated by feedback from RTOs and other organisations during consultation workshops, in which some of the additional support required by and provided to these learners were discussed.

Training location

Comparing the combined enrolments in the major cities, and inner and outer regional areas, there is a small difference (74 % vs 73%) between the Certificate II in Rural Operations and Certificate II in Agriculture. As expected, the difference was greater in remote and very remote locations combined, with 17 % vs 7 % in favour of the Certificate II in Rural Operations.

* Stakeholder feedback gathered via consultation workshops and sample training plans provided by RTOs, also demonstrates how the qualification is being used to train people to gain work in remote and very remote areas, such as cattle stations, production horticulture and ‘On Country’ conservation and ecosystem management. The nature of the job roles and tasks in these sectors is covered in more detail later in this report.

Training provider type

Comparing enrolments by training provider type, in the Certificate II in Rural Operations and Certificate II in Agriculture during 2018 – 2022, [Table 3](#O_903432) above shows:

1. TAFE and University (Government) RTOs combined had 50% of the total enrolments in Certificate II in Rural Operations, compared to 26% of the total enrolments for Certificate II in Agriculture.
2. Secondary schools played a smaller role in the Certificate II in Rural Operations, with 27% share compared to 50% for Certificate II in Agriculture.
3. Private RTOs played a bigger role in the Certificate II in Rural Operations, with 21% share compared to 10% for Certificate II in Agriculture.

While the smaller proportion of enrolments by secondary schools for Certificate II in Rural Operations in [Table 3](#O_903432) above may give the impression the qualification is less popular among secondary school learners, evidence gathered via the RTO Questionnaire and other consultations suggests that TAFE and University (Government) RTOs deliver many of their programs to secondary school cohorts. When combining the share of total enrolments by TAFE, University (Government), and secondary school RTOs, the figure is almost identical for both qualifications (77% for Rural Operations and 76% for Agriculture).

Industry sectors and job roles

In the face-to-face consultation workshops undertaken during April, a detailed workforce functional analysis process was undertaken with the participants (typically working in small groups) to identify and/or confirm entry level job roles and job tasks, and employment pathways considered relevant to the qualification.

Below is a summary of industry sectors and entry level job roles that workshop participants considered to be realistic outcomes from the Certificate II in Rural Operations:

1. Conservation & Ecosystem Management (Remote) – Ranger
2. Conservation & Ecosystem Management (Rural, regional and remote) – Land care worker
3. Conservation & Ecosystem Management (Rural, regional and remote) – On Country ranger
4. Local Government / Local Community (Remote) – Maintenance workers
5. Livestock Production (Remote) – Station hand level 1
6. Livestock Production – (Rural and regional) Farm hand
7. Broadacre Cropping – Farm hand
8. Production Horticulture – Farm hand
9. Aquaculture – Farm hand/technician
10. Metal Fabrication – Entry level worker
11. Tourism – Tour guide
12. Hospitality – Food and drink server
13. Building and Construction (residential) – Builder’s labourer
14. Private Native Forestry/Agroforestry – Entry level worker
15. Retail (Rural and regional) - Stock and delivery worker
16. Apiary – Entry level beekeeper
17. Dairy Production – Farm hand
18. Mixed farming – Farm hand
19. Parks and Gardens – Labourer
20. Landscape Maintenance – Grounds person
21. Forestry – Tree grower

Note: Job roles 16 to 21were added by participants of the online consultation workshops after they were presented with summaries of the other job roles.

Appendix 4 contains a summary of the participant feedback on the tasks and subtasks (related to job roles 1 to 15 above, with suggestions on whether these tasks are essential (core) or optional (elective) for typical workers in these roles. This data was gathered to as a starting point for consultation with the Project Technical Committee (and other relevant stakeholders) to inform the potential redesign of the Certificate II in Rural Operations, including the Elective groupings and key units to be listed within each grouping. The data can also be used to design Sample Training plans to assist RTOs with implementation.

Foundation and Employability Skills

During the consultation workshops, stakeholders were asked to briefly describe the foundation and employability skills they considered relevant to the job roles and tasks listed above, and to rank their importance as either low, medium and high. [Table 4](#O_903433) provides a brief summary of their feedback. Appendix 5 has a table with the same categories that includes more of the examples provided by stakeholders during the consultations. These foundation and employability skills have been used to inform the proposed redesign of the Certificate II in Rural Operations.

Table 4. Foundation and Employability Skills required for entry level job roles

|  |  |  |
| --- | --- | --- |
| Skill | Importance | Key examples |
| Oral communication | High | * Conveys clear, simple, concise messages. Asks questions. |
| Activity listening | High | * Asks questions and checks understanding. Body language demonstrates interest |
| Written communication | Medium to high | * Completes workplace records. Can write and send texts and emails. |
| Reading | Medium | * Can read and understand workplace procedures, forms, signage, symbols and icons, especially safety information * Can read and understand basic maps/plans to find features, locations and directions |
| Numeracy | Medium to high | * Basic addition, subtraction, multiplication and division. * Can count, measure and record using relevant units (mm, metres, km, litre, kg, tonne,) for area, volume, temperature, analogue and digital time, distance, speed, ratios) |
| Learning | High | * Keen, curious and willing to learn about the business/work * Seeks to understand the how and why of work processes, routines, methods and tasks |
| Teamwork | High | * Being responsible for own work rate and quality * Looking out for and helping other with their work |
| Problem solving | Medium | * Observe, identify issues/faults, solve and/or report problems with the scope of own role responsibility * Learn to solve problems within scope of own role |
| Planning and organising | Medium | * Self-management of time and being prepared for work, and arranging resources for the work shift. |
| Digital Technology | Low | * Use of mobile phones and other portable devices to make calls, send texts, messages, take and send photos, find and record locations using GPS * Can use workplace technology to capture and record data (e.g. Livestock tracking) |
| Taking initiative | Medium to high | * Looking ahead and taking action to prevent problems before they occur. * Recognising workflows/patterns and taking actions to ensure the workflow can continue. |
| Exploring industries/ job options/careers | High | * Typical career choices/pathways and progression within an industry sector * How to select an industry and job role a person is suited to * How to get a job in the industry * Awareness that remote and rural work can be very challenging and that resilience is required. |
| Mental health and wellbeing in the workplace | High | * Understanding the physical, mental, emotional and social challenges of an industry, industry subsector, and rural and remote workplaces * Can identify mental health risks and challenges, negative indicators. Understands where and how to seek help |
| Understanding working conditions on remote cattle stations. | High | * Includes the challenges related to environmental conditions, extreme characteristics and the nature of the work, and the foreword planning and preparation required to get the work done safely and to be ready for unexpected or emergency scenarios * Includes the challenges physical, mental, social and emotional challenges of living and working on remote cattle stations |

Learner cohort findings from the RTO Questionnaire

As mentioned above, there were 19 respondents to the RTO Questionnaire. 18 of the respondents indicated they currently deliver the qualification. The questionnaire was designed to collect sample training plans and information on learners. A summary of the responses was presented the during the Training Provider online consultation workshop held on 24 April, that had 15 participants from various states, to seek further information on how the Certificate II in Rural Operations is being used by RTOs. Below are some of the key findings:

1. The reason most people for enrolment in Certificate II in Rural Operations:

* 63 % As pathway to a career
* 21 % Before undertaking further study
* 5% To get a specific job
* 10% Other reasons

1. Some additional comments on the reasons most people undertake Certificate II in Rural Operations:

* Some may have a farming background and want to get a job in agriculture or progress to Certificate III in Agriculture
* Some may have a general interest in agriculture but often without a clear career pathway. They want to explore different sectors before selecting a distinct pathway.
* Some want to build general skills and knowledge before progressing along more distinct pathways.
* To develop a wide range of practical skills that to get work in rural and remote communities. Local employment may occur in livestock stations, horticulture, general farm work/maintenance/contracting, conservation and ecosystem management, parks and gardens, local councils and mining.
* Some are young people with significant challenges that may otherwise not have had the opportunity to achieve a vocational qualification. The Certificate II in Rural Operations is confidence builder.
* Prisoners in correctional facilities that understand getting a job will lower their risk of returning to prison.

1. What makes the Certificate II in Rural Operations more attractive than other Certificate IIs such as agriculture, horticulture or animal care?

* Flexibility to customise to learner cohorts needs and interests, especially by allowing so many imported units

1. What is the delivery context for your Certificate II in Rural Operations program/s?

* 68 % RTO (or other institutional setting)
* 68 % Secondary School Program
* 16 % Traineeship (Note: Traineeships involve a contract of employment between the trainee/worker, their employer and the RTO. The contract is overseen by a government agency)
* 5% School based Apprenticeship or Traineeship
* 32% Other

Note: The trainees were employed in agriculture and local government workplaces

1. What proportion of the cohort who undertake or did undertake the Certificate II in Rural Operations fit the description of the following priority cohorts?

* 18% People with disabilities
* 18% Culturally and linguistically diverse communities
* 19% First Nations people
* 17% Other Priority cohorts

Note: Other priority cohorts were reported to include - prisoners in correctional facility settings, youth at risk, disengaged youth, youth disengaged from secondary schooling, and unemployed.

The learner cohort information provided by the RTOs generally aligns well with the enrolment data summary presented above (for example, the proportion of learner in secondary schools, indigenous learners and learners that reported a disability). The use of the qualification in correctional facility settings and also by indigenous organisations was not evident from the NCVER enrolment data. Follow up discussions with representatives from correctional facilities and indigenous organisations indicated that both hold the qualification in high value, especially its flexibility.

Learner cohorts and sample training plans

As mentioned above, according to the qualification description, *AHC21216 Certificate II in Rural Operations* ‘provides an occupational outcome for industries and agencies in rural and regional Australia’, and ‘Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals’. An important part of the research in the Rural Operations Project has been to identify how the qualification is being used to prepare workers for various industries and whether the necessary skills for each are reflected.

The Packaging Rules of *AHC21216 Certificate II in Rural Operations* require 15 units of competency to achieve the qualification:

* Three core units (*AHCWRK204 Work effectively in the industry*, *AHCWRK209 Participate in environmentally sustainable work practices* and *AHCWHS201 Participate in work health and safety processes*)
* Twelve elective units (These can be selected from a wide range Training Packages and Accredited Courses)

Sample training plans that list the elective units being delivered are a way of understanding how RTOs, learners and employers currently use the qualification. Via the RTO Questionnaire and other stakeholder consultations, 46 sample training plans for the qualification were collected by Skills Insight. These sample training plans came from 17 different organisations (Four TAFE RTOs, Three University (Government), Four Secondary School RTOs, Three Private RTOs, and Three Employer/Community organisations).

44 of the 46 Training plans were complete (listed 12 elective units) and two were incomplete, which produced a sample pool of 546 unit occurrences within the 46 training plans. 117 individual units were listed in these sample training plans, which when divided into the sample of 546, results in average usage of each unit of almost 5. These units are shown in [Table 5](#O_903434) below - the middle column shows the number of times the unit occurred in the training plans, and the right column has percentage of training plans the unit was listed in. The following is a summary of the unit usage in the training plans:

* 52 units used only once
* 21 units used twice
* 10 units used three times
* 3 units used four times
* 6 units used five times (the average usage)
* 10 units used between 6 to 10 times
* 9 units used between 11 to 20 times
* 6 units used between 21 to 34 times

[Table 5](#O_903434) also shows the units grouped by the following percentiles:

|  |  |
| --- | --- |
|  | * Greater than 20% (potentially reflecting RTO training and assessment resources) |
|  | * Between 13% and 20% (reflecting plant production and infrastructure maintenance) |
|  | * 11% (which is also the average usage of 5) |
|  | * 2% to 9% (all the units below the average usage of 5 typically influenced by local community/organisational needs) |

Of the 117 units listed in the sample training plans, only 24 (or 21%) have been selected outside of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package.* This seems inconsistent with the range of industry sectors mentioned in the qualification description such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.’ It also highlights the potential to increase uptake of the qualifications by promoting the use of non AHC units.

As mentioned in above, stakeholders considered foundation and employability skills to be significant for the entry level job roles related to the qualification. Looking at the 117 units in the sample training plans, there are only five units that address these skills specifically:

* *AHCWRK213 Participate in workplace communications*
* *AHCWRK323 Operate in remote and isolated situations*
* *BSBTEC201 Use business software applications*
* *FBPFST4003 Apply digital technology in food processing*
* *TLIK2010 Use infotechnology devices in the workplace*

The absence of units from the *FSK Foundation Skills Training Package* may be due to RTOs using other support resources to assist learners with these needs, or perhaps a shortage of trainers and assessors that can deliver these units. The ‘Product proposals for Technical Committee consideration’ includes suggestions to increase the uptake of units that develop foundation and employability skills, and Appendix 6 has some unit suggestions for inclusion in the redesigned qualification.

Table 5. Elective units used in sample training plans

|  |  |  |
| --- | --- | --- |
| Unit code and title | Occurrence in training plans | % of training plans with unit |
| AHCMOM202 Operate tractors | 34 | 74% |
| AHCLSK205 Handle livestock using basic techniques | 29 | 63% |
| AHCMOM204 Undertake operational maintenance of machinery | 27 | 59% |
| AHCMOM203 Operate basic machinery and equipment | 26 | 57% |
| AHCCHM201 Apply chemicals under supervision | 25 | 54% |
| AHCPMG201 Treat weeds | 25 | 54% |
| AHCLSK210 Muster and move livestock | 19 | 41% |
| AHCMOM216 Operate side by side utility vehicles | 19 | 41% |
| AHCINF206 Install, maintain and repair farm fencing | 15 | 33% |
| AHCLSK209 Monitor water supplies | 15 | 33% |
| AHCLSK211 Provide feed for livestock | 15 | 33% |
| AHCLSK308 Identify and draft livestock | 15 | 33% |
| AHCMOM217 Operate quad bikes | 13 | 28% |
| AHCMOM304 Operate machinery and equipment | 13 | 28% |
| AHCMOM213 Operate and maintain chainsaws | 12 | 26% |
| AHCWRK213 Participate in workplace communications | 10 | 22% |
| AHCBIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity | 9 | 20% |
| AHCLSK206 Identify and mark livestock | 9 | 20% |
| AHCINF207 Maintain properties and structures | 8 | 17% |
| AHCINF307 Plan and construct conventional fencing | 8 | 17% |
| AHCLSK204 Carry out regular livestock observation | 7 | 15% |
| AHCNSY207 Undertake propagation activities | 7 | 15% |
| AHCPGD207 Plant trees and shrubs | 7 | 15% |
| AHCSOL203 Assist with soil or growing media sampling and testing | 7 | 15% |
| AVIY0027 Operate multi-rotor remote pilot aircraft systems | 6 | 13% |
| AHCINF205 Carry out basic electric fencing | 5 | 11% |
| AHCINF208 Fabricate and repair metal of plastic structures. | 5 | 11% |
| AHCIRG219 Assist with low volume irrigation | 5 | 11% |
| AHCMOM205 Operate vehicles | 5 | 11% |
| AHCPCM204 Recognise plants | 5 | 11% |
| AHCWRK210 Observe and report on weather | 5 | 11% |
| ACMEQU212 Handle horses safely | 4 | 9% |
| AHCLSK202 Care for health and welfare of livestock | 4 | 9% |
| AHCNSY308 Maintain nursery plants | 4 | 9% |
| AHCCHM304 Transport and store chemicals | 3 | 7% |
| AHCLSK305 Maintain livestock water supplies | 3 | 7% |
| AHCMOM302 Perform machinery maintenance | 3 | 7% |
| AHCNSY205 Pot up plants | 3 | 7% |
| AHCNSY206 Care for nursery plants | 3 | 7% |
| AHCPHT215 Plant horticultural crops | 3 | 7% |
| AHCWRK314 Monitor weather conditions | 3 | 7% |
| AVIW0028 Operate and manage remote pilot aircraft systems | 3 | 7% |
| HLTAID011 Provide First Aid | 3 | 7% |
| RIIWHS203E Use hand and power tools | 3 | 7% |
| ACMEQU214 Prepare to work safely around horses | 2 | 4% |
| ACMEQU215 Provide daily care for horses\* | 2 | 4% |
| ACMEQU216 Check and treat horses\* | 2 | 4% |
| AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases | 2 | 4% |
| AHCECR102 Support native seed collection | 2 | 4% |
| AHCECR203 Perform basic ecological restoration works | 2 | 4% |
| AHCLSC206 Assist with landscape construction work | 2 | 4% |
| AHCLSK201 Assist with feeding in a production system | 2 | 4% |
| AHCLSK217 Apply animal welfare principles to handling and husbandry of livestock | 2 | 4% |
| AHCLSK316 Prepare livestock for competition | 2 | 4% |
| AHCMOM311 Operate precision control technology | 2 | 4% |
| AHCPER222 Use and maintain basic hand tools and equipment for garden and farm | 2 | 4% |
| AHCPGD209 Prune shrubs and small trees | 2 | 4% |
| AHCPHT214 Support horticultural crops harvesting | 2 | 4% |
| AHCPLY208 Collect and pack eggs for human consumption | 2 | 4% |
| AHCPLY303 Maintain health and welfare of poultry | 2 | 4% |
| AHCWOL201 Pen sheep | 2 | 4% |
| AHCWRK102 Maintain the workplace | 2 | 4% |
| FWPCOT2273 Trim and cut felled trees | 2 | 4% |
| FWPCOT3325 Operate four wheel drive vehicle on unsealed roads | 2 | 4% |
| FWPCOT3329 Perform complex four wheel drive operations | 2 | 4% |
| ACMEQU213 Follow safe work practices in equine industries \* | 1 | 2% |
| ACMEQU217 Load and unload horses\* | 1 | 2% |
| ACMEQU218 Perform horse riding skills at walk, trot and canter\* | 1 | 2% |
| ACMEQU309 Carry out basic hoof care procedures\* | 1 | 2% |
| AHCAGB302 Keep production records for a primary production business | 1 | 2% |
| AHCAIS201 Assist with artificial insemination procedures | 1 | 2% |
| AHCBEK203 Open and reassemble a beehive | 1 | 2% |
| AHCBEK205 Prepare and use a bee smoker | 1 | 2% |
| AHCBUS301 Use hand held e-business tools | 1 | 2% |
| AHCCHM101 Follow basic chemical safety rules | 1 | 2% |
| AHCECR101 Support ecological restoration | 1 | 2% |
| AHCECR201 Capture digital media for fieldwork | 1 | 2% |
| AHCINF204 Fabricate and repair metal or plastic structures | 1 | 2% |
| AHCLPW201 Operate a handheld GPS device | 1 | 2% |
| AHCLSC102 Support landscape work | 1 | 2% |
| AHCLSK207 Load and unload livestock | 1 | 2% |
| AHCLSK218 - Ride educated horses to carry out basic stock work\* | 1 | 2% |
| AHCMOM201 Operate two wheel motorbikes | 1 | 2% |
| AHCMOM207 Conduct front-end loader operations | 1 | 2% |
| AHCMOM313 Operate mobile irrigation machinery and equipment | 1 | 2% |
| AHCOCM201 Maintain cultural places | 1 | 2% |
| AHCOCM202 Observe and report plants or animals | 1 | 2% |
| AHCPHT211 Maintain crop | 1 | 2% |
| AHCSHG306 Carry out post-shearing procedures. | 1 | 2% |
| AHCWOL202 Perform board duties | 1 | 2% |
| AHCWOL308 Prepare facilities for shearing and crutching | 1 | 2% |
| AHCWRK215 Collect and record production data | 1 | 2% |
| AHCWRK323 Operate in remote and isolated situations | 1 | 2% |
| BSBTEC201 Use business software applications | 1 | 2% |
| CPCWHS1001 Prepare to work safely in the construction industry | 1 | 2% |
| FBPFST4003 Apply digital technology in food processing | 1 | 2% |
| FBPOPR2066 Apply sampling procedures | 1 | 2% |
| HLTAID009 Provide cardiopulmonary resuscitation | 1 | 2% |
| HLTAID010 Provide basic emergency life support | 1 | 2% |
| HLTAID013 Provide first aid in remote or isolated site | 1 | 2% |
| ICTPRG302 Apply introductory programming techniques | 1 | 2% |
| MEM18002 Use power tools/hand held operations | 1 | 2% |
| NAT10935005 Produce a documentation suite for autonomous systems | 1 | 2% |
| NAT10935006 Configure autonomous embedded systems | 1 | 2% |
| NAT10935007 Prepare basic programs for programmable logic controllers (PLCs) for autonomous applications | 1 | 2% |
| RIIWHS202E Enter and work in confined spaces | 1 | 2% |
| RIIWHS204E Work safely at heights | 1 | 2% |
| SFIAQU203 Manipulate stock culture environment | 1 | 2% |
| SFIAQU205 Monitor water quality | 1 | 2% |
| SFIBIO201 Inspect and clean aquatic water work equipment | 1 | 2% |
| SFIPRO101 Clean fish | 1 | 2% |
| SFIVOP203 Operate a small vessel (includes RST) | 1 | 2% |
| SFIVOP204 Operate and maintain outboard motors | 1 | 2% |
| SITXCOM003 Provide a briefing or scripted commentary. | 1 | 2% |
| TLID0020 Shift material safely using manual handling methods | 1 | 2% |
| TLIK2010 - Use infotechnology devices in the workplace | 1 | 2% |
| VU22338 Configure and program a basic robotic system | 1 | 2% |

The sample training plans related to vocational outcomes and/or pathways in the following industries/sectors:

* General farming
* Livestock and general farming
* Remote livestock production (may include using horses)
* Livestock and horticulture (rural areas)
* Broadacre cropping
* Production horticulture (may include beekeeping)
* Grounds and property/infrastructure maintenance
* On Country ecosystem rehabilitation by Indigenous people (often remote areas)
* Conservation and ecosystem management
* Aquaculture and commercial fishing
* Poultry production
* Shearing
* Emerging roles in agriculture using digital technologies.

While most of the sample training plans and the most frequently selected elective units show how Certificate II in Rural Operations is being used to prepare people for work in Agriculture sectors (for example livestock, broadacre cropping, production horticulture), the data collected also shows how the flexibility of the qualification is being used to prepare learners in other areas that are not covered by the Certificate II in Agriculture. For example:

* On Country ecosystem rehabilitation by Indigenous people
* Conservation and ecosystem management
* Aquaculture and commercial fishing

The observation that 52 units are only used once across the 46 sample training plans can be interpreted as indicator of how RTOs are creating unique programs for specific cohorts and/or local workforce needs.

Reasons to retain the Certificate II in Rural Operations

Based on the research and consultations findings, the following are some key reasons to retain the Certificate II in Rural Operations:

* It has a history of strong enrolments and strong stakeholder support across many parts of Australia and especially northern Australia. This was evident during the 2022 project and clearly communicated by many stakeholders during the current project consultations.
* Its high flexibility makes it easier to customise training programs to suit local industries and the needs of learners than other qualifications
* RTOs can take advantage of the qualification’s flexibility to run programs in challenging locations, by mixing and matching trainers and assessors from different industry sectors to create viable programs. A large RTO in Western Australia advised that without this potential, it may not run some of the programs required by their community.
* It is the preferred qualification among learners that want to explore a few different work sectors before committing to a career pathway. For example, an RTO in QLD that offers both Certificate II in Rural Operations and Certificate II in Agriculture, said both are important because the latter is for those that have decided to work in Agriculture, while the former is for those who want to explore agriculture, in addition to other sectors. Having both qualifications on scope enables this RTO to stream the different cohorts and provide the additional support for learners undertaking the Rural Operations, as required.
* It is highly regarded as versatile qualification for learners in correctional facilities in comparison to the Certificate II in Agriculture. The anecdotal evidence suggests this is because Certificate II in Rural Operations requires one less unit to complete and has one less core unit.
* Its size and great flexibility has enabled RTOs to partner with local industries, employers and community organisations to create innovative programs to meet local learner needs. This was the feedback received during the consultations with ShoreTrack mentioned above, and can also be seen in the following sample program that has been piloted by TAFE Queensland as part of their [Aquaculture and Agriculture Tech Skills Hub](https://tafeqld.edu.au/campaigns/aquaculture-and-agriculture-tech-skills-hub). The program includes five units imported from accredited courses. The potential to import many accredited course units is also noteworthy, because accredited course units can typically be developed quicker than units that are endorsed in Training Package development processes.

Sample Program - AHC21216 Certificate II in Rural Operations

The Certificate II in Rural Operations is an entry-level course designed to equip students with the practical skills needed to work across a variety of existing and emergent roles in the agricultural sector. Students will learn how to operate a variety of agriculture equipment, operate GPS devices and develop foundational skills in autonomous technologies and robotic systems.

Core

* AHCWRK209 Participate in environmentally sustainable work practices
* AHCWRK204 Work effectively in the industry
* AHCWHS201 Participate in work health and safety processes

Electives

* AHCWRK205 Participate in workplace communications
* AHCCHM201 Apply chemicals under supervision
* AHCMOM203 Operate basic machinery and equipment
* AHCLPW201 Operate a handheld GPS device
* AHCECR201 Capture digital media for fieldwork
* AHCSOL203 Assist with soil or growing media sampling and testing
* AHCPCM204 Recognise plants
* ICTPRG302 Apply introductory programming techniques
* NAT10935005 Produce a documentation suite for autonomous systems
* NAT10935006 Configure autonomous embedded systems
* NAT10935007 Prepare basic programs for Programmable Logic Controllers (PLCs) for autonomous applications
* VU22338 Configure and program a basic robotic system

(Source: TAFE QLD, 2024)

The Certificate II in Rural Operations has potential to provide a wide range of skills and knowledge and create employment pathways for workers, in particular for Indigenous workers within Indigenous organisations and enterprises, many of which are in rural, regional and remote locations. For example, an Indigenous organisation may require workers with knowledge and skills in On Country conservation and ecosystem management, native food production and processing, local tourism, hospitality and retail. The enrolment data shows comparatively strong enrolments of indigenous learners in the qualification, but these enrolments could be increased by greater promotion of the flexibility and industry relevance of the qualification, and development of sample training plans in consultation with Indigenous organisations.

Building on the current strengths of Certificate II in Rural Operations and the intelligence gathered by the project research and consultations, there is a significant potential to redesign the qualification to better serve the current and future users. Suggested changes and improvements are explained in the proposal below.

Product proposals for Technical Committee consideration

The following proposal has been developed for the project Technical Committee to consider when it reconvenes to decide on the future of the qualification and related products. The proposal has taken into account the research and consultation findings summarised above to create a qualification that better serves the needs of stakeholders currently using the qualification, and to expand the use of the qualification by industry sectors, employers, community organisations, RTOs and learners that do not use the current qualification.

Another consideration in the redesigned qualification proposal is the importance of differentiating it from the current Certificate II in Agriculture, as this will be a requirement if the redesigned qualification is submitted for endorsement under the current requirements of the Training Package Organising Framework (TPOF). The proposal has three components as follows:

1. Retain and redesign the qualification:
2. Consider renaming the qualification to include ‘remote’ as well as ‘rural.’ For example – ‘Certificate II in Rural and Remote Industries’. Another alternative could be ‘Certificate II in Primary Industries’. This suggestion is provided to increase uptake from industry sectors that currently do not use the qualification, but changing the name will require careful consideration as Certificate II in Rural Operations appears to have a strong brand among current users of the qualification.
3. Reduce the size from 15 units (3 core and 12 electives) to 12 Units (2 core and 10 electives).
4. If possible, the qualification could be designed to require a minimum of 12 and maximum of 15 units, with the condition that the additional 3 units be selected from Foundation Skills, Employability Skills or Prerequisite Units groups that should be listed in the electives of the qualification.

Notes:

* The reduced size of 12 units should make it easier for more learners to complete the qualification. Feedback suggests this applies to secondary school students and learners in correctional facilities.
* The flexibility to undertake three additional units is intended to support uptake of units to build Foundation Skills, Employability Skills or complete prerequisites without having to reduce other vocational outcomes.
* It is unlikely that a qualification that requires a minimum of 12 and maximum of 15 units would be endorsed under the current TPOF mentioned above. This suggestion has been included as the TPOF may be amended to allow for this type of qualification, as a result of work that is taking place in response to the [Qualification Reform Design Group](https://www.dewr.gov.au/skills-reform/resources/qualification-reform-design-group-initial-advice-skills-ministers) advice on reforming Australia’s Vocational Education and Training (VET) qualifications system.

1. The **Core units** be reduced from 3 to 2, and include:
   * *AHCBIO204 Follow site biosecurity procedures*
   * *AHCWHS202 Participate in workplace health and safety processes*

Notes:

* The two suggested units are based on stakeholder feedback during consultation, which cited these unit outcomes as critical for industries in rural and remote locations, as noncompliance with biosecurity requirements and workplace health and safety may have dire consequences for workers and most industries in these locations.
* For the WHS unit, consideration should be given to give to providing a choice of WHS units (that reflect *Australian Qualifications Framework* (AQF) level two outcomes) and mandating selection of one of the listed units.
* The flexibility of WHS unit choice will enable the qualification to be customised to meet the needs of learners, and reduces the potential duplication when a learner undertakes electives that have WHS unit perquisites. For example, *CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry* may be a good fit for a learner that wants to work in infrastructure installation, repair and maintenance.
* While there was some support to retain two of the existing core units (*AHCWRK204 Work effectively in the industry* and *AHCWRK209 Participate in environmentally sustainable work practices),* some stakeholders argued that these should be electives rather than core, with the rationale being that most workplaces will have their own requirements, procedures and training for workers related to the outcomes covered by these units.

1. The 10 **Elective units**:

* At least 1 unit must be selected from the Foundation Skills or Employability Skills groups (These groups should list a strategic selection of units from the *FSK Foundation Skills Training Package* and the *BSB Business Services Training Package*. A suggested list of these units is provided in Appendix 3 - Foundation Skills and Employability Elective unit suggestions.
* At least 2 units from with *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*
* The remaining 7 units can be from other currently endorsed Training Package or accredited course.
* Up to 2 units can be from year 11 and 12 secondary school subjects that have been accredited by a state/territory secondary school education board/authority.

Notes:

* The requirement to select at least one unit from the Foundation Skills or Employability Skills groups is designed to address the gaps identified by stakeholders, especially skills related to communication, numeracy, teamwork, learning and planning and organizing.
* The flexibility to select 7 units from outside the AHC Training Package is designed to:
  + increase the flexibility of the qualification for use by non AHC industry sectors
  + differentiate it from the current *AHC20122 Certificate II in Agriculture*. When this qualification was revised during 2022, the number of imported units was increased from 3 to 6, as part of the move to merge the Certificate II in Rural Operations with Certificate II in Agriculture.
* The option to allow up to 2 units to be secondary school subjects has been included on:
  + the understanding that targeted knowledge focussed subjects can build a foundational and broadly relevant scientific knowledge, prior to undertaking vocational units of competency. For example, biology can provide the knowledge and understanding of plants, animals and ecology that will assist a learner significantly when undertaking vocational training in related areas. For example: production horticulture, livestock husbandry and ecosystem management.
  + the potential to provide credit for two secondary school units towards the completion of the qualification.

1. Suggested **Elective Groupings:**

The following headings are suggested to group elective units that are listed in the revised qualification. The list includes industry sectors and entry level job roles identified as realistic outcomes for this qualification. This list is provided for discussion and development with the Technical Committee and other stakeholders.

* Foundation and Employability Skills (units from the FSK Training Package may be used)
* Employability Skills (units from the BSB Training Package may be used)
* Livestock – Remote (station hand)
* Livestock – Non-Remote (Farm Hand)
* Equine (Horse work)
* Broadacre Cropping
* Production Horticulture
* Plant Nursery
* Conservation and Ecosystem Management – Ranger (land and marine)
* On Country Ranger
* Vehicles and Large Machinery Operations (Agric and civil construction?)
* Local Government /Public sites/Civil infrastructure
* Parks and Gardens
* Aquaculture
* Apiculture
* Irrigation and Drainage
* Building and Construction
* Metal Fabrication
* Agroforestry and Private Native Forestry
* Tourism and Hospitality (includes On Country sites and Agritourism)
* Transport and Logistics
* Retail (stock and station)
* Prerequisite Units

1. Consider creating two or more new units
2. AHCWRK2XX Research industries, job roles and working conditions in rural and remote industries.Key outcomes to include:
   * an understanding of the demands of rural and remote work,
   * self-assessment of suitability/readiness to work in rural and remote workplaces
   * how to find and apply for work roles.
3. AHCWRK2XX Manage personal health and fitness for working in rural and remote industries. Should include:
   * knowledge of common physical, mental, social and emotional health issues faced by rural and remote workers
   * principles, strategies and resources to manage own health
   * skills to manage own health and fitness for work
4. A request was made by an Indigenous stakeholder that the project consider creation of units for entry level workers employed by Indigenous organisations/enterprises, to developing an understanding of:
   * Cultural Lore (Traditional law) of Indigenous Australians
   * Working in an Indigenous organisation/enterprise
   * Being in relationship with and caring for Country

Notes:

Preliminary research has identified some existing units that may be applicable for Indigenous workers. Some of these units have an Australian Qualifications Framework (AQF) level 3 identifier in their code and may not be suited for this entry level qualification. More research is required, including consultation with Aboriginal and Torres Strait Islander stakeholders to assess the suitability of the existing units. If the existing units are not considered suitable, then the project should consider creating one or more entry level units (reflecting AQF level 2 outcomes) to help people to ‘Prepare for and work On Country’.

1. Create a User Guide for the revised qualification

The user guide can be used to provide advice to RTOs, including:

* Sample training plans for key sectors/job roles have been developed with industry advice to maximise the potential of graduates of the qualification to get work in their selected sector and job role. The industry sectors and entry level job roles identified as part of the project research could be the starting place for sample plan development.
* Suggestions to develop sample training plans that have greater uptake and delivery of Foundation and Employability Skills units.
* Suggestions to use a wider variety of units outside of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* to maximise the potential flexibility of the qualification to develop skills for entry level workers. For example, where appropriate units can be selected from Training Packages that cover the following industry sectors – metal fabrication, building and construction, civil and infrastructure construction, business services and information technology, tourism, hospitality, food processing, meat processing, aquaculture and seafood, retail, forestry, transport and logistics, and mining. This may also be demonstrated using sample training plans for selected roles and local communities.
* Suggestions on work experience for selected units of competency listed in the Electives of the revised qualification, to help learners understand and prepare for the challenges and resilience required to work safely and productively in rural and remote workplaces.

Appendix 1 – AHC21216 Certificate II in Rural Operations

**Modification History**

|  |  |  |
| --- | --- | --- |
| **Release** | **TP Version** | **Comment** |
| 1 | AHCv1.0 | Initial release |

**Qualification Description**

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

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

**Entry Requirements**

There are no entry requirements for this qualification.

**Packaging Rules**

Total number of units = 15

* Core Units = 3
* Elective Units = 12

**Core Units**

Work

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| AHCWRK204 | Work effectively in the industry |
| AHCWRK209 | Participate in environmentally sustainable work practices |

Work health and safety

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| AHCWHS201 | Participate in work health and safety processes |

**Elective Units**

* Select at least 7 units from Certificate II in this Training Package
* 5 units aligned to AQF levels 1, 2, or 3 may be selected from up to 3 other endorsed Training Packages or Accredited Courses.  
  Selected units must be relevant to job outcomes in AgriFood industries and must be chosen to ensure the integrity of the qualification outcome at AQF level 2.

**Qualification Mapping Information**

This qualification is not equivalent to AHC21210 Certificate II in Rural Operations.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72>

Appendix 2 – RTO Questionnaire

Introduction

Skills Insight’s Rural Operations Project will undertake research and in-depth analysis of *AHC21216 Certificate II in Rural Operations* to better understand how the qualification is used (particularly in the northern region of Australia), and to clearly identify the intended job roles attainable upon completion of the qualification. These findings will be used to assess how the unique needs of the learners and workplaces that require these skills can be better met in future, while meeting the current requirements of policies that apply to Training Package products.

The Certificate II in Rural Operations had an average of 2,500 enrolments a year between 2018 and 2022 and outlines foundational skills required for roles in rural and regional industries. Consultation with relevant stakeholders will inform whether:

* the qualification should be updated with defined workforce outcomes and pathways
* the qualification outcomes could be met with another option such as one or more skill sets
* the qualification should be deleted or merged with another qualification with similar outcomes
* development of additional supports such as a User Guide which could assist with delivery in rural locations.

The solution may combine several of the options above. RTOs that have the qualification on scope of registration are invited to take part in this questionnaire which has been designed to collect information on how they use the qualification.

1. Do you currently deliver the Certificate II in Rural Operations?

1. Yes
2. No

2. In which state/territory do you or did you deliver the Certificate II in Rural Operations? Select as many as apply to your organisation.

1. ACT
2. NSW
3. NT
4. QLD
5. SA
6. TAS
7. VIC
8. WA

3. Which of the following RTO types best describes your organisation?

1. TAFE
2. Secondary School
3. Community Organisation
4. Other \_\_\_\_\_\_\_\_\_\_

4. What is the average number of enrolments in your RTO during the past 5 years. If your RTO has or did deliver the Certificate II in Rural Operations for less than 5 years, please advise the average enrolments for the number of years the RTO it was delivered.

1. 1-15
2. 16-30
3. 31-45
4. 46-60
5. More than 60

5. Select the delivery context for your program/s? Select as many of the options below that apply.

1. RTO (or other institutional setting)
2. Secondary School Program
3. Traineeship (Note: Traineeships involve a contract of employment between the trainee/worker, their employer and the RTO. The contract is overseen by a government agency)
4. School based Apprenticeship or Traineeship
5. Other \_\_\_\_\_\_\_\_\_\_

6. What proportion of the cohort who undertake or did undertake the Certificate II in Rural Operations fit the description of the following priority cohorts?

|  |  |
| --- | --- |
| People with disabilities |  |
| Culturally and linguistically diverse communities |  |
| First Nations people |  |
| Other priority cohorts |  |

7. Please provide details any other priority cohorts that undertake or did undertake the Certificate II in Rural Operations.

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8. What proportion of the cohort who undertake or did undertake the Certificate II in Rural Operations are aged? Please note that the proportions must total 100.

* 15 to 18 \_\_\_\_\_\_\_\_\_\_
* 18 to 25 \_\_\_\_\_\_\_\_\_\_
* 26 to 35 \_\_\_\_\_\_\_\_\_\_
* 36 and over \_\_\_\_\_\_\_\_\_\_

9. What proportion of the cohort who undertake or did undertake the Certificate II in Rural Operations live in areas described as? Please note that the proportions must total 100.

* Metro \_\_\_\_\_\_\_\_\_\_
* Regional \_\_\_\_\_\_\_\_\_\_
* Rural \_\_\_\_\_\_\_\_\_\_
* Remote \_\_\_\_\_\_\_\_\_\_

10. What proportion of the cohort who undertake or did undertake the Certificate II in Rural Operations are? Please note that the proportions must total 100.

* Male \_\_\_\_\_\_\_\_\_\_
* Female \_\_\_\_\_\_\_\_\_\_
* Other including people who prefer not to be identified \_\_\_\_\_\_\_\_\_\_

11. Describe the job or work outcomes that you believe the Certificate II in Rural Operations prepares people for. Please select from the list below and add others as required.

1. Jillaroo / Jackaroo
2. Other horse riding
3. Livestock handler
4. Station hand
5. Farm labourer
6. Weed controller
7. Fencing worker
8. Agricultural machinery operator
9. Parks and gardens labourer
10. Mower operator
11. Tractor operator
12. Other - Please write in as many others as apply separating each with a comma \_\_\_\_\_\_\_\_\_\_

12. Do most people enrol/undertake the Certificate II in Rural Operations?

1. To get a specific type of job
2. Before undertaking further study
3. As a pathway to a career
4. Other

13. Please explain your response including descriptions of any relevant job roles, sectors, and/or further qualifications.

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14. What features of the Certificate II in Rural Operations make it more attractive to deliver compared the other Certificate II qualifications such as:

\* Certificate II in Agriculture

\* Certificate II in Animal Care

\* Certificate II in Horticulture

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15. Please enter the number and title of the elective units you deliver for the Certificate II in Rural Operations and a brief rationale of why you offer that unit.

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| --- | --- | --- |
|  | **Unit Number and Name** | **Rationale** |
| Elective |  |  |
| Elective |  |  |
| Elective |  |  |
| Elective |  |  |
| Elective |  |  |
| Elective |  |  |
| Elective |  |  |
| Elective |  |  |
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| Elective |  |  |
| Elective |  |  |
| Elective |  |  |

18. Contact details

First Name

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|  |

Last Name

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Phone

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|  |

Email Address

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RTO Number

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RTO Name

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19. Would you or a member of your organisation like to participate in an online meeting to assist Skills Insight to gather more information on the qualification?

1. Yes - We will contact you
2. No

Appendix 3 - Enrolment Data Tables

Table A. Comparison of total enrolments during 2018 – 2022 nationally by Training Provider type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AHC21216 Certificate II in Rural Operations | | AHC20116 Certificate II in Agriculture | |
| Provider type | Total enrolments | Share of total enrolments | Total enrolments | Share of total enrolments |
| TAFE institutes | 5,170 | 40% | 5,701 | 20% |
| Universities – Government [[2]](#footnote-3) | 1,183 | 9% | 1,419 | 5% |
| Schools - Government | 2,947 | 23% | 12,087 | 43% |
| Schools - Catholic | 306 | 2% | 1,846 | 7% |
| Schools - Independent | 275 | 2% | 66 | 0% |
| Privately operated organisations | 2,650 | 21% | 3,105 | 11% |
| Community education providers | 180 | 1% | 2,288 | 8% |
| Enterprise providers - Government[[3]](#footnote-4) | 120 | 1% | 51 | 0% |
| Industry associations | 0 | 0% | 1,308 | 5% |
| Total enrolments | 12,831 | 100% | 27,871 | 100% |

Table B. Comparison of total enrolments during 2018 – 2022 nationally by residence of learner

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AHC21216 Certificate II in Rural Operations | | AHC20116 Certificate II in Agriculture | |
| Location | Total | % of total | Total | % of total |
| Major cities | 2,165 | 17% | 3,604 | 13% |
| Inner regional | 4,652 | 36% | 9,019 | 32% |
| Outer regional | 2,712 | 21% | 7,649 | 27% |
| Remote | 1,039 | 8% | 1,377 | 5% |
| Very remote | 1,176 | 9% | 653 | 2% |
| Offshore | 6 | 0% | 61 | 0% |
| Not known | 1069 | 8% | 5,515 | 20% |
| Total enrolments | 12,819 | 100% | 27,878 | 100% |

Table C. Indigenous status based on 2018 – 2022 enrolment data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| AHC21216 Certificate II in Rural Operations | | | | | | | |
| Gender | Indigenous | Non-Indigenous | Not known | Total Indigenous & Non-Indigenous | % Indigenous | Total enrolments | % by Gender |
| Males | 1680 | 5681 | 784 | 7361 | 23% | 8145 | 65% |
| Females | 579 | 3379 | 434 | 3958 | 15% | 4392 | 35% |
| Total | 2259 | 9060 | 1218 | 11319 | 20% | 12537 | 100% |
| AHC20116 Certificate II in Agriculture | | | | | | | |
| Gender | Indigenous | Non-Indigenous | Not known | Total Indigenous & Non-Indigenous | % Indigenous | Total enrolments | % by Gender |
| Males | 1345 | 13710 | 1551 | 15055 | 9% | 16606 | 63% |
| Females | 657 | 8276 | 1007 | 8933 | 7% | 9940 | 37% |
| Total | 2002 | 21986 | 2558 | 23988 | 8% | 26546 | 100% |

Table D. Learners that reported a disability based on 2018 – 2022 enrolment data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AHC21216 Certificate II in Rural Operations | | AHC20116 Certificate in Agriculture | |
| Age | Total that reported a disability | Proportion of learners with disability | Total that reported a disability | Proportion of learners with disability |
| 14 years and under | 12 | 20% | 13 | 2% |
| 15 to 19 years | 823 | 9% | 638 | 3% |
| 20 to 24 years | 51 | 9% | 68 | 9% |
| 25 to 29 years | 84 | 13% | 26 | 5% |
| 30 to 39 years | 130 | 11% | 42 | 5% |
| 40 to 49 years | 88 | 11% | 35 | 6% |
| 50 to 59 years | 44 | 11% | 27 | 5% |
| 60 to 64 years | 14 | 12% | 12 | 10% |
| 65 years and over | 2 | 5% | 9 | 12% |
| Total | 1248 | 10% | 870 | 3% |

Table E. Enrolments by age groups based on 2018 – 2022 enrolment data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AHC21216 Certificate II in Rural Operations | | AHC20116 Certificate II in Agriculture | |
| Age | Enrolments | Share of enrolments | Enrolments | Share of enrolments |
| 14 years and under | 60 | 0% | 553 | 2% |
| 15 to 19 years | 8971 | 70% | 23930 | 86% |
| 20 to 24 years | 580 | 5% | 782 | 3% |
| 25 to 29 years | 631 | 5% | 506 | 2% |
| 30 to 39 years | 1207 | 9% | 764 | 3% |
| 40 to 49 years | 812 | 6% | 630 | 2% |
| 50 to 59 years | 411 | 3% | 510 | 2% |
| 60 to 64 years | 113 | 1% | 118 | 0% |
| 65 years and over | 41 | 0% | 77 | 0% |
| Total | 12826 | 100% | 27870 | 100% |

Appendix 4 - Job roles and tasks identified during Workforce Functional Analysis consultations

The tables below are a summary of the participant feedback (largely unedited) on the tasks and subtasks related to job roles identified during face-to-face consultation workshops. They include suggestions on whether these tasks are essential (core) or optional (elective) for typical workers in these roles. This data was gathered to as a starting point for consultation with the Project Technical Committee (and other relevant stakeholders) to inform the potential redesign of the Certificate II in Rural Operations, including the Elective groupings and key units to be listed within each grouping. The data can also be used to design Sample Training plans to assist RTOs with implementation.

|  |  |  |
| --- | --- | --- |
| 1. Conservation & Ecosystem Management (Remote) – Ranger | | |
| Job Tasks / Key Skills | Subtasks / Specific Skills | Core / Elective |
| Workplace health and safety |  | Core |
| First aid |  | Core |
| Biosecurity |  | Core |
| Communications | Engagement | Core |
| Providing information to visitors | Core |
| Weed control |  | Core |
| Operate vehicles | 4WD vehicles | Core |
| Side by side vehicles | Core |
| Mapping / GPS |  | Elective |
| Fire | Planned burns | Elective |
| Wildlife response |  | Elective |
| Pest / animal survey | For dealing with stray animals | Elective |
| Cultural site maintenance |  | Elective |
| Equipment operations and maintenance | Includes prestart checks, safe operations, basic maintenance and reporting of issues | Elective |
| Plant identification |  | Elective |
| Chainsaw operations | For clearing areas and emergency rescue | Elective |
| Fencing |  | Elective |
| Welding | Needed to repair equipment and metal structures | Elective |
| Biosecurity enforcement | Compliance | Elective |
| Beach clean-up | Includes collection of general rubbish left by people | Elective |
| Environmental sampling | Water and soil | Elective |
| Clearing ghost nets | Fishing nets and tackle in the sea | Elective |
| Basic maritime tasks | Includes safety on boat | Elective |

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| --- | --- | --- |
| 2. Conservation and Ecosystem Management (Rural, regional and remote) – Land care worker | | |
| Job Tasks / Key Skills | Subtasks / Specific Skills | Core / Elective |
| Workplace health and safety | Includes daily induction (toolbox meeting) | Core |
| First Aid remote response |  | Elective |
| Follow workplace instructions and procedures | Work effectively | Core/Elective |
| Record keeping |  | Core |
| Biosecurity | Biosecurity awareness and follow workplace procedures | Elective |
| Operate equipment |  | Core |
| Small plant maintenance |  | Core |
| Hand tools |  | Core |
| Power tools |  | Core |
| Plant recognition | Includes identifying desirable species and undesirable species (weeds) | Core |
| Planting vegetation | Includes trees and shrubs | Core |
| Identify pest animals |  | Core |
| Pest control |  | Core |
| Basic soil restoration |  | Core |
| Weed control | Includes weed identification and spraying target weeds | Core |
| Operate chainsaws and pole saws |  | Core |
| Operate brush cutters |  | Elective |
| Seed collection |  | Elective |
| Propagating plants | Includes propagating trees and shrubs in a plant nursery to transplant in other locations. | Elective |
| Vehicle operations | Side by Side | Elective |
|  | Tractors with attachment | Elective |
| Fencing - basic | Install, maintain and repair conventional fencing | Elective |
| Maintain infrastructure | Includes tracks, fences, public shelters, rest facilities and signage | Elective |
| Monitor weather |  | Elective |
| Collect samples | Includes water, soil and plants | Elective |
| Install erosion control |  | Elective |
| Employment engagement |  | Elective |

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| 3. Conservation and Ecosystem Management (Rural, regional and remote) – On Country Ranger | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Pre-employment career research/guidance | How to select an industry or career path. | Core |
| Preparing to being on Country and caring for Country | Cultural Lore (Traditional law) of Indigenous Australians | Core |
| Preparing to work for On Country with an Indigenous enterprise/organisation | 1.On Country/Indigenous enterprise’s organisation structure and expectations.  2. Where the employee fits in the organisation and understanding or the organisations laws. | Core |
| Mentoring in the workplace | Cultural safety in workplace, including how indigenous and non-indigenous people working together | Core |
| Caring for Country | Being in relationship with Country. To provide an understanding pf the relationship between humans and the environment, and interconnectedness and interdependency of living things, and functioning within an ecosystem. (Note - this may need to be a standalone unit). | Core |
| Stewardship of the environment. Respecting Country, making better, and minimal impact. Understanding the ranger’s role within the ecosystem. | Core |
| Basic ecosystem principles |  | Core |
| Biosecurity | Understanding reasons for biosecurity, cleaning and washing equipment and machinery, take out introduced species and bring back native/endemic species | Core |
| Environmental work practices |  | Core |
| Prestart or preparing for work | Planning and organising the work. This includes the people required, tools, equipment, materials and time frames | Core |
| Communication with others involved in the tasks or affected by the tasks (for example when spraying chemicals or operating machinery) | Core |
| Undertake safety checks, hazard identification, risk assessment and control measures | Core |
| Managing daily work plan | Following instructions, managing time, selection and preparation of tools and equipment for work tasks, and recording activities/tasks. | Core |
| Workplace health and safety | General understanding of WHS legislation, regulation and employer policy | Core |
| Basic inspections including prestart checks, identify hazards, assess risks and apply risk control measures. | Core |
| Toolbox meetings to communicate on how to work safely | Core |
| Maintain a tidy workplace, use PPE and report incidents | Core |
| Manual handling | Core |
| Basic tools | Core |
| Prestart checks and inspections of site, tools, equipment, plant, machinery and vehicles | Core |
| Wellness | Including physical and mental health | Core |
| First aid | Basic first aid and remote first aid | Core |
| Communication | Includes oral communication, body language and effective listening. | Core/Elective |
| Reading and interpreting different types of communication, including digital, use of symbols and icons (posters and online) and printed text documents | Core |
| Writing - record keeping | Elective |
| Lines of responsibilities - Cultural context | Elective |
| Teamwork |  | Core |
| Conflict resolution |  | Core |
| Visitor education | Preparing and presenting information to visitors to country | Elective |
| Seasonal/cultural burning | Burning by hand | Core |
| Assisting with incendiary burning | Elective |
| Fauna surveys |  | Core |
| Animal trapping | May be part of a fauna survey | Elective |
| Feral pest control |  | Elective |
| Maintain infrastructure | Tracks, fences, buildings and visitor facilities and spaces | Core |
| Signage | Design, create and install signage | Core |
| Fencing for biodiversity | Benefits to Country - including to protect land/soil and biodiversity.  Includes fencing design, installation, maintenance and repair. | Elective |
| Endemic plants | Plant identification and purposes/functions of plants with their environments and ecosystem. | Core |
| Weed control | Understand different control methods and how to use of integrated methods. | Core |
| Pest and wild animal control | Understand different control methods and how to use of integrated methods. Includes control of feral pigs, foxes and wild dogs. Use of tools, chemicals and cleaning of tools | Core |
| Revegetation (seeding and planting) | Includes removal of unwanted species (possibly with burning), seeding and planting of desirable | Elective |
| Erosion control |  | Elective |
| Redirect water | May be part of erosion control and revegetation | Elective |
| Welding | Includes to create structure and to repair equipment and structures. For examples sign post, gates and fences. | Elective |
| Using Tools | Types of tools and their intended use.  Safe and effective use, cleaning, maintenance and storage of tools. daily work plans, maintenance, tidy workplace | Core |
| Operate machinery, plant and equipment | May include handheld tools, motorised equipment, and driving machinery. Prestart checks, safe operation, and recording and reporting incidents | Core |
| Vehicle Operations | Prestart checks, safe operation, and recording and reporting incidents | Core |
| 4WD vehicles | Elective |
| Tractors with attachments | Elective |
| Quad bikes | Elective |
| Side by side vehicles | Elective |
| Leadership | For those who lead workers | Elective |

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| 4. Local Government / Local Community (Remote) – Maintenance workers | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Workplace health and safety |  | Core |
| Weed control | Chemistry - basic | Core |
| Operate Vehicles | 4WD | Core |
| Side by Side | Core |
| Communications | Reporting | Core |
| First aid |  | Core |
| Biosecurity |  | Core |
| Animal welfare |  | Core |
| Animal control | Collecting and stray dogs/cats | Elective |
| Pest control | Including rats | Elective |
| Rubbish removal |  | Elective |
| Gardening | Plant vegetation, trim plants, care for plants and planted areas | Elective |
| Mowing | For example, in parks and in cemeteries | Elective |
| Slashing vegetation | For example - Using tractor with attachment to slash roadsides | Elective |
| Chainsaw operations | Including trimming trees | Elective |
| Cemetery work | Grave digging and repairing grave sites for burials | Elective |
| Post burial and general maintenance | Elective |
| Cleaning | Council assets and public facilities | Elective |
| Building maintenance | Basic | Elective |
| Painting |  | Elective |
| Welding |  | Elective |
| Fencing |  | Elective |

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| 5. Livestock production (Remote) – Station hand level 1 | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Pre-employment | Understanding the nature of the work, working conditions and assessing suitability to do the work | Core |
| Workplace health and safety | Understanding and preparation to work in remote and difficult environmental conditions | Core |
| Understanding and following workplace procedures | Core |
| Toolbox meeting (weekly) | Core |
| Recognising hazards and knowing what to do | Core |
| Completing tasks safely | Core |
| Communication in remote areas | Core |
| Responding to emergency situations in remote areas | Core |
| Communications | Basic - bit need to be able to provide clear and concise messaging | Core |
| Using different types of communication equipment | Core |
| Biosecurity | Follow workplace biosecurity procedures as part of day-to-day activities, including record keeping | Core |
| Observation of weeds or animal health | Core |
| Washing vehicles and machinery | Core |
| Environmental sustainability | Following workplace procedures | Core |
| Animal health and welfare | Undertaking appropriate animal health activities | Core |
| Recognising animal health issues and reporting these. | Core |
| Water maintenance (livestock) | Core |
| Using low stress animal handling techniques | Core |
| Awareness of animal health issues when mustering | Core |
| Record Keeping | Recording cattle data, water levels and biosecurity | Core |
| Handle and move livestock | Understand animal behaviour and movement, and low stress animal handling techniques | Core |
| Muster livestock (basic) | Understanding paddock set up | Core |
| Using a horse or motor bike to muster livestock  (A great transferrable skill across agriculture. Varies by state – more a northern Australia need.) | Core |
| Radio communication and appropriate communication language | Core |
| Understanding of aviation methods, awareness in stock movement and communication | Core |
| Vehicle operations | Prestart checks – fuel, oil, water, tyre pressure | Core |
| Washing vehicles and machinery | Core |
| Changing a tyre (spare wheel) | Core |
| Electric vehicles, including charging | Core |
| Operating in remote situations | Core |
| Operational and environmental awareness | Core |
| Plant and machinery | Operating in remote situation | Core |
| Prestart checks | Core |
| Operational awareness | Core |
| Fencing | Install and repair conventional fencing. Must know the basics, techniques and how to use the tools required | Core |
| Infrastructure | Install, repair and maintain sheds, gates | Core |
| Assisting with maintenance of roads, tracks, etc. | Core |
| Maintain water supply infrastructure, including installing PVC pipe | Core |
| Yard maintenance including weed control | Core |
| Weed control | Following workplace instructions | Core |
| Applying chemicals to target weeds | Core |
| Undertaking non-chemical (organic) controls | Core |
| Pest control | Following instructions | Core |
| Understanding target pests | Core |
| Firearms license or awareness of firearms regulations and usage | Core |
| Working with horses to move livestock | Horse handling and safety | Core/Elective |
| Horse riding | Core/Elective |
| Caring for horses | Core/Elective |
| Vehicle operations | Motor bikes | Core/Elective |
| Side by side vehicle | Core/Elective |
| Tractor and loader operations | Core/Elective |
| Telehandler | Core/Elective |
| 4WD vehicles | Core/Elective |
| Quad bikes | Elective |
| Quality Assurance | Includes Verbal reporting, recording of information accurately, Awareness of National Livestock Identification System (NLIS), and following Best Management Practices (BMP) | Elective |
| Using Technology | For example - Technology to monitor livestock movement, scanners to identify livestock, and water monitoring. | Elective |
| Apps on phones or tablets | Elective |
| Communication, including two-way radios | Elective |
| Record keeping | Elective |
| Quality A systems | Elective |
| Problem solving if tech has an issue | Elective |
| Emergency (situations) response | Wildfire awareness | Elective |
| Operating in remote situations | Elective |
| Importance of food and water | Elective |
| Survival skills including staying with vehicle | Elective |
| Communication work plan and locations/ timing etc. | Elective |
| Environmental Sustainability | Awareness of the enterprise obligations | Elective |
| Livestock water maintenance | Cleaning troughs in yards | Elective |
| Checking water levels | Elective |
| Fix basic water leaks | Elective |
| Reporting issues or problems | Elective |
| Assisting the bore runner | Elective |
| Loading and unloading livestock | Include fitness to load | Elective |
| Record keeping | Verbal reporting | Elective |
| Digital recording (photos) | Elective |
| Apps on phones or tablets | Elective |
| Includes cattle, water and data (what data?) | Elective |
| Awareness if NLIS (national livestock identification system) | Elective |

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| 6. Livestock production – (Rural and regional) Farm hand | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Pre-employment career research | Understanding the nature of the work, working hours and conditions and assessing suitability to do the work | Core |
| Workplace health and safety | Includes understanding safety legislation and workplace obligations and risk assessment | Core |
| First aid - basic and emergency response |  | Core |
| Biosecurity | Includes basic personal hygiene and recognising and reporting biosecurity issues and concerns | Core |
| Manual handling |  | Core |
| Work effectively in teams |  | Core |
| Communicate effectively |  | Core |
| Record Keeping | Basic | Core |
| Planning and problem solving | Identify patterns in work and plan forward and solve planning | Elective |
| Animal husbandry |  | Core |
| Animal health and welfare | Apply basic animal ethics (Animal welfare) | Core |
| Observe and recognise animal health issues and reporting these. | Core |
| Vaccination, drenching, immunisation of livestock | Core |
| Planting fodder | Includes cultivating or planting direct to soil, spraying, fertilizing | Core |
| Fodder crop harvesting | Assist with harvesting (and may include operation of harvesting machinery/equipment) | Elective |
| Maintain feed storages | Includes recognition of different stock feeds (for example grain and silage) their storage requirements | Elective |
| Feed livestock | Includes mixing rations, providing fodder and handfeeding. Is core for farmhand but may be elective for station hand. | Core/Elective |
| Monitor livestock water supplies |  | Core |
| Monitor stock growth |  | Elective |
| Animal handling | Observe and move | Core |
| Assist with calving and castration | Core |
| Draft livestock |  | Core |
| Brand/ID livestock |  | Elective |
| Identify stock for sale |  | Elective |
| Use working dogs to move livestock | Includes care for working dogs | Elective |
| Move, load and unload livestock | Includes awareness of fitness of animal to load | Core |
| Develop stock muster plans |  | Elective |
| Electric Fencing | Assist to install and move electric fencing | Core |
| Conventional Fencing | Assist to install and repair Conventional fencing. May include building stock yards | Core |
| Vehicle operations | At least one of the is required | Core |
| Tractors | Core |
| Quad bikes | Elective |
| Side by side vehicles | Elective |
| 4 Wheel Drive vehicles | Elective |
| Machinery Maintenance - basic | Prestart checks | Core |
| Problem solving | Elective |
| Plant and machinery operations | Pumps | Core |
| Sprayer | Core |
| Monitor weather |  | Elective |
| Recognising plant and animal species |  | Elective |
| Recognise and report on vertebrate pests |  | Elective |
| Controlling weeds | Includes applying chemicals under supervision | Core |
| Yard/Property maintenance and infrastructure | Includes use of mowers, slashers, brush cutters, sprayers and hand tools. May include cutting timber and repair of stock yards | Elective |
| Basic metal fabrication and repair | Includes welding to repair broken equipment and infrastructure | Elective |
| Use farm workshop hand and power tools | Includes identification of different hand and power tools, their intended use, safe and correct use, maintenance and storage. | Core |
| Operate chainsaw | To clear fallen trees and cut firewood | Elective |
| Observe environment | Identify problems and fix and/or report | Core |
| Environmental stewardship | Understanding ecosystems and interdependencies | Elective |
| Introduction to being on country |  | Elective |
| Awareness of private native forestry rules |  | Elective |
| Pathways for women |  | Elective |

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| 7. Broadacre Cropping - Farm Hand | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Pre-employment career research and guidance | Skills (needed to work in the industry) | Core |
| Career Advice and Pathway Guidance | Job and pathways in the industry. Future planning and career progression | Core |
| Resilience | Personal physical, emotional and mental fitness to work in difficult conditions | Core |
| Workplace health and safety | First aid | Core |
| Safe Work Method Statements | Core |
| Manual handling and lifting | Core |
| Clean workplace | Core |
| PPE selection, use and maintenance | Core |
| Risk assessment | Core |
| Communication | Problem solving | Core |
| Observation skills (instinctive) | Core |
| Tool kits (Toolbox talks - safety?) | Core |
| When to initiate | Core |
| Self-awareness | Core |
| Follow supervisor instructions | Work effectively | Core |
| Record Keeping | According to workplace procedures | Core |
| Record register - general | Core |
| Biosecurity Principles | Recognising and control movement of Pests and diseases | Core |
| Following workplace biosecurity plans and procedures. Maintain farm hygiene | Core |
| Surveillance/ monitoring/observation | Core |
| Communication - reporting and recording | Core |
| Biosecurity and Farm hygiene |  | Core |
| Quality Assurance | Awareness of legal requirements | Core |
| Following workplace procedures | Core |
| Audit protocols | Core |
| Fencing | Construct, repair and maintain conventional fencing | Core |
| Infrastructure maintenance and repair | Includes fences, roads, drains, and sheds | Core |
| Stock/Inventory control | Materials, fuels, feed, equipment | Core |
| Operating general farm equipment and tools | Includes identification, following safe operating procedures, prestart checks, safe use, basic maintenance and reporting issues/problems | Core |
| Plant identification | Production/crop varieties/species | Elective |
| Weed varieties/species | Elective |
| Weed management |  | Core |
| Vehicle operations | Prestart checks – fuel, oil, water, tyre pressure | Core |
| Safety operations | Core |
| Basic maintenance and reporting problems | Core |
| Changing a wheel or tyre | Core |
| Vehicles and Machinery Operation | Safe towing procedure | Core |
| Vehicle operations | Operate tractor with attachment | Core |
| Chaser bin driver | Core |
| Side by Side | Elective |
| 4WD vehicles | Elective |
| Forklifts | Elective |
| Telehandler | Elective |
| Use of AgTech and Autonomous Vehicle monitoring | Elective |
| Animal welfare | Grazing principles that will inform fodder production | Elective |
| Plant physiology | Including physiology and cultivation of grasses, broadleaf, legumes and cereals | Elective |
| Soil and Plant Nutrition Awareness | Soil types and properties Plant requirements, and understanding the relationships between soil types and properties, and plant nutrition and health | Elective |
| Irrigation | Understand principles, benefits, methods and follow workplace procedures. Operate and maintain basic irrigation infrastructure and equipment | Elective |
| Basic crop cultivation/husbandry | Operate cultivation machinery - Right speed and depth | Elective |
| Operate planting machinery / seeder | Elective |
| Monitoring and identify problems | Elective |
| Observe and report pests and diseases | Elective |
| Carry out harvest operations | harvest includes crops, hay | Elective |
| Transport and store bulk products | May include vehicles and operation of grain handling plant and equipment (conveyers and pumps) | Elective |
| Maintain product quality in storage | This includes taking samples | Elective |
| Work in confined space | For example - Silos | Elective |
| Working at heights | For example - Pumps | Elective |
| Land Management | Understanding erosion, fire, and ground cover | Elective |
| Understand and apply management and control techniques | Elective |
| Climate and weather | Includes monitoring, using technology, recording and mapping weather data over time | Elective |
| Climate awareness | Understanding climate/weather history and mapping | Elective |
| Monitor weather |  | Elective |
| Observe and report environmental issues | Weeds | Elective |
| Erosion control | Elective |
| Use hand tools | Includes tools used for carpentry, metal work and mechanical tasks, digging and gardening tools | Elective |
| Use power tools | Includes circular saws, drills, and impact drivers, and sprayers |  |
| Basic metal fabrication | Includes cutting, bending, welding and grinding using power tools and equipment | Elective |
| Basic electronic diagnosis and simple repairs | For example, when vehicles and machines do not start | Elective |
| Assist others with workshop repairs | Requires understanding on a range of tools and materials, and the purpose of each (for example - when to use a socket rather than a spanner) | Elective |
| Infrastructure - install, repair and maintain | Fencing | Elective |
| Sheds | Elective |
| Water /irrigation | Elective |
| Use digital technology | digital readouts and controllers | Elective |
| Maintain Infrastructure | Install, repair and maintain sheds and irrigation channels and pipes |  |

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| 8. Production Horticulture - Farm Hand | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Pre-employment career research/resilience | Understanding the nature of the work, working hours and conditions and assessing suitability to do the work. | Core |
| Workplace health and safety | • First aid • Safe work method statements (SWMS) • Safe manual handling /lifting  • Clean workplace • PPE • Risk assessment • Reading Safety Data Sheets | Core |
| Record Keeping | Recognising and completing workplace documents | Core |
| Environmental sustainability | Follow workplace procedures | Core |
| Follow workplace procedures and instructions |  | Core |
| Time management | Turning up on time and getting allocated tasks done according to schedules, including taking set breaks. | Core |
| Communication |  | Core |
| Teamwork |  | Core/elective |
| Prepare soil | Includes operating mechanical hoe and weed control | Core/elective |
| Irrigation | Install, use, maintain, repair and/or report faults | Core/elective |
| Hand water when required | Core/elective |
| Propagate plants | Collect and process seeds | Core |
| From cuttings and by division | Core/elective |
| Pot up and grow on | Core/elective |
| Plant out | Transplant plants to permanent beds | Core |
| Monitor and maintain plants | Includes watering, fertilisation and may include weed control. | Core |
| Harvesting | Pick, pack and store | Core/elective |
| Maintain workplace | Includes worksite, materials, tools and equipment | Core/elective |
| Control weeds |  | Core |
| Manual and materials handling | Includes lifting and moving plants and materials manually or with equipment such as wheelbarrows, trolleys and pallet jacks | Core |
| Operate machinery and equipment |  | Elective |
| Drone operation | Plotting and mapping | Elective |
| Fencing | Install, maintain, repair conventional fencing | Elective |
| Operating vehicles | Forklift | Elective |
| Transport vehicles that require a driver's license | Elective |
| Worker attitude | Wants to be at work Honesty and ethics Loyalty and resilience Flexibility - adapting work to suit the workplace production seasons and cycles | Core |

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| 9. Aquaculture - Farm Hand/Technician | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Working productively as a team member | Communicate effectively and respectfully with others | Core |
| Assist others | Core |
| Follow instructions | Core |
| Follow reporting protocols | Core |
| Provide constructive feedback | Core |
| Seek clarification | Core |
| Follow written and verbal directions | Core |
| Maintain hygiene and biosecurity | Undertake training | Core |
| Follow hygiene and biosecurity practices | Core |
| Report any non-hygiene or risks to biosecurity | Core |
| Maintain safe work practices of self and others | Use and maintain appropriate PPE | Core |
| Follow directions | Core |
| Seek clarifications | Core |
| Undertake WHS Training | Core |
| Identify hazards and reports | Core |
| Demonstrate safe work practices | Core |
| Follow WHS practices | Core |
| Feeding aquaculture species | Follow written and verbal direction | Elective |
| Measure and dispense food product as per season and development stage | Elective |
| Seal food product when not in use | Elective |
| Maintain food records | Elective |
| Report issues | Elective |
| General farm animal care | Maintain the regulation of species development | Core |
| Provide animal care and well being | Core |
| Follow written and verbal directions | Core |
| Identify risks and hazards | Core |
| General farm maintenance | Maintain pipes (PVC/metal/plastic) | Elective |
| Maintain grovels (whipper snip) | Elective |
| Maintain water storage facilities | Elective |
| Maintain food storage facilities | Elective |
| Maintain equipment storage facilities | Elective |
| Maintain feral animal and pest protection system | Elective |
| Harvesting | Follow SOPS | Elective |
| Maintain quality packing standards | Elective |
| Comply with Australian Animal Welfare Standards | Elective |
| Grading | Assess and record the quality, conditions and size of the stock | Elective |
| Maintain grading standards (e.g. 500g to 500g) | Elective |
| Packing | Prepare for sale and distribution | Elective |
| Maintain cold store conditions | Elective |
| Maintain Australian food safety and packing standards | Elective |
| Maintain animal welfare | Follow SOPS | Elective |
| Provide basic animal care | Elective |
| Maintain water quality | Undertake training | Elective |
| Follow written and verbal direction | Elective |
| Follow workplace standards and operations | Elective |
| Undertake water testing and rectify quality levels as per SOP | Elective |
| Test and maintain water quality and quantity | Elective |

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| 10. Metal Fabrication - Entry level worker | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Workplace health and safety |  | Core |
| Environmental work practice |  | Core |
| Communication |  | Core |
| Preparing the metal work | Reading plans/drawings. Confirming work requirements, materials and product specifications, setting up equipment and machine parameters | Core |
| Basic mechanical skills | Includes using hand and power tools, including measurement tools | Core |
| Work practices (hot works) | Includes, cutting, bending, welding, and grind metal | Core |
| Checking and Problem solving | Seeking help when not sure what to do, including prior and during metal working tasks | Core |
| Manual handling |  | Elective |
| Record keeping (QA) | Quality assurance | Elective |
| Clean up activities |  | Elective |

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| 11. Tourism - Tour guide | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Workplace health and safety | Following workplace procedures and requirements. | Core |
| Communication | Clear, concise, eye contact, written, oral, non-verbal) Listening to guest questions and answering | Core |
| Personal presentation and work ethic | Maintain and wear uniform according to workplace requirements (For example - clean and neat). Being punctual, reliable and focussed on work tasks and serving visitors/guests | Core |
| Answering phone/emails | Listening, providing response according to procedures | Core |
| Greeting visitors/guests | Fetch and meet guests, and introduce self and site/accommodation facilities | Core |
| Communicating tourist information | Presenting information about tourist attractions, events and experiences May include presentations and answering questions on Indigenous culture | Core |
| Health and safety of visitors/guests | Conveying safety information to guests and visitors. Provide basic essentials such as water, hat, sunscreen, insect repellent | Core |
| Safety compliance | For example: Ensuring visitors/guests are wearing and using safety equipment correctly. This may include strapping in, life vests, harnesses, and other safety equipment | Core |
| First aid | Applying basic first aid in an emergency Escalating situations and calling for help | Core |
| Problem Solving | Taking initiative to recommend tourist attractions and experiences to visitors Solving basic problems and escalating complex problems and emergencies | Core |
| Helping people with disabilities | Listening and confirming their needs and may include referral to supervisor or others for help | Elective |
| Housekeeping/Cleaning site | Cleaning equipment before and after use. Cleaning facilities and removal of litter | Core |
| Timekeeping (experience) | Starting activities on time/Helping Guests to be on time /Ending on time | Core |
| Driving vehicles | Taking visitors/guess to the experience/destination and to return guest to the accommodation | Core |
| Learning | Capacity to absorb new information | Core |
| Teamwork | Cooperation with colleagues | Elective |

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| 12. Hospitality - Food and drink server | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Clearing and cleaning tables | Understand process, taking initiative, keeping hygiene requirements | Core |
| Housekeeping | Keeping back of house and front of house clean, tidy and safe. Observation, thinking on your feet, and taking timely actions | Core |
| Communication - Taking dining bookings | telephone manner, oral communication, and neat handwriting | Core |
| Communication - taking food and drink orders | listening, questions - clarification and confirmation of orders. | Core |
| Preparing and serving drinks | Read a recipe and safe food handling | Core |
| Preparing and/or serving alcoholic drinks (need to have Responsible Service of Alcohol (RSA) certificate. | Core |
| Barista skills - preparing different types of coffees | Core |
| Serving food/meals | Safe food handling, timeliness, food presentation, cleanliness | Core |
| Personal presentation and work ethic | Worker appearance, initiative, reliability, adaptability | Core |
| Taking Payments - (use of POS systems) | learning new systems, money skills and balancing the register/till | Core |
| Initiative and Problem solving | Looking ahead to prevent potential problem, solving problems and finding tasks to do during quiet times (for example - restocking fridges). Learning on the job. | Core |
| Problem solving (under supervision) | Being patient, listening to customer issues/complaints, interpreting verbal and nonverbal communication, demonstrating resolving customer problems | Core |
| Learning on the job | Willingness to learn | Core |

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| 13. Building and Construction (Residential) – Builder’s Labourer | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Workplace health and safety | Includes PPE | Core |
| Read tape measure |  | Core |
| Read a spirit level |  | Core |
| Maths | Add, subtract, multiply and divide | Core |
| Use hand tools | Hammer, level, tape measure, nail gun | Core |
| Clean and tidy site |  | Core |
| Handle, move and store materials |  | Core |
| Manual handling |  | Core |
| Forward thinking and planning |  | Elective |
| Unloading and checking material deliveries |  | Elective |
| Digging | levelling site to store materials | Elective |
| Assist with demolition |  | Elective |
| Passing materials and fixings to tradespeople (carpenters) |  | Elective |
| Standing frames and trusses |  | Elective |
| Tie frames down | Drilling holes in timber and masonry and attaching metal connectors. Requires the use of masonry drill, timber drill, impact driver | Elective |
| Sanding materials |  | Elective |
| Painting materials | Prepare and prime (paint) materials | Elective |
| Hand mix and install concrete | May include excavation/digging the hole and preparing boxing for the concrete | Elective |

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| 14. Private Native Forestry / Agroforestry - Entry level worker | | |
| Job Tasks/Key skills | Subtasks/specific skills | Core/Elective |
| Awareness of Private Native Forestry rules | Includes understanding of Private Native Forestry Code of Practice for Northern OR Southern NSW, or a similar code in other states | Core |
| Tree selection | Includes understanding of legislation, regulations and codes of practice related to harvesting of trees in a private native forest, and tree identification | Core |
| Felling trees | Using chainsaws | Core |
| Snigging logs | Attaching a chain to a log and then dragging the log along the ground using a vehicle (e.g. a tractor) to a landing where it can be loaded on trucks or processed | Core |
| Cutting lots into sawn timber |  | Core |
| Assist with loading logs for external saw milling | Identify and reject logs that are not suitable for external saw milling | Core |
| Erosion management |  | Core |
| Work ethic | Understanding the nature of the work, working conditions and assessing suitability to so the work. Could be part of career research and guidance about PNF work. | Core |

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| 15. Retail (Rural and regional) - Stock and delivery worker | | |
| Job Tasks / Key Skills | Subtasks / Specific Skills | Core/Elective |
| Employability skills | Communications, literacy (read sales orders), personal presentation, punctuality, follow instructions, and personal time management | Core |
| Planning delivery routes | Understand / read maps (for deliveries) | Core |
| Load and unload trucks | Establish the correct order for picking and packing, especially if the loading is for multiple customers on a delivery run | Core |
| Load truck and secure loads | Load truck logically/sequentially to reflect delivery run, secure loads with safety straps, tarps, tiedowns, shrink-wrap, and bubble wrap | Core |
| Drive truck to deliver products and unload. | Driver's license Manual handling skills | Core |
| Planning and time management | Time management and delivery scheduling when doing deliveries | Core |
| Professional presentation | Professional presentation, communication with clients and accurate paperwork/records | Core |
| Communication skills | Polite with customers and address customer needs | Core |
| Warehouse presentation | Products stacked neatly and safely in correct locations. Cleaning and rubbish removal. | Core |
| Warehouse safety (general) | Follow safety procedures. Observe work environment, identify hazards, assess risk and use control measures | Core |
| Digital literacy | Data entry, checking stock level, requests to maintain stock inventory |  |
| Use computer use to access sales orders |  |
| Picking and packing | Understand the order process/flow, pick and pack products from sales orders | Core |
| General numeracy and literacy | Numeracy and mathematic skills for stock control | Core |
| Mathematical ability | Understand quantities. Add, subtract, multiple and divide | Core |
| Operate forklift | Load and unload containers, move stock and load trucks | Core |
| Operate pallet jacks | To move stock and load stock into warehouse locations | Core |
| Inventory management (follow instructions) | Put stock away into correct bays, advise on stock levels | Core |
| Stack products | Safely stack products on pallets - for storage or for delivery | Core |
| Customer service and sales | Product knowledge and advise customers on product selection. | Core |
| Process sales using computer and POS | Core |

Appendix 5 - Foundation and Employability skills

The table below is a summary of the foundation and employability skills and knowledge based on stakeholder feedback during the consultations undertaken by the project. It includes some very specific suggestions related to preparing people to succeed in entry level job rules in remote locations, that present some unique and difficult challenges.

| Skill/knowledge | Importance | Examples of the skills and knowledge |
| --- | --- | --- |
| Oral Communication | High | * Conveys clear, simple, concise messages * Asks questions – especially when they don’t understand * Uses open ended questions to gather information * Can recall, restate and paraphrase information * Raises concerns and reports issues, especially during safety meetings * Use industry terminology and language appropriate to the workplace * Avoids jargon and acronyms with people that are not familiar with these * Understands roles and lines of responsibility in the workplace and cultural contexts * Uses respectful and culturally appropriate language * Uses and interprets body language and nonverbal communication * Aware of culturally appropriate and inappropriate body language (including eye contact) * Follows workplace procedures when providing responses/information |
| Active listening | High | * Asks questions to seek clarification and check understanding * Body language demonstrates interest and listening, including eye contact if it is appropriate * Can recall, restate and paraphrase information * Listen to others in the team as well as supervisor * Not talking to others when being instructed * Summarise instructions given * Able to follow simple instructions * Able to answer questions and recall instructions * Not distracted by other things |
| Written Communication | Medium to  High | * Completes simple forms – clearly, legibly and accurately * Records information using prescribed forms/formats. This may include - basic employment forms, times sheets, check lists, vehicle and machinery logs, incident reports, fuel records, tally sheets, stock quantities, rainfall records, labels, quality assurance records, and job safety analysis (JSAs) * Can write and send texts and emails. This includes checking messages before sending them. * Communication diary/hand over document * Describe basic facts and provide information clearly, simply and concisely * Following workplace procedures when providing written information |
| Reading | Medium | * Can read and understand workplace procedures, forms, signage, symbols and icons, especially safety information * Can read and understand basic maps/plans to find features, locations and directions * Read, understand, and follow work plans and task lists, operations manuals, Standard Operating Procedures (SOP), safety data sheets (SDS) * Read and interpret sales orders, stock/materials lists |
| Numeracy | Medium to high | * Basic addition, subtraction, multiplication and division. * Depending on the industry and job role, a range of the following are relevant –   + Can count, measure and record using relevant units (mm, metres, km, litre, kg, tonne,) for area, volume, temperature, analogue and digital time, distance, speed, ratios)   + Can estimate approximate quantities when planning work (for example distance, weight and volume)   + Can use a basic calculator for addition, multiplication and division   + Understands mapping coordinates   + Can use fractions, percentages and ratios   + Can complete basic calculations for irrigation flow rates   + Understands mixing ratios (for example for chemicals, fertiliser and fuels)   + Understands application rates (includes area, volume and time) |
| Learning | High | * Keen, curious and willing to learn about the business/work * Seeks to understand the how and why of work processes, routines, methods and tasks. * Takes responsibility and initiative to learn more about work, keen to learn on the job and apply their learning in the workplace * Can find and process information (including from the internet) * Is aware of their own learning style |
| Teamwork | High | * Being reliable and focused - takes responsibility for own work productivity and quality * Looking out for and helping team members with their work * Taking personal responsibility/accountability for workplace resources (e.g. - uniform, PPE, tools, equipment, vehicles, etc) * Respect for others, including consideration and empathy for people with special needs * Understanding what teamwork is, including following workplace procedures and instructions * Demonstrates basic social skills, cooperative with work group (that may include volunteers) * Being flexible when required to get team goals accomplished * Knowing how to resolve conflict or how to seek help to resolve conflict |
| Problem Solving | Low to medium | * Observe, identify issues/faults * Solve and/or report problems with the scope of own role responsibility * Knowing own job role/capability and when to ask for help from supervisor or others. * Asking questions, planning and organising (e.g. - Do I have enough fuel to get back to the station? Do I need to rest my horse?) * Take initiative investigate on going issues and propose solutions * Persist if required until the problems are resolved * Taking initiative to find and do tasks when there is down time |
| Planning and organising | Medium | * Self-management of resources and for work shift. Depending on the industry and job role, this includes:   + Planning travel to work, especially in remote locations   + Checking the weather to select correct clothing and sunscreen   + Bringing own water and food/lunch   + Getting to work on time, wearing correct attire and ready to work   + Providing input into workplans and work discussions   + Preplanning, setting up, prioritising and sequencing of daily tasks   + Selecting appropriate and sufficient tools, equipment, materials and other resources (which may require negotiating these tasks and resources with others)   + Awareness of time and tracking work progress against allocated timeframes   + Taking allocated/scheduled rest and meal breaks   + Cleaning and storing back tools, equipment and materials when tasks are finished * Goal setting and review – for day, week, and also career, including seeking constructive feedback * Understanding workplace structure, procedures, and priorities * Seeking constructive feedback and continuous improvement |
| Digital Technology | Low | * Use of mobile phones and other portable devices to make calls, send texts, messages, take and send photos, find and record locations using GPS * Can use workplace technology to capture and record data (e.g. Livestock tracking for National Livestock Identification System) * Accurate data entry using into workplace systems/software – for example product inventory/stock control * Use precision equipment in vehicles and machinery such as tractors that are filled with the software/apps * Identification of basic problems with related to digital hardware – for example – broken connection and faulty sensors * Basic computer skills are handy – Word, Excel and Email * Aware of the benefits and risk of Artificial Intelligence (AI) * Awareness of cybersecurity risks and protection measures * Awareness of autonomous vehicles – self-propelled sprayers (operated using a tablet) * Use of drones |
| Taking initiative | Medium to high | * Looking for tasks to do during slow periods * Looking ahead and taking action to prevent problems before they occur (for example – replenishing supplies/products in a timely way, or having Plan B for situations that may arise, such as an unexpected change of weather) * Recognising workflows/patterns and taking actions to ensure the workflow can continue. For example, identifying the timing that materials needed for the job and moving them into the job location, especially for infrastructure construction and repair * Letting the employer know in a timely way if cannot turn up, if equipment is not working, etc |
| Exploring industries/ job options/careers | High | * Knowledge about the industry in general and industry subsectors (includes working environment/conditions, work hours, seasonal fluctuations and demands) * Typical career choices/pathways and progression within an industry sector * How to select an industry and job role a person is suited to * How to get a job in the industry * Awareness that remote and rural work can be very challenging and that resilience is required. Refer to the two rows below that relate to ‘Health and wellbeing’ and ‘Understanding of remote working conditions – for example on cattle stations’ (Several employers stated this is a significant issue and prospective workers need to be prepared and aware of how to access support.) |
| Maintaining health and wellbeing in the workplace | High | * Understanding the physical, mental, emotional and social challenges of an industry, industry subsector, and rural and remote workplaces * Understanding of the factors that health and wellbeing (both positively and negatively) * Includes physical health to do the job – this may also include diet, strength, rest, hydration * Includes mental, emotional and social health * Knowing who or where to seek advice or support * Knowing how to develop greater resilience |
| Understanding working conditions on remote cattle stations. | High | * Early starts and sometimes long shifts * Physically demanding work * Heat and humidity, and cold * Isolation (loneliness and home sickness) * Ability to work outdoors in extreme conditions * Appropriate attire * Forward planning and preparation required to get the work done safely and to be ready for unexpected or emergency scenarios * Mental/emotional stress * Communal leaving * Importance of and how to maintain personal hygiene * Understanding other people and how to make friends * Cultural awareness, including Indigenous * Workplace culture * Importance of observation skills * Remote cattle station employers suggested the following skills and knowledge to help people prepare for entry level work:   + Horse riding skills and/or motor bike riding skills   + Understanding of animal welfare (five freedoms), animal behaviour and safe animal handling skills   + Driver’s license and experience with 4WD   + High Risk Work tickets/certification, such as confined space work, chemical handling, transport and application, and chainsaw operation |

Appendix 6 - Foundation and Employability Skills – elective unit suggestions

The following units may be used to develop some of the foundation and employability skills requirement for the job roles identified during stakeholder consultations. The units are suggested as a starting point for consideration by the project Technical Committee.

Foundation Skills - Elective unit suggestions

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| --- | --- |
| Unit code and title | Unit Application |
| [FSKDIG002 Use digital technology for routine and simple workplace tasks](https://training.gov.au/Training/Details/FSKDIG002) | This unit describes the skills and knowledge required to use digital technology to undertake workplace tasks that are simple and routine in nature. It requires the ability to identify and interpret technical instructions, and setup and apply a range of digital technologies to achieve predetermined outcomes.  An individual performing these tasks may work with an expert or mentor where support is available if requested.  This unit applies to individuals who use, or are preparing to use, digital skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency. |
| [FSKWTG009 Write routine workplace texts](https://training.gov.au/Training/Details/FSKWTG009) | This unit describes the skills and knowledge required to write formal and non-formal routine workplace texts and could be used for a variety of writing types and purposes in printed or digital formats, including letters and emails, instructions, quotation for proposed work factual texts, incident or accident reports, application letter, forms, or formatted job reports.  An individual performing these tasks works independently and uses familiar support resources as needed.  This unit applies to individuals who use, or are preparing to use, writing skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency |
| [FSKOCM006 Use oral communication skills to participate in workplace teams](https://training.gov.au/Training/Details/FSKOCM006) | This unit describes the skills and knowledge required to participate in and contribute to workplace teams, such as providing services and information, communicating workplace instructions and messages, or participating in team meetings.  An individual performing these tasks works independently and uses familiar support resources as needed.  This unit applies to individuals who use, or are preparing to use, oral communication skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency. |
| [FSKNUM023 Estimate, measure and calculate measurements for work](https://training.gov.au/Training/Details/FSKNUM023) | This unit describes the skills and knowledge to estimate and measure quantities, to convert units within the metric system and between metric and non-metric units, to calculate area and volume including compound shapes, and to use Pythagoras’ theorem. It includes extracting and interpreting measurement information, applying problem solving processes to complete workplace measurement tasks, and communicating workplace measurement information.  An individual performing these tasks works independently and uses support from a range of established resources.  This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency. |
| [FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work](https://training.gov.au/Training/Details/FSKNUM026) | This unit describes the skills and knowledge required to read, interpret and use detailed plans, drawings and diagrams for work. It includes extracting and interpreting information in plans and diagrams, undertaking workplace activities using plans and diagrams, and communicating information.  An individual performing these tasks works independently and uses support from a range of established resources.  This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency. |
| [FSKLRG018 Develop a plan to organise routine workplace tasks](https://training.gov.au/Training/Details/FSKLRG018) | This unit describes the skills and knowledge required to plan routine workplace tasks.  An individual performing these tasks works independently and uses familiar support resources as needed.  This unit applies to individuals who use, or are preparing to use, learning skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit should be integrated and contextualised with vocational training to support achievement of vocational competency. |
| [AHCWRK215 Collect and record production data](https://training.gov.au/Training/Details/AHCWRK215) | This unit of competency describes the skills and knowledge required to collect and record production data obtained from a variety of sources.  The unit applies to individuals who collect and record production data under general supervision with limited autonomy or accountability. |

Employability Skills - Elective unit suggestions

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| Unit code and title | Unit application |
| [BSBPEF202 Plan and apply time management](https://training.gov.au/Training/Details/BSBPEF202) | This unit describes the skills and knowledge required to implement time management processes to organise and complete work tasks. It also addresses skills and knowledge to seek and review feedback for performance improvement regarding time management and use technology appropriate to the task.  The unit applies to individuals working under direct supervision. These individuals apply basic skills and knowledge in a broad range of work settings. |
| [BSBTWK201 Work effectively with others](https://training.gov.au/Training/Details/BSBTWK201) | This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.  The unit applies to individuals who perform a range of routine tasks in a team environment and use a basic knowledge of teamwork in a defined context, under direct supervision or with limited individual responsibility. |
| [BSBCMM211 Apply communication skills](https://training.gov.au/Training/Details/BSBCMM211) | This unit describes the skills and knowledge required to apply basic communication skills in the workplace, including identifying, gathering and conveying information along with completing assigned written information. |
| [BSBCRT201 Develop and apply thinking and problem solving skills](https://training.gov.au/Training/Details/BSBCRT201) | This unit describes the skills and knowledge required to solve problems, develop questions and respond to feedback on questions on workplace issues.  The unit applies to individuals, often working under supervision or guidance, who may be required to think critically, ask essential questions and consider answers to those questions. |
| [BSBPEF201 Support personal wellbeing in the workplace](https://training.gov.au/Training/Details/BSBPEF201) | This unit describes the skills and knowledge required to advocate for and feel empowered about personal wellbeing in the workplace. It involves developing and applying basic knowledge of factors that may influence wellbeing, both positively and negatively.  The unit applies to those in a range of industry and workplace contexts, who work under direct supervision. It may also apply to learners who are preparing to enter the workforce. |
| [BSBOPS203 Deliver a service to customers](https://training.gov.au/Training/Details/BSBOPS203) | This unit describes the skills and knowledge required to deliver aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products, and processing customer feedback.  The unit applies to those who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility. |
| [SITXCCS010 Provide visitor information](https://training.gov.au/Training/Details/SITXCCS010) | This unit describes the performance outcomes, skills and knowledge required to access general information on facilities, products and services available in the local area and to provide this to visitors.  The unit applies to frontline service personnel working in a range of tourism, travel, hospitality, events, entertainment and cultural contexts. Information is often provided face-to-face but may be by telephone or other remote mechanisms.  It applies to frontline service personnel who routinely respond to visitor requests for general local area information. They may be working independently or with guidance from others in restaurants, hotels, wineries, attractions, entertainment venues, tour operations, visitor information centres and at tour desks. |

1. ShoreTrack’s mission is ‘To advance social and public welfare by looking after the wellbeing of disadvantaged, disengaged, high risk and vulnerable young people experiencing multiple challenges. This is done by providing:

   * Diversionary activities designed to re-engage with education and training;
   * Pathways to employment through social enterprise activities primarily focussed on, but not limited to industries with employment outcomes in our region.’

   (Source: <https://shoretrack.org.au/> accessed 17 July 2024) [↑](#footnote-ref-2)
2. There were no enrolments in Catholic or Independent universities. [↑](#footnote-ref-3)
3. There were no enrolments in Non-government enterprise providers [↑](#footnote-ref-4)