



Stage 6 Draft Syllabus
Primary Industries
Curriculum Framework

Consultation Report

August 2011

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Published by
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20110732

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1 Background

The preparation of the revised *Draft Primary Industries Curriculum Framework* adhered to the process for the development of an industry curriculum framework approved by the Board in June 2006. This included convening an industry curriculum committee (ICC) to oversee the syllabus development process, provide advice and represent the views and interests of key stakeholders. The ICC included representatives of industry, employers, school systems, TAFE NSW, practising teachers and State Training Services.

The revised *Draft Primary Industries Curriculum Framework* was available for comment over the period 6 June to 1 July 2011.

All documents (revised draft syllabus and associated documents, HSC Content focus areas and the consultation survey) were available electronically via the Board of Studies website.

Three key areas were focused on for consultation:

- HSC course structures: proposed mandatory, stream and elective units of competency for the HSC and their impact on qualifications available
- work placement requirements
- HSC Content: focus areas, their scope and description.

The revised *Draft Primary Industries Curriculum Framework* follows the new format for Framework syllabus design, particularly the description of the HSC Content – the minimum range of learning and associated units of competency all students must complete for the HSC. The optional HSC examination is based on this HSC Content.

The HSC Content for the revised *Draft Primary Industries Curriculum Framework* is organised into five mandatory focus areas – chemicals, safety, sustainability, weather and working in the industry, and two stream focus areas – livestock and plants. Each area prescribes the scope of learning required for the HSC, drawn from the common aspects of the associated units of competency. The learning in all the mandatory focus areas and one stream focus area must be addressed by all students undertaking courses from the revised *Draft Primary Industries Curriculum Framework* regardless of their qualification pathway.

During the consultation process, stakeholders were able to engage through a variety of forums including face-to-face meetings, video conferences and telephone conferences. In addition, industry representatives were invited to participate in a meeting on the proposed HSC Content. Stakeholders were also able to make an open submission via email or post.

An electronic communication strategy was undertaken to promote the consultation period through the Board of Studies news alert and email advice. Members of the ICC actively supported the consultation processes by encouraging their colleagues and networks to attend consultation meetings and complete surveys.

A total of 44 written responses from groups and individuals (including 37 surveys and seven other submissions) and feedback from 57 people from the consultation meetings, teleconferences and video conferences, was received during the consultation process (refer to **Appendix 1** for the profile of consultation responses).

All sectors were represented in the responses and feedback received, including teachers, government and non-government school systems, TAFE NSW, Registered Training Organisations (RTOs), work placement brokers and industry.

2 Overview of the consultation feedback

The feedback received on the revised *Draft Framework* through consultation with key stakeholders was varied, with several issues raised and amendments suggested. The key issues raised during consultation included concern about the HSC course structure and its impact on flexibility as well as concern about students being able to achieve Certificate II in Agriculture within the Primary Industries (240 indicative hours) course. The range of issues raised and suggestions made during consultation are discussed in detail in Section 3 of this report.

Some overall comments included:

“I feel that this course is better suited to meeting industry standards while still allowing teachers the flexibility to design the course to meet to needs of the students they teach using the resources that are available to them.” Survey #PI8

“We are concerned that the proposed curriculum is too prescriptive and will not allow schools to deliver programs that reflect the needs of students, work opportunities and local resourcing options – which are often provided directly by industry.”
Written response #PI22

“The course structure is far too rigid. It does not provide flexibility to meet the needs of individuals or specific schools.” Survey #PI46

“By way of comparison, the Draft Primary Industries syllabus appears far less flexible than the current syllabus. ... This inflexibility appears to have arisen due to the vastly increased number of mandated hours of study being imposed upon students. ... Of course with increased mandated hours of study, there are fewer hours available for electives to be studied – the real focus of where local community needs are met through the study of relevant units of competency.” Written response #PI27

Respondents were invited to represent views in relation to one or more of the 19 qualification pathways available in the Framework:

- Certificate II in Agriculture
- Certificate II in Production Horticulture
- Certificate II in Horticulture
- Certificate II in Parks and Gardens
- Certificate II in Production Nursery
- Certificate II in Retail Nursery
- Certificate II in Sports Turf Management
- Certificate II in Conservation and Land Management
- Certificate II in Rural Operations
- Certificate II in Shearing
- Certificate II in Wool Handling
- Certificate II in Floriculture
- Certificate II in Landscaping

- Certificate III in Agriculture
- Certificate III in Horse Breeding
- Certificate III in Horticulture
- Certificate III in Landscape Construction (Statement of Attainment only)
- Certificate III in Parks and Gardens (Statement of Attainment only)
- Certificate III in Rural Operations.

Respondents represented views in relation to one or more of the 19 possible qualification pathways available in the Framework. Fourteen of the qualifications were represented. Respondents were supportive of these qualifications being part of a Board Developed framework.

2.1 HSC course structures – units of competency for the HSC

The course structures define how the units of competency are arranged for the purpose of HSC credit. They define which units of competency are mandatory, stream and elective for the HSC.

The majority of respondents across all sectors disagreed that the range of mandatory, stream and elective units of competency in the Framework were appropriate for students undertaking pathways towards Certificate II and III qualifications. Strong concerns were raised about the course structure and the inclusion of streams. Concerns were also raised about the amount of mandated content and its effect on flexibility for elective choice.

Comments included:

“Range of choices is generally OK, however being locked into a large number of competencies limits the ability for individual schools to work to their strengths. Also limits the amount of other areas which can be explored in the time available.”
Survey #PI11

“Don’t mind the streams but don’t like the restriction they place on the flexibility of the qualifications.” Meeting response #PI20

“It is important in mixed farming areas that students have the flexibility to choose plant and animal units that reflect the needs of their locality. On the North Coast, Beef Production is the most important enterprise in dollar terms, closely followed by Horticulture which employs many people. We would not like to see any more restrictions on the ability to select from a wide range of elective units.” Survey #PI45

“The number of mandatory units in the core and the stream within the Primary Industries Framework (240 hour course) significantly reduces the flexibility to contextualise a range of units of competency to meet local enterprise and industry requirements and delivered to satisfy students’ needs.” Survey #PI33

2.2 Course requirements – work placement

Work placement is a mandatory HSC course requirement with minimum hours assigned to each HSC course.

Overall, there was strong support for the value of work placement and the minimum work placement hours assigned to the Primary Industries Curriculum Framework HSC course structures.

Comments included:

“Work placement is what sets a VET course apart from others. Many Primary Industries topics need this practical experience.” Survey #PI15

“Supportive of work placement requirements including no work placement hours for the 60 hour Specialisation Studies course and 35 hours for the remaining Specialisation Studies courses.” Teleconference #PI21

“The existing work placement arrangement is working well and should not be changed.” Survey #PI17

2.3 HSC Content – focus areas

The HSC Content for the *Draft Primary Industries Curriculum Framework* is organised into five mandatory and two stream focus areas which prescribe the scope of learning for the HSC. The content of the focus areas is drawn from their associated units of competency.

The majority of respondents who disagreed that the scope of HSC Content for the mandatory and stream focus areas was appropriate and felt that it would not be possible to develop fair, reliable and valid HSC examinations from this HSC Content cited issues regarding the HSC course structure, particularly the composition of the mandatory and stream units of competency, as the reason for their dissatisfaction with the HSC Content.

Some respondents expressed concern that there was too much content; however, most agreed that the HSC Content for each focus area was clearly described and clearly related to the associated units of competency. Respondents also commented that format of the HSC Content was concise and clear, providing sufficient information to develop teaching and learning programs.

Comments included:

“Remove the streams, make one general Plant and one general Livestock unit mandatory, each about 20 hours each. If more topics need to be tested for a valid HSC, put more options in the exam.” Survey #PI37

“Supportive of the new format of HSC Content which is clear and concise and will be especially useful when revising content for HSC exam.” Teleconference #PI21

“Remove some content from the streams.” Survey #PI52

2.4 Students with special education needs

The revised *Draft Primary Industries Curriculum Framework* is available to all students and includes access arrangements for students with special education needs.

Comments included:

“I feel the course is better suited to special needs as it does give the students the opportunity to access the course and develop the necessary skills to prepare them for industry.” Survey #PI18

“Students with special needs would find the scaffolded learning approach of the course particularly useful.” Survey #PI18

“Suitable, however the amount and depth of content will be very difficult for students with special education needs.” Survey #PI42

“Seems to be flexible enough to cater for special needs. Depending on the need, work placement can be a problem for some students. A pathways alternative for those students could be helpful, smaller blocks, tailored days.” Survey #PI51

Members of the Primary Industries ICC provided significant input to the development of the revised draft syllabus documents reflecting the expertise and interests that each representative brought to the committee.

The Primary Industries ICC agreed that the Board of Studies consultation processes have been followed and all key stakeholders have had an opportunity to provide comment on the draft syllabus.

The Primary Industries ICC agreed that the issues raised during the consultation process have been listed in this report. The Primary Industries ICC also agree that actions taken in response to the consultation findings are appropriate and recommended the amended revised *Draft Primary Industries Curriculum Framework* to the Vocational Education and Training Advisory Committee for endorsement.

3 Issues raised in consultation and response/actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<p>• HSC course structures: mandatory and stream units of competency</p>		
<p>There is a market for Primary Industries to be offered as a Board Endorsed Course and including it as an Industry Curriculum Framework has placed restrictions on the content because of the demands of an HSC examination.</p>	<p>PI53</p>	<p>Advice from the Primary Industries Curriculum Committee (ICC) confirms strong support for the need to retain Primary Industries as a Board Developed Industry Curriculum Framework. There is evidence to indicate that students value the option of being able to access an ATAR pathway in Primary Industries. In 2010, approximately 75% of eligible students sat for the Primary Industries HSC examination.</p>
<p>Dissatisfaction with the lack of flexibility in the HSC course:</p> <ul style="list-style-type: none"> - too many mandatory and stream units of competency that may not be of benefit to students' future employment or the qualification they are working towards – the number of mandatory units of competency should be reduced - increased mandatory HSC indicative hours means there is less time for elective choice and to develop practical skills in depth - need to reflect the flexibility in the Training Package - need to allow Registered Training Organisations (RTOs) to deliver qualifications that meet students, schools, employers and community needs as well as local employment opportunities and school-based traineeship opportunities. 	<p>PI1, PI2, PI3, PI10, PI11, PI12, PI13, PI14, PI15, PI17, PI20, PI22, PI23, PI26, PI27, PI28, PI29, PI30, PI31, PI32, PI33, PI37, PI40, PI41, PI42, PI43, PI46, PI47, PI48, PI49, PI52, PI53</p>	<p>A key consideration in the design of the Primary Industries Curriculum Framework was to develop HSC VET curriculum pathways which broadened opportunities for access to a range of qualification pathways within primary industries, including those for school-based apprenticeships and traineeships. Industry Curriculum Frameworks are Board Developed courses. A feature of Board Developed courses is the inclusion of an HSC examination which provides the opportunity for students to be able to have their HSC mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).</p> <p>Therefore, for the purpose of the HSC, a suite of units of competency need to be mandated to provide a basis for the development of HSC Content that can be examined in the HSC examination. These units of competency need to be appropriate for study by students undertaking the full range of qualification pathways.</p> <p>It is necessary to have an adequate range of mandatory units of competency to enable the development of sufficient HSC Content, from which HSC examination questions can be drawn that can be examined on an ongoing basis and will allow for the full range of student responses.</p>
<p>Concern about the introduction of streams and their effect on flexibility. The inclusion of streams does not reflect the nature of the Training Package. Having to choose between plants or livestock is inappropriate, too prescriptive and will not give students a broad qualification or meet employment needs.</p>	<p>PI1, PI9, PI24, PI28, PI29, PI30, PI31, PI32, PI36, PI39, PI42, PI43, PI44, PI48, PI49, PI53</p>	<p>The rules and structure of HSC VET courses are not identical to the qualification packaging rules. The majority of qualifications in the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC10) only include two core units of competency (covering OHS and sustainability). This is not sufficient to sustain the development of HSC examination questions on an ongoing basis. Therefore it is necessary for</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Students should be able to study both plant and livestock units of competency.	PI8, PI14, PI16, PI36, PI37, PI47, PI53	additional units of competency to be mandated for the HSC. The inclusion of streams in the Framework provides the capacity to reduce the amount of common mandatory units of competency by supplementing this with units of competency of particular relevance to the focus of the delivery of the course which HSC Content can be developed from. Advice received from schools and RTOs indicated that the delivery of courses in Primary Industries usually focused on either livestock or plants or in some cases a mixture of both.
Support the introduction of stream areas, but need to ensure that RTOs can choose both plant and livestock units of competency to meet local needs. Thank you for your efforts to make the syllabus more relevant for students.	PI45	
Concerns that teachers may need to offer both streams in one class to cater to the needs of students.	PI1, PI9, PI32, PI53	In response to consultation, the number of mandatory and stream units of competency have been reduced to enable more flexibility and elective choice to enable RTOs to package courses to meet local industry needs. Courses from the Primary Industries Curriculum Framework must include the mandatory units of competency (in accordance with the HSC course structure – refer to Section 2 of the syllabus). Remaining elective units of competency can be packaged to include a mix of both livestock and plant units of competency. It is up to RTOs delivering HSC courses from the Framework to determine the units of competency they consider appropriate to meet the qualification outcome and industry needs. They are not required to offer both a livestock and plant focus to a student cohort. It is up to the RTO to determine the focus of the course at a local level while still ensuring delivery of the course meets HSC course requirements.
<p>Recommendations to revise the HSC course structure:</p> <ul style="list-style-type: none"> - retain five of the current six mandatory units of competency - replace HLTF201A <i>Provide basic emergency life support</i> with HLTF301B <i>Apply first aid</i> 	<p>PI26, PI29, PI30, PI37, PI42, PI43, PI47</p> <p>PI16, PI24, PI25, PI26, PI27, PI28, PI29, PI30, PI33, PI37,</p>	<p>In response to consultation and advice from the Primary Industries Curriculum Committee (ICC) the HSC course structures have been reviewed and amended where appropriate. The number of mandatory and stream units of competency have been reduced to enable more flexibility and elective choice to enable RTOs to package courses to meet local industry needs.</p> <p>The mandatory units of competency have been reduced to include five common mandatory units of competency plus a sixth mandatory unit of competency relating to either livestock health and welfare or plant pest, diseases and disorders.</p> <p>The mandatory units of competency for the Certificate II qualification</p>

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> - remove first aid from the mandatory - add AHCSOL201A <i>Determine basic properties of soil and/or growing media</i> to the mandatory - add AHCPMG201A <i>Treat weeds</i>/AHCPMG301A <i>Control weeds</i> to the mandatory - remove chemicals from the mandatory - remove weather from the mandatory - remove AHCWRK204A <i>Work effectively in the industry</i> from the mandatory - replace AHCWRK313A <i>Implement and monitor environmentally sustainable work practices</i> with AHCWRK209A <i>Participate in environmentally sustainable work practices</i> in the Certificate III mandatory - add a mandatory unit of competency on handling animals (animal welfare) - add mandatory units of competency covering fencing, chemical, safety, safe handling of machinery and vehicles (eg tractors and ATVs), and first aid (to St John's First Aid Certificate level) - there should be a mandatory unit of competency relating to soil - request for less generic mandatory units of competency and more mandatory units that are specific to horticulture. The mandatory units lack a basic plant focus, the inclusion of chemicals is not appropriate and units on weather and first aid are not necessarily best choice - AHCWRK205A <i>Participate in workplace communications</i> should be mandatory 	<p>PI42, PI43, PI47</p> <p>PI27, PI28, PI31, PI35, PI52</p> <p>PI35</p> <p>PI24, PI28, PI36, PI44</p> <p>PI2, PI52</p> <p>PI2, PI25, PI33, PI35, PI52</p> <p>PI20, PI52</p> <p>PI33</p> <p>PI44</p> <p>PI5</p> <p>PI25, PI36</p> <p>PI22</p> <p>PI45</p>	<p>pathways for the 240-hour course are:</p> <ul style="list-style-type: none"> - AHCCHM201A <i>Apply chemicals under supervision</i> - AHCOHS201A <i>Participate in OHS processes</i> - AHCWRK201A <i>Observe and report on weather</i> - AHCWRK204A <i>Work effectively in the industry</i> - AHCWRK209A <i>Participate in environmentally sustainable work practices</i> <p>AND</p> <ul style="list-style-type: none"> - AHCLSK202A <i>Care for health and welfare of livestock</i> <p>OR</p> <ul style="list-style-type: none"> - AHCPMG202A <i>Treat plant pests, diseases and disorders</i> <p>The mandatory units of competency for the Certificate III qualification pathways for the 240-hour course are:</p> <ul style="list-style-type: none"> - AHCCHM303A <i>Prepare and apply chemicals</i> - AHCOHS301A <i>Contribute to OHS processes</i> - AHCWRK302A <i>Monitor weather conditions</i> - AHCWRK204A <i>Work effectively in the industry</i> - AHCWRK313A <i>Implement and monitor environmentally sustainable work practices</i> <p>AND</p> <ul style="list-style-type: none"> - AHCLSK309A <i>Implement animal health control programs</i> <p>OR</p> <ul style="list-style-type: none"> - AHCPMG302A <i>Control plant pests, diseases and disorders.</i>

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> - remove the structure of streams from the syllabus - replace the streams with an additional mandatory plant and livestock unit of competency (suggestions included AHCSOL201A <i>Determine basic properties of soil and/or growing media</i> and AHCLSK202A <i>Care for health and welfare of livestock</i>) - reduce the number of units of competency in the streams <ul style="list-style-type: none"> ▪ only include one unit of competency in each stream (AHCPMG202A <i>Treat plant pests, diseases and disorders</i> for the plants stream and AHCLSK202A <i>Care for health and welfare of livestock</i> for the livestock stream) ▪ only include two units of competency in each stream. For the livestock stream – AHCLSK202A <i>Care for health and welfare of livestock</i> and AHCLSK205A <i>Handle livestock using basic techniques/</i> AHCLSK205A <i>Handle livestock using basic techniques</i> and AHCLSK309A <i>Implement animal health control programs</i>. For the plants stream – AHCPMG202A <i>Treat plant pests, diseases and disorders</i> and AHPCPM201A <i>Recognise plants/AHPCPM201A Recognise plants</i> and AHCPMG302A <i>Control plant pests, diseases and disorders</i> - request for the introduction of a third stream focused on soils, land management and sustainability - include AHCNSY203A <i>Undertake propagation activities</i> in the plants stream. 	<p>PI26, PI28, PI29, PI30, PI31, PI37, PI42, PI43, PI47</p> <p>PI21, PI37</p> <p>PI22, PI25, PI26, PI27, PI29, PI30, PI33, PI37, PI42, PI43, PI47, PI52</p> <p>PI36</p> <p>PI22</p>	
<p>Query whether AHCOHS301A <i>Contribute to OHS processes</i> is achievable. This unit requires demonstration of supervisory skills, as well as a detailed application of knowledge and skills in directing and supervising staff. It would be difficult for students to access sufficient workplace experience to develop and demonstrate this advanced level of competency. Further clarification about the suitability of this unit for inclusion in the framework is required.</p>	<p>PI33</p>	<p>AHCOHS301A <i>Contribute to OHS processes</i> is core for all Certificate III qualifications. This unit of competency involves the process of carrying out enterprise OHS policies and procedures and participating in arrangements for maintaining the health and safety of all people in the workplace.</p> <p>It is up to RTOs to ensure students enrolling in a Certificate III qualification are able to achieve the appropriate units of competency to the industry standard described in the national Training Package.</p>

ISSUE	SOURCE	ACTION/RESPONSE
<p>• HSC course structures: achievement of Certificate II qualifications</p>		
<p>Need for students to be able to gain a Certificate II outcome through the Primary Industries (240 indicative hours) course and concern that Certificate II in Agriculture won't be achievable within this course.</p>	<p>PI6, PI7, PI16, PI27, PI31, PI32, PI36, PI37, PI49, PI52</p>	<p>The Primary Industries course provides pathways to a broad range of Certificate II outcomes. A wide range of Certificate II qualifications can be achieved through the Primary Industries (240 indicative hours) course including Certificate II in Agriculture, Horticulture and Rural Operations.</p>
<p>Concern that an increase in the HSC indicative hours and theory component of some units of competency means that students will no longer be able to achieve Certificate II in Agriculture within the Primary Industries (240 indicative hours) course.</p>	<p>PI27, PI37, PI49</p>	<p>The qualification packaging rules for Certificate II in Agriculture (AHC20110) have changed significantly in the AHC10 Training Package. While the qualification still requires the achievement of 17 units of competency in total, there are a number of changes in the composition of the units of competency to meet the qualification packaging rules:</p>
<p>Request for reduced mandatory units of competency to enable more students to be able to achieve Certificate II in Agriculture in the Primary Industries (240 indicative hours) course.</p>	<p>PI23</p>	<ul style="list-style-type: none"> - the old qualification required the achievement of 4 core units of competency (these were formerly called compulsory Group A units). The new qualification has 2 core units - the old qualification required the selection of 13 elective units of competency, with a minimum of 10 being drawn from Group B (now Group A in the new qualification). There were formerly 112 Group B units available to select from. The new qualification requires the achievement of 7 Group A units of competency with 24 units available to choose from
<p>Students with prior learning, such as those from farming backgrounds will be readily able to achieve Certificate II in Agriculture within the Primary Industries (240 indicative hours) course.</p>	<p>PI21</p>	<p>the old qualification required the achievement of 3 additional units of competency that could be selected from Group B and/or C (now Group A or B in the new qualification). The new qualification requires the achievement of 5 additional units of competency from Group A and/or B</p> <p>These changes, particularly the reduced pool of Group A units of competency, have resulted in less flexibility in the packaging of this qualification.</p>
<p>Concern that inability to complete a full Certificate II in Agriculture within the Primary Industries (240 indicative hours) course may have a negative impact on school-based RTOs completion rates for full qualifications as there may be more students achieving a partial qualification. This may impact on national risk ratings for school-based RTOs in particular.</p>	<p>PI50</p>	<p>The units of competency available for selection in Group A include quite substantial units which have a significant amount of content to be addressed. There are also fewer units available to select from. As these units make up a significant amount of the qualification, it is now a larger qualification than previously. As a result, the amount of HSC unit credit that the new qualification will attract has increased to reflect the increased volume of the content of the qualification.</p> <p>In response to consultation, indicative hours allocated to a number of a</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>elective units of competency that can be delivered and assessed holistically within learning and assessment strategies for Certificate II in Agriculture have been reduced. These clusters of elective units of competency should not jeopardise the capacity of students to achieve the full Certificate II in Agriculture to the standard required by industry.</p> <p>The deficit in current school VET teacher accreditation to deliver and assess the necessary number of Group A units of competency was also raised as a concern during consultation.</p>
<p>There is an inequality amongst VET courses when Primary Industries students have a Certificate of Attainment and other VET courses are able to deliver a full Certificate II or Certificate III qualification in a 240 HSC indicative hour course.</p>	<p>PI36</p>	<p>The amount of HSC unit credit for AQF VET qualifications is based on the scope of the units of competency that make up the qualification not on the AQF level of the qualification. As such, different qualifications attract different amounts of HSC unit credit.</p>
<p>• access to school-based apprenticeship/traineeship pathways</p>		
<p>Support for the inclusion of Certificate II school-based traineeships in landscape and horticulture.</p>	<p>PI52</p>	<p>A key consideration in the design of the Primary Industries Curriculum Framework was to develop HSC VET curriculum pathways which broadened opportunities for access to a range of qualification pathways within primary industries, including those for school-based apprenticeships and traineeships. All qualification pathways that are available for school-based apprenticeships and traineeships in this industry were considered for inclusion in the Framework.</p>
<p>Need for access to school-based apprenticeship/traineeship pathways in the HSC for landscaping and production nursery.</p>	<p>PI22, PI52</p>	
<p>Need to facilitate the packaging of courses for school-based traineeships that enable students to gain a Certificate II qualification outcomes within the 240 HSC indicative hour course.</p>	<p>PI31</p>	<p>The amount of HSC unit credit for AQF VET qualifications is based on the scope of the units of competency that make up the qualification. As such different qualifications attract different amounts of HSC unit credit. It is possible to achieve some Certificate II qualifications through the Primary Industries (240 indicative hours) course.</p>
<p>Concern that Vocational Training Orders require 100 days of on-the-job training for a school-based apprenticeship/traineeship but an HSC VET course requires only 70 hours of work placement.</p>	<p>PI22</p>	<p>Work placement is an HSC course requirement. Advice from industry and the Primary Industries Industry Curriculum Committee (ICC) confirm that the work placement requirements for courses within the Primary Industries Curriculum Framework are appropriate.</p> <p>Students undertaking a school-based apprenticeship or traineeship are required to undertake a minimum of 100 or 144 days of on-the-job training as</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>a part of the vocational training order.</p> <p>Students undertaking a school-based apprenticeship or traineeship will meet the mandatory work placement hour requirement of the Primary Industries Curriculum Framework through the on-the-job training component of the apprenticeship or traineeship.</p> <p>Further information on requirements and arrangements for NSW school-based apprenticeships and traineeships in primary industries is available at www.training.nsw.gov.au/individuals/apprenticeships_traineeships/school_based/index.html.</p>
<p>• Certificate II and III qualification pathways</p>		
<p>Uncertainty about the pathways from Certificate II into Certificate III through the Framework.</p>	<p>PI21, PI52</p>	<p>Pathways to both Certificate II and Certificate III qualifications are available through Primary Industries Curriculum Framework.</p>
<p>Query whether students will be able to undertake Certificate II through the 240 HSC indicative hour course and then access a Specialisation Study to enable them to obtain a Certificate III qualification.</p> <p>Need for additional information in this area.</p>	<p>PI21, PI52</p>	<p>Students need to be enrolled in an AQF VET qualification as a part of their HSC VET course. This may be either a Certificate II or III qualification for the Primary Industries (240 indicative hours) course.</p> <p>If a student undertakes a Certificate II qualification through the Primary Industries (240 indicative hours) course, they may then choose to undertake a Certificate III qualification through a Specialisation study.</p>
<p>Clarification of whether RTOs need to choose upfront which qualification pathway they will offer to students – Certificate II or Certificate III pathways.</p>	<p>PI52</p>	<p>It is up to RTOs to identify and select the most appropriate qualification outcome to meet local needs within their scope of registration and resources.</p> <p>An additional associated document on pathways from Certificate II to Certificate III will be provided as part of the suite of Primary Industries Curriculum Framework documentation.</p>
<p>Need for better articulation from Certificate II into Certificate III.</p>	<p>PI1, PI16, PI25, PI52</p>	<p>The AHC10 Training Package determines the rules for qualifications within the Training Package. A limited number of AQF level 2 units of competency can contribute towards Certificate III qualifications.</p> <p>Feedback regarding qualification packaging rules can be provided to AgriFood Skills Australia, the Industry Skills Council responsible for the development of the AHC10 Training Package, via the continuous improvement register available on their website (www.agrifoodskills.net.au).</p>

ISSUE	SOURCE	ACTION/RESPONSE
<p>Query about industry recognition of Certificate II Rural Operations compared to Certificate II Agriculture.</p> <p>Believe that employers value the skill set and actual units of competency students have achieved rather than the particular qualification pathway they have undertaken.</p>	<p>PI52, PI53</p>	<p>Certificate II in Rural Operations provides an occupational outcome for industries and agencies in rural and regional Australia.</p> <p>Depending on the units selected, individuals can be employed not only in rural industries but also in other rural and regional sectors.</p> <p>Further training pathways from this qualification include, but are not limited to, Certificate III in Agriculture, Certificate III in Production Horticulture and Certificate III in Horticulture.</p>
<p>Concern that Certificate II in Rural Operations is not geared to a flexible career pathway. Teachers comment that their industry partners look more favourably on the Certificate II in Agriculture over Certificate II in Rural Operations.</p>	<p>PI28</p>	<p>Certificate II in Rural Operations is a very flexible qualification allowing the full range of Certificate II and III units of competency from the AHC10 Training Package to be selected. This allows RTOs to package units of competency to meet local industry needs.</p> <p>It is up to RTOs to determine appropriate qualification pathways to meet local needs.</p>
<p>Query the availability of Certificate II in Horticulture in the Primary Industries (240 indicative hours) course.</p> <p>Need for information regarding the implications of the mandatory and plants stream units of competency on Certificate II in Horticulture.</p>	<p>PI21, PI52</p>	<p>A pathway to Certificate II in Horticulture is available through the Primary Industries (240 indicative hours) course.</p> <p>Four of the five mandatory units of competency contribute towards the qualification packaging rules for Certificate II in Horticulture.</p> <p>Once the syllabus has been endorsed, a range of support materials, including a, course planning template for this qualification, will be developed.</p>
<p>Concern about RTOs being able to offer both Certificate II and III qualifications to one cohort of students.</p>	<p>PI21, PI53</p>	<p>It is up to RTOs delivering HSC courses from the Framework to determine the qualification pathway they consider appropriate to meet local needs. They are not required to offer multiple qualification pathways to one cohort of students; however they may do so if they choose to.</p>
<p>We are currently able to offer only Certificate II pathways but would like to offer Certificate III pathways.</p>	<p>PI45</p>	<p>VET courses for the HSC, including industry curriculum frameworks, can only be delivered by an RTO including schools or colleges as a part of a school system RTO, TAFE NSW colleges and other private providers.</p>
<p>Suggestion to allow RTOs to deliver a broad range of qualifications that go across Certificate II and III pathways.</p>	<p>PI29, PI30, PI42, PI43</p>	<p>Any RTO wishing to offer an HSC VET course needs to have the qualification(s) being offered on their scope of registration and meet the requirements of the VET Quality Framework [formerly referred to as the Australian Quality Training Framework AQTF] and the relevant Training Package(s).</p>

ISSUE	SOURCE	ACTION/RESPONSE
<p>Concern that school systems & RTOs may not have Certificate II in Rural Operations on their scope of registration.</p>	<p>PI6</p>	<p>It is up to individual RTOs, including school system RTOs, to determine which qualification pathways they will offer through the Primary Industries Curriculum Framework and whether they will seek to add qualifications to their scope of registration.</p> <p>Certificate II in Rural Operations is a very flexible qualification allowing the full range of Certificate II and III units of competency from the AHC10 Training Package to be selected. This allows RTOs to package units of competency to meet local industry needs.</p> <p>Schools or colleges may elect to outsource the delivery of courses from the Primary Industries Curriculum Framework to an RTO who has the capacity to deliver the desired AQF VET qualification.</p>
<p>Concern regarding equity and fairness in relation to the inclusion of pathways towards Certificates II and III within a common framework:</p> <ul style="list-style-type: none"> - potential for students undertaking Certificate II to be disadvantaged when sitting the HSC Examination and competing against Certificate III - inclusion of Certificate III pathways devalues Certificate II qualification outcomes. Certificate III is above lower-end students - limited access to Certificate III pathway dependent upon class sizes and the capacity of individual schools to offer Certificate III. 	<p>PI10, PI33</p>	<p>It is up to RTOs delivering HSC courses from the Framework to determine the qualification pathway they consider appropriate to meet local needs. Students undertaking Certificate II will not be disadvantaged in the HSC examination as the HSC examination is based on the HSC Content and employability skills for Certificate II qualifications in the Framework.</p> <p>The HSC Content for the Primary Industries Curriculum Framework is organised into focus areas. Each focus area contains the HSC Content which prescribes the scope of learning for the HSC. This is drawn from the common aspects of the associated units of competency. Regardless of whether students undertake a Certificate II or Certificate III qualification they are all required to address the same HSC Content.</p> <p>The HSC examination won't go beyond the scope of the HSC Content and is on par with the current scope of HSC requirements and advice.</p>
<p>Need sufficient flexibility to ensure that schools with Trade Training Centres can deliver qualifications that will provide maximum mapping to Certificate III pathways.</p>	<p>PI27, PI29, PI30, PI31</p>	<p>The revised Primary Industries Curriculum Framework provides significantly enhanced flexibility to schools involved with Trade Training Centres to provide pathways from a range of Certificate II into a range of Certificate III</p>

ISSUE	SOURCE	ACTION/RESPONSE
	PI41, PI42, PI43	<p>qualifications, or directly into Certificate III qualifications.</p> <p>An additional associated document on <i>Pathways from Certificate II into Certificate III in Primary Industries</i> will be developed to provide additional information about pathways within the Framework.</p> <p>Once the syllabus has been endorsed, a range of support materials, including a course planning templates for a number of Certificate III qualifications, will be developed.</p>
<p>Query whether the delivery of Certificate III outcomes is achievable for a range of schools. It may be difficult for some schools to provide the learning opportunities and the facilities required to achieve AQF 3 competencies.</p> <p>Need to encourage a shared delivery approach between schools and TAFE NSW in order to accommodate those RTOs wishing to offer Certificate III pathways.</p>	PI33, PI53	<p>It is up to individual RTOs, including school system RTOs, to determine if they can offer Certificate III pathways from the Primary Industries Curriculum Framework.</p> <p>Schools or colleges may elect to outsource the delivery of courses from the Primary Industries Curriculum Framework to an RTO who has the capacity to deliver the desired AQF VET qualification.</p> <p>All RTOs must meet the requirements of the VET Quality Framework [formerly referred to as the AQTF] and the relevant Training Package(s) including having the qualification(s) being offered on their scope of registration and qualified assessors.</p>
<p>Certificate III in Agriculture could previously be achieved through a 240 HSC indicative hour Board Endorsed Course. It will now take 360 hours of study.</p>	PI27	<p>Units of competency drawn from Training Packages are not defined in terms of duration.</p> <p>For the purposes of the HSC, courses must be described in terms of their HSC indicative hours. For this reason, HSC indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Primary Industries Curriculum Framework in accordance with current practices. The HSC indicative hours recognise the level and standard of the unit of competency, including the depth of content.</p> <p>The qualification packaging rules for Certificate III in Agriculture (AHC30110) have changed in the AHC10 Training Package. While the Training Package may deem a unit of competency to be equivalent to a previous version, the detail of the unit may have changed. As such, all of the units of competency included in the Framework have been assessed to identify the appropriate HSC indicative hours.</p>

ISSUE	SOURCE	ACTION/RESPONSE
<p>Employers want students with a range of certification such as the SMARTTrain chemical certificate, forklift licence and chainsaw certificate.</p> <p>There needs to be a system established to enable students to gain these credentials.</p>	<p>PI4, PI5, PI40</p>	<p>There are a broad range of units of competency included in the Framework which are broadly applicable across industry.</p> <p>It is up to individual RTOs to determine which elective units of competency they will offer from the Primary Industries Curriculum Framework and any additional certification they will offer students.</p> <p>The Primary Industries Curriculum Framework contains the necessary chemical units of competency to provide access to chemical certification such as SMARTtrain or ChemCert.</p>
<p>• HSC examination</p>		
<p>New course is too theoretical and focuses on the HSC examination rather than the AQF VET qualification.</p> <p>Not all students are interested in an ATAR pathway, many students are looking for more practical skill development.</p>	<p>PI1, PI3, PI11, PI12, PI15, PI20, PI26, PI27, PI32, PI37, PI39, PI40, PI46, PI47, PI48, PI49, PI51</p>	<p>Industry Curriculum Frameworks are Board Developed courses. A feature of Board Developed courses is the inclusion of an HSC examination which provides the opportunity for students to be able to have their HSC mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).</p> <p>Therefore the HSC course structure for the Primary Industries (240 indicative hours) course needs to include a suite of units of competency that are mandated to provide a basis for the development of HSC Content that can be examined in the HSC examination.</p> <p>The HSC examination in Primary Industries is optional.</p> <p>The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.</p> <p>The Primary Industries Curriculum Framework is a competency-based course, as such, delivery and assessment of all units of competency will require competency based-assessment. Students' practical skills are assessed through competency-based assessment.</p>
<p>It seems inequitable that students undertaking a VET course are required to undertake a greater number of hours of study for the HSC exam than students undertaking other Board Developed Courses.</p>	<p>PI13, PI24, PI27, PI49</p>	<p>The HSC examination will be based on the HSC Content and employability skills for the Certificate II qualifications in the Framework (refer to Section 4.1 of the Syllabus).</p>
<p>Concern that the HSC examination will test material that will be delivered in Year 11, where other HSC courses only examine work completed in Year 12.</p>	<p>PI1, PI10, PI13</p>	<p>The amount of HSC Content that is mandated for the HSC has been reduced in response to consultation.</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>The Board of Studies does not mandate the sequencing of delivery of units of competency or HSC Content. It is up to RTOs delivering HSC courses from the Framework to determine the sequencing of course delivery that they consider appropriate.</p> <p>In many cases the HSC Content covers foundation skills and knowledge. This is built upon in other units of competency so students are constantly using the skills and knowledge developed, reinforcing their understanding and providing them with a context of learning and application.</p>
<p>Query whether the HSC examination will be pitched at Certificate II or III and how the employability skills will be included.</p>	<p>PI16</p>	<p>The HSC examination will be based on the HSC Content and employability skills for the Certificate II qualifications in the Framework (refer to Section 4.1 of the Syllabus).</p>
<p>Query whether teachers delivering a Certificate III qualification will have to cover the related Certificate II employability skills to prepare students for the HSC examination.</p>	<p>PI21</p>	<p>The HSC Content is organised into focus areas. Each focus area prescribes the scope of learning for the HSC which is drawn from the common aspects of associated units of competency. There are five mandatory focus areas (Chemicals, Safety, Sustainability, Weather and Working in the industry) and two stream focus areas (Livestock and Plants). All students undertaking the 240 indicative hour course must address all of the mandatory focus areas and one stream focus area regardless of whether they undertake a Certificate II or Certificate III qualification.</p>
<p>Recommendation to pitch the HSC examination at Certificate III level and only allow Certificate III students to sit for the examination. Those undertaking Certificate II could then just do the course and not worry about the examination.</p>	<p>PI25</p>	<p>The HSC examination won't go beyond the scope of the HSC Content and is on par with the current scope of HSC requirements and advice.</p>
<p>Recommendation to have a yearly rotation of 3 to 4 units of competency that will be examined.</p>	<p>PI48</p>	<p>The employability skills for Certificate II and Certificate III are similar. Where an RTO is delivering a Certificate III qualification to students they should ensure that their delivery of the course also addresses the employability skills for Certificate II.</p>
<p>Extended responses questions are too difficult for some Primary Industries students. There should only be one extended response. Recommend increasing multiple choice and short answer questions. The streams should be able to be examined in the short answer and extended response sections, if not all sections of the paper.</p>	<p>PI5, PI20, PI24</p>	<p>The HSC examination specifications describing the format of the external HSC examination are available in <i>Assessment and Reporting in Primary Industries Stage 6</i> (www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html).</p>
<p>Extended response questions are not the best method of examining the knowledge of this course.</p>	<p>PI17</p>	<p>In accordance with the Board's Principles for setting HSC examinations in a standards-referenced framework, the Primary Industries HSC examinations will include a range and balance of question types including extended response questions [Principle 7].</p>

ISSUE	SOURCE	ACTION/RESPONSE
Query what weighting of the HSC examination is based on the streams.	PI20	<p>Extended response questions are usually far less restricted in respect to the range of possible answers that students may supply. A feature of such questions is their potential for measuring students' abilities to organise, integrate and synthesise knowledge, to use information to solve problems and to be original or innovative in their responses. They help to ensure the rigour of the HSC examination.</p>
How will HSC examination questions be structured to address the different range of contexts that students undertake the course in?	PI16, PI21	<p>The objective response, short-answer and extended response questions (Sections I–III of the examination) will be based on the mandatory focus areas. The structured extended response questions (Section IV) will be based on the stream focus areas and can also draw from the mandatory focus areas.</p> <p>In accordance with the Board's Principles for setting HSC examinations in a standards-referenced framework, Primary Industries HSC examinations will:</p> <ul style="list-style-type: none"> - test a representative sample of knowledge, understanding and skills in any given year to avoid predictability - be constructed to provide a representative sampling of a range of syllabus outcomes, and questions that allow demonstration of performance across all levels in the performance scale - provide the full range of candidates with the opportunity to demonstrate what they know, understand and are able to do and will allow for appropriate differentiation of student performance at each band on the performance scale, including demonstration of higher-order skills - will include a range and balance of question types. <p>The HSC examination will be based on the HSC Content and employability skills for the Certificate II qualifications in this Framework. Questions will be developed based on this content and will enable students to formulate responses in the context of the learning experiences they have had. Students will be able to use examples in their responses, relating to industry focus they have studied which will allow them to illustrate their knowledge and understanding.</p> <p>Feedback through consultation, as well as advice from the Primary Industries ICC, indicates that fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the HSC Content.</p>

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Trend in recent HSC examinations (Sections III & IV) requires students to quote an enterprise as a part of their response – don't think this is a bad thing but don't believe the requirement to do this is explicitly in the current syllabus. The HSC examination should only cover things that are explicitly included in the syllabus.	PI20	HSC examination questions will only be drawn from the HSC Content and employability skills for the Certificate II qualifications in the Framework.
Request for Category A status for the ATAR for the Primary Industries HSC examination.	PI25	Categorisation of courses and the rules for the calculation of the Australian Tertiary Admission Rank (ATAR) are determined by the Committee of Chairs of the Academic Board of NSW universities. The Board will provide the revised Primary Industries Curriculum Framework and sample HSC examination questions to the Committee of Chairs for an ATAR categorisation review.
<p>• HSC Content – focus areas</p>		
Concern that the HSC Content goes beyond the scope of the associated Certificate II unit of competency.	PI6, PI23, PI51	The HSC Content for the Primary Industries Curriculum Framework is drawn from the common aspects of the associated AQF level 2 and 3 units of competency.
The HSC Content should be more closely related to the Certificate II units of competency.	PI53	The HSC Content covers the range of underpinning knowledge required to be able to achieve the AQF level 2 units of competency and draw some knowledge of the underpinning principles of the AQF level 3 units.
It needs to be clear that assessment of the units of competency associated with the HSC Content is at their respective AQF level.	PI51	Regardless of the scope of the HSC Content, the assessment of the associated units of competency will be undertaken at the AQF level of unit studied, either Certificate II or III and in accordance with the assessment guidelines detailed in the AHC10 Training Package. The HSC exam won't go beyond the scope of the HSC Content and is on par with the current scope of HSC Requirements and Advice.
The HSC Content is too academic.	PI12	The Primary Industries Curriculum Framework is a Board Developed course and requires an appropriate level of rigour comparable to other Board Developed HSC courses.
There is a lot of HSC Content for the time available.	PI45, PI47	In response to consultation and advice from the Primary Industries Curriculum Committee (ICC) the HSC course structures have been reviewed and amended where appropriate. The number of mandatory and stream units

ISSUE	SOURCE	ACTION/RESPONSE
		<p>of competency have been reduced to enable more flexibility and elective choice. The HSC Content has been reduced to reflect this change.</p> <p>The HSC Content is drawn from the associated units of competency. Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience.</p> <p>The HSC Content should be delivered in conjunction with the associated units of competency. Holistic delivery is strongly recommended to integrate the elements of a range of units of competency and HSC Content. This approach maximises the time available and facilitates a learning environment that is more authentic to industry.</p>
<p>Request for a more detailed description of the HSC Content, especially relating to what may be asked in the examination.</p>	<p>PI45</p>	<p>There has been strong support during consultation for the detail provided in the HSC Content.</p> <p>The majority of respondents indicated that the HSC Content was clearly described and clearly related to the associated units of competency and that the layout was excellent, providing good direction about the level and scope of the content.</p> <p>Once the syllabus has been endorsed, a range of support materials, including a mind map for each HSC Content focus area showing an overview of the content, will be developed to support the initial implementation of the course.</p>
<p>Suggestion to include the ‘<i>Critical aspects of assessment</i>’ as part of the detail for the associated units of competency in the HSC Content focus areas.</p>	<p>PI25</p>	<p>In response to consultation, the critical aspects of assessment have been added to the information detailed in each focus area for the associated units of competency.</p>
<p>Consider revising the Chemicals focus area to include the application of mathematical skills to calibrate an item of equipment and references to appropriate State and Commonwealth legislation.</p>	<p>PI33</p>	<p>Industry experts have undertaken validation of the HSC Content. In response to consultation, the HSC Content has been reviewed and amended where appropriate.</p>
<p>• HSC course structures: units of competency for the HSC</p>		
<p>It is not clear in syllabus that elective units of competency can be selected from the Certificate III elective pool for a student enrolled in a Certificate II qualification.</p>	<p>PI20</p>	<p>The HSC elective pool has been consolidated to include both Certificate II and III units of competency in response to consultation.</p>

ISSUE	SOURCE	ACTION/RESPONSE
<p>Query why the HSC indicative hours for a range of units of competency have changed when the Training Package has deemed that many units of competency are equivalent to the previous ones.</p>	<p>PI24</p>	<p>Units of competency drawn from Training Packages are not defined in terms of duration.</p> <p>For the purposes of the HSC, courses must be described in terms of their HSC indicative hours. For this reason, HSC indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Primary Industries Curriculum Framework. The HSC indicative hours recognise the level and standard of the unit of competency including the depth of content.</p> <p>While the Training Package may deem a unit of competency to be equivalent to a previous version, the detail of the unit may have changed. As such, all of the units of competency included in the Framework have been assessed to identify the appropriate HSC indicative hours.</p>
<p>Query why some units of competency are categorised as AQF level 3 instead of AQF level 2 eg AHCLSK316A <i>Prepare livestock for competition</i>. Many of the AQF level 3 units of competencies could be completed by students completing the Certificate II.</p>	<p>PI4</p>	<p>HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. Industry Skills Councils, on behalf of industry, are responsible for the development of Training Packages and determine the structure, content and AQF level of units of competency.</p>
<p>Request for an equivalent AQF level 2 unit of competency for AHCLSK317A <i>Plan to exhibit livestock</i> and AHCLSK316A <i>Prepare livestock for competition</i>.</p>	<p>PI45</p>	<p>The AHC10 Training Package determines the rules for qualifications within the Training Package. Most qualification packaging rules allow for a limited number of units of competency to be selected from the AQF level above or below the qualification.</p>
<p>Why isn't there a unit of competency about preparing livestock for competition?</p>	<p>PI47</p>	<p>There is no equivalent AQF level 2 unit of competency for AHCLSK317A <i>Plan to exhibit livestock</i> or AHCLSK316A <i>Prepare livestock for competition</i>; however, these units are available in the Framework and may be selected as electives for Certificate II qualifications (eg up to 3 AQF level 3 units of competency can be counted towards Certificate II in Agriculture).</p> <p>Feedback regarding qualification packaging rules and units of competency can be provided to AgriFood Skills Australia, the Industry Skills Council responsible for the development of the AHC10 Training Package, via the continuous improvement register available on their website (www.agrifoodskills.net.au).</p>

ISSUE	SOURCE	ACTION/RESPONSE
There is a need for shearing-based and wool industry courses that include shearing, crutching and shed-hand units of competency.	PI53	The Primary Industries Curriculum Framework includes a pathway to Certificates II in Shearing (AHC21310) and Wool Handling (AHC21410).
Need access to <i>AHCSHG101A Undertake basic shearing and crutching</i> in the Certificate II elective pool as the current units available (<i>AHCSHG203A Shear sheep to novice level</i> and <i>AHCASHG204A Shear sheep to improver level</i>) require pre-existing skills or significant extra work placement to ensure students are able to demonstrate competency in meeting shearing rates per day.	PI33	<p>These qualifications can be accessed through the Primary Industries (120 indicative hours) course or the Primary Industries Specialisation Study. The full range of AQF level 2 units of competency related to shearing and wool available in the Training Package have been included in the Framework.</p> <p><i>AHCSHG101A Undertake basic shearing and crutching</i> does not contribute to any of the qualifications available in the Primary Industries Curriculum Framework.</p> <p>This unit of competency has been included in a proposal for a School Certificate VET Board Endorsed Course for Certificate I in AgriFood Operations. If endorsed, this course would be available to students in Years 9 and 10 from 2012.</p>
Concern that the Training Package does not include enough ‘soil’ related units of competency, or units on monitoring production for either livestock or plants.	PI24	<p>HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. Industry Skills Councils, on behalf of industry, are responsible for the development of Training Packages and determine the range of units of competency available. The Framework can only draw from the units available in the AHC10 Training Package.</p> <p>Feedback regarding units of competency can be provided to AgriFood Skills Australia, the Industry Skills Council responsible for the development of the AHC10 Training Package, via the continuous improvement register available on their website (www.agrifoodskills.net.au).</p>
<p>• HSC Course structures: course delivery</p>		
Request to allow additional 60 or 120 or 180 or 240 hour Specialisation and Extension courses, to maintain the current level of delivery available.	PI29, PI30, PI31, PI42, PI43	<p>The Primary Industries Curriculum Framework includes Specialisation Study courses of 60 or 120 or 180 or 240 indicative hours. Students can undertake up to 480 HSC indicative hours or 8 HSC credit units worth of study through courses from the Framework.</p> <p>A school/college can put in an application for a VET Board Endorsed course if access to an additional HSC VET course in this industry area is needed to meet the local needs of an individual or group of students.</p>

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Concern regarding the qualification packaging rules/requirements of Certificate II in Agriculture. Teachers may not be accredited to deliver enough 'Group A' units of competency, or the full complement of elective units.	PI6, PI7, PI16, PI35	School systems/sectors and/or RTOs are responsible for the training and development of their teachers/trainers and will provide advice to teachers/trainers regarding the units of competency they are accredited to deliver following the endorsement and release of the revised Primary Industries Curriculum Framework.
Support the inclusion of Certificate III pathways, however school teachers will need more training to be able to deliver them.	PI6, PI7, PI20, PI33	
Teachers are not currently trained in AHCLSK202A <i>Care for health and welfare of livestock</i> .	PI24	
Need for retraining and in-service opportunities assist in the implementation of the new syllabus.	PI8, PI36	
Need for more support in the implementation of courses from the Primary Industries Curriculum Framework with regard to funding, workshops, resources and time allocation.	PI40	School systems/sectors and RTOs are responsible for the implementation of HSC VET courses and will provide further advice and support regarding implementation of the revised Primary Industries Curriculum Framework once endorsed.
Request for more detail and support materials for the mandatory and stream units of competency.	PI45	In addition, the Board of Studies will develop a range of support materials to aid in the initial implementation of Primary Industries courses. The Primary Industries HSC syllabus and support materials will be available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html .
It is difficult to be able to offer students a 60 HSC indicative hour Specialisation Study course due to timetabling restraints.	PI32	It is up to schools and RTOs to determine how and when courses from the Primary Industries Curriculum Framework will be scheduled. If delivery of a course from the framework cannot be accommodated within the school environment then delivery by another RTO may be an option.
Will course planning templates be available for Horticulture as well as Agriculture and Rural Operations?	PI21	Yes – course planning templates will be developed for these qualifications.
<ul style="list-style-type: none"> HSC course requirements: work placement 		
Proposed work placement arrangements are appropriate – including no work placement hours for the Specialisation Study 60 hour course and 35 hours for	PI11, PI17, PI21, PI29,	There has been strong support for the proposed work placement requirements in the Primary Industries Curriculum Framework.

ISSUE	SOURCE	ACTION/RESPONSE
the remaining Specialisation Study courses.	PI30, PI32, PI34, PI36, PI42, PI43, PI44, PI45, PI48, PI52	Feedback received during consultation indicated that the work placement hours are appropriate for the HSC courses and qualification pathways.
Dissatisfaction with the proposed work placement requirements for the Specialisation Study courses.	PI33, PI47	
Students should be able to complete a specialisation study course through work placement.	PI5	The work placement requirements may be integrated into course delivery as a part of the programming and delivery of an HSC VET course.
Work placement needs to be streamlined and simplified in terms of paperwork. VET teachers need further support in its implementation.	PI12, PI40, PI52	The Board of Studies mandates the work placement hours but it is at the discretion of each school system/sector authority and/or RTO to manage how and when this requirement will be met.
Need to ensure that work placement provides appropriate opportunities for students to apply their skills and knowledge in a workplace context relevant to the units of competency undertaken.	PI33	The implementation of work placement is a local decision to be negotiated in accordance with school system, RTO and host employer guidelines. Further information and advice on the organisation of work placement is available from the relevant school system/authority and/or RTO.
• Students with special education needs		
With proper allowances and resourcing the course is appropriate for students with special education needs.	PI4, PI10, PI18, PI40, PI45, PI51	The Primary Industries Curriculum Framework is available to all Stage 6 students including those with special education needs. When considering the suitability of a VET course for inclusion in a student's pattern of study appropriate personnel should be involved in the decision-making process.
The course is better suited to students with special education needs as it gives them the opportunity to access the course and develop the necessary skills to prepare them for the industry.	PI8	Provisions for students with special education needs within the syllabus allow for units of competency to be selected through a collaborative curriculum planning process to meet student needs (refer to Section 5.3 of the Syllabus).
Concern that the course may have too much content to be suitable for students with special education needs.	PI3, PI11, PI15, PI17, PI23, PI42, PI46	The consultation process regarding planning for students will be critical in assessing the appropriateness of this course for students with special education needs. Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and

ISSUE	SOURCE	ACTION/RESPONSE
There may be some difficulty for students with special education needs to satisfactorily complete the units of competency.	PI37, PI44	assessment are appropriate, provided they conform to the industry competency standards as expressed in the <i>Agriculture, Horticulture and Conservation and Land Management Training Package</i> (AHC10).
Work placement can be a problem for some students. Alternative pathways for those students could be helpful eg smaller blocks and tailored days.	PI51	To assist those teaching VET courses to students with special education needs, the VET Courses and Students with Special Education Needs document and the Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005) is available on the Board's website (www.boardofstudies.nsw.edu.au) through the HSC Syllabuses link and/or Special Education page.
While Certificate II qualification pathways may be suitable for students with special education needs there may be challenges in satisfying the delivery and assessment requirements of Certificate III qualification pathways.	PI33	
There is conflict between the exam, the qualification and demonstration of competency for differentiated learners.	PI12	
<ul style="list-style-type: none"> Other comments 		
The syllabus needs to be refined to make it easier to read and work out what is required to complete the course.	PI47	In response to consultation, the structure of the syllabus has been reviewed and a revised format has been adopted. Amendments to the syllabus content have been made where appropriate.
Concern about the need for teachers to engage with a range of separate documents. There needs to be a simplified way to navigate them.	PI6, PI9, PI23, PI32	The Training Package is the source document for the requirements for RTO delivery and assessment of AQF VET qualifications including the qualification packaging rules and the detail of units of competency.
Finding units of competency on NTIS is not easy. Should be able to access all of the units of competency from the Board of Studies website.	PI32, PI47	The Primary Industries syllabus is the source document for the HSC course requirements for the delivery of Primary Industries courses for the HSC.
The content in the syllabus focuses on the HSC requirements too much detracting from a more AQF-focused delivery.	PI23	<p>Delivery of HSC VET courses from the Primary Industries Curriculum Framework must comply with both the Training Package and Board of Studies NSW syllabus requirements. It is critical that RTOs access both of these documents.</p> <p>When the Primary Industries syllabus is finalised, guidelines and advice about the relationship between HSC requirements and key qualifications will be made available in qualification associated documents for the Framework. These documents will provide details of the HSC course and syllabus requirements in relation to the particular qualification pathway. It will also include the Training Package qualification packaging rules for the qualification.</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>HSC course planning templates will be available as a part of the support materials. These can be used to assist RTOs to plan the delivery of Primary Industries HSC courses and the selection of units of competency to meet both the HSC course and AQF VET qualification requirements.</p> <p>The AHC10 Training Package can be accessed at www.training.gov.au. The Primary Industries HSC syllabus and support materials are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html.</p>
Request for a full list of employability skills to be included in the syllabus.	PI53	<p>Full details of the employability skills from the AHC10 Training Package for all qualifications available in the Framework are reproduced in the <i>Employability Skills in Primary Industries</i> associated document available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/primary-industries.html.</p>
Potential issues for RTOs scope of registration regarding units of competency being mandatory for the HSC that are not listed in packaging rules for some of the proposed qualifications. For example AHCPCM201A <i>Recognise plants</i> is not listed in AHC20110 <i>Certificate II in Agriculture</i> , it is listed in AHC20410 <i>Certificate II in Horticulture</i> .	PI32	<p>Where individual/groups of units(s) of competency are not listed in the qualification packaging rules for qualifications on an RTOs scope of registration, they will need to apply to the Australian Skills Quality Authority (ASQA) for the unit(s) to be added to their scope of registration.</p>
School teachers need to be able to undertake all-terrain vehicle (ATV) and motor bike instructors' courses so they can train students in their use rather than have them unprepared when go into work force.	PI4, PI20	<p>Schools/colleges and RTOs should seek advice from school systems/sectors regarding access to training in quad bikes/all-terrain vehicles.</p>
Can delivery of AHCMOM212A <i>Operate quad bikes</i> be outsourced by schools to another RTO such as TAFE NSW or a private provider?	PI24	
If the HSC course structure is significantly changed, Primary Industries teachers will require more time to adequately prepare for implementation. Is it possible to postpone implementation until 2013?	PI23	<p>Advice from the Primary Industries ICC indicates that the changes to the Framework are not so significant that the implementation of the syllabus would need to be delayed. As such, the Primary Industries Curriculum Framework will be available for implementation with Year 11 from 2012.</p> <p>RTOs are required to transition training and assessment of AQF VET qualifications to a new training package as soon as possible and within 12 months.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
Query whether Years 9 and 10 students can access the revised Primary Industries Curriculum Framework.	PI20	<p>Students in Years 9 and 10 can access HSC VET courses, including courses from the Primary Industries Curriculum Framework, in accordance with the guiding principles approved by the Board of Studies for access to Vocational Education and Training (VET) courses by students in Years 9 and 10.</p> <p>The curriculum pathway for access to courses from the Primary Industries Curriculum Framework would be via early commencement of a Stage 6 VET course.</p> <p>The support of the relevant school system authority and RTO is essential prior to schools offering VET courses to students in Years 9 and 10.</p> <p>Further information regarding Guidelines for access to VET courses by students in Years 9 and 10 is available on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5-guidelines.html.</p>
There needs to be support from the AgriFood Skills Australia and industry advisory boards for the revised syllabus.	PI44	AgriFood Skills Australia, NSW ITAB were represented on the Primary Industries ICC and contributed to the development of the Framework.
Need to ensure that the needs of the NSW Nursery Growers industry is catered for.	PI31	Pathways to Certificates II and III in Horticulture are available through the Primary Industries (240 indicative hours) course.
Need for awareness of Training Package changes as a result of continuous improvement and potential implications for HSC courses. Can't change what is being delivered mid cohort but if the syllabus isn't updated then the students are getting out-of-date qualifications.	PI20	<p>Industry Skills Councils undertake continuous improvement of training packages on an ongoing basis. The Board reviews syllabuses on an annual basis to ensure they are up-to-date with the most recent version of the associated training package(s).</p> <p>Where there is a change in a training package that results in a change to the syllabus, the Board will notify schools/colleges/RTOs via an official notice. Details of the changes to the syllabus will be outlined in the syllabus modification history and published on the syllabus page on the Board's website.</p> <p>Changes to syllabuses will come into effect for the following year's cohort. Once a student has commenced a version of the syllabus, they will continue to finish the course from that version of the syllabus.</p>
Concern about over assessment of HSC VET courses.	PI3	The courses within the Primary Industries Curriculum Framework are competency-based courses. The Board of Studies and the VET Quality Framework [formerly referred to as the AQTF] require that a competency-

ISSUE	SOURCE	ACTION/RESPONSE
		<p>based approach to assessment is used.</p> <p>It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment.</p>
<p>Concern that the consultation is not genuine and will not truly take into consideration the feedback provided.</p> <p>Request lengthier consultation period to enable busy teachers to network and provide informed feedback.</p>	<p>PI44</p>	<p>Consultation is a critical element in the syllabus development process that enables the Board to produce relevant and meaningful syllabuses and ensures the quality of the syllabuses developed.</p> <p>The Board's consultation process is transparent and inclusive of all educational systems, industry representatives and other stakeholders.</p> <p>Feedback received during consultation informs the syllabus development process, facilitating revisions to the draft syllabus in line with issues identified by the key stakeholders. Issues raised during consultation, and responses to these issues, are published in a consultation report.</p> <p>Consultation on the Draft Primary Industries Curriculum Framework was conducted over a 4- week period from 6 June to 1 July 2011 in accordance with the Board's syllabus development process.</p>
<p>The on-line survey was a bit confusing.</p>	<p>PI25</p>	<p>An online survey that mirrored the consultation survey was made available to provide easier access to enable stakeholders to provide feedback.</p>

Appendix 1 – Profile of Consultation Responses

A1 Profile of consultation participants

A1.1 Face-to-face meeting participants

Five face-to-face meetings were conducted in Bossley Park, Dubbo, Maitland, Tamworth and Wagga Wagga. Participant profiles are as follows:

	Bossley Park	Dubbo	Maitland	Tamworth	Wagga Wagga
Total participants	8	6	8	7	8
Sydney metro	8	–	–	–	–
Regional	–	6	8	7	8
Government school	2	3	1	1	6
Non-government school	3	1	–	1	–
TAFE NSW	–	2	7	2	1
School system	3	–	–	3	1

A1.2 Industry consultation meeting participants

An additional meeting was held at the Board of Studies in the first week of the consultation period. There were 10 participants, eight representing industry and two representing DEC.

A1.3 Video conference participants

Two video conferences were conducted, one in a morning during the first week of consultation and the other in an afternoon during the third week of consultation. Participant profiles are as follows:

Total participants	12
Sydney metro	2
Regional	10
Government school	5
Government school system	4
Non-government school system	3

A1.4 Telephone conference participants

Two telephone conferences were conducted, an afternoon telephone conference during the second week of consultation and another one in the morning during the fourth week. Participant profiles are as follows:

Total participants	7
Sydney metro	3
Regional	4
Government school system	4
Non-government school system	2
Work placement broker	1

A2 Profile of survey responses

A total of 37 responses to the consultation survey in Primary Industries were received by 1 July 2011. The sample profile of survey respondents is as follows:

A2.1 Individual survey responses

There were 24 individual responses – 21 from schools and one from the Australian Egg Corporation, and two from Department Education and Communities, Vocational Education in Schools Directorate education officers.

A2.2 Group survey responses

There were 13 group responses representing a range of groups including the Catholic Education Commission NSW, Diocese of Wollongong Catholic Education Office, schools, TAFE NSW and the NSW Association of Agriculture Teachers.

A3 Profile of written submissions

In addition to survey responses, there were seven other written submissions to the revised framework received during the consultation period – one from industry, three from school systems, two from schools and one from a teacher association group.

The profile of respondents is as follows.

A3.1 Individual submissions

There were three individual submissions:

- Margaret Broun, NSW Department of Education & Communities, Vocational Education in School Directorate
- Dale Chadwick, Gundagai High School
- Doug White, Manilla Central School.

A3.2 Group submissions

There were four group submissions:

- Association of Independent Schools
- NSW Association of Agriculture Teachers
- Department of Education & Communities – Vocational Education in School Directorate
- NSW Nursery & Garden Industry NSW & ACT.

A4 Quantitative analysis of survey responses

A4.1 Background information

The qualification pathway that formed the focus of respondents, answers to the survey. Respondents may have indicated one or more qualification.

Certificate II in Agriculture (AHC20110)	35
Certificate II in Production Horticulture (AHC20310)	3
Certificate II in Horticulture (AHC20410)	14
Certificate II in Parks and Gardens (AHC20610)	–
Certificate II in Production Nursery (AHC20710)	1
Certificate II in Retail Nursery (AHC20810)	1
Certificate II in Sports Turf Management (AHC20910)	–
Certificate II in Conservation and Land Management (AHC21010)	1
Certificate II in Rural Operations (AHC21210)	15
Certificate II in Shearing (AHC21310)	3
Certificate II in Wool Handling (AHC21410)	2
Certificate II in Floriculture (AHC21510)	1
Certificate II in Landscaping (AHC21610)	–

Certificate III in Agriculture (AHC30110)	21
Certificate III in Horse Breeding (AHC30310)	1
Certificate III in Horticulture (AHC30710)	8
Certificate III in Landscape Construction (Statement of Attainment only) (AHC30910)	–
Certificate III in Parks and Gardens (Statement of Attainment only) (AHC31010)	–
Certificate III in Rural Operations (AHC32810)	7

A4.2 HSC Course structures – units of competency for the HSC

- (a) The range of HSC mandatory units of competency in the *Draft Primary Industries Curriculum Framework* is appropriate for students undertaking pathways towards Certificate II and Certificate III qualifications.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
3	7	3	14	10	–

- (b) The groups of units of competency mandated for the Certificate II and Certificate III qualifications are appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
2	8	4	11	11	–

- (c) The range of units of competency in the livestock stream is appropriate for the qualification pathways available.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
1	17	4	4	11	–

- (d) The range of units of competency in the plants stream is appropriate for the qualification pathways available.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
2	10	5	8	12	–

- (e) The range of units of competency as electives in the *Draft Primary Industries Curriculum Framework* is appropriate and meets the needs of the qualification pathways available.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
1	13	5	11	7	–

A4.3 Course requirements – work placement

- (a) The minimum work placement hours assigned to the Primary Industries (120 HSC indicative hours) course is appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
16	19	2	–	–	–

- (b) The minimum work placement hours assigned to the Primary Industries (240 HSC indicative hours) course is appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
16	20	1	–	–	–

- (c) The minimum work placement hours assigned to the Primary Industries Specialisation Studies courses is appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
12	17	5	–	3	–

A4.4 HSC Content – focus areas

- (a) The scope (range, depth and breadth) of the HSC Content for each of the mandatory focus areas is appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
–	14	5	10	8	–

- (b) The scope (range, depth and breadth) of the HSC Content for each of the stream focus areas is appropriate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
–	14	3	9	11	–

- (c) The HSC Content for each focus area is clearly described.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
1	18	5	8	3	–

- (d) The HSC Content is clearly related to the associated units of competency for each focus area.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
2	15	8	10	2	–

- (e) Together, the HSC Content (focus areas) and associated units of competency provide sufficient information to develop teaching/learning programs.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
1	17	5	9	5	–

- (f) Fair, reliable and valid HSC examinations can be developed based on the scope of HSC Content.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
1	13	6	7	10	–