

## Modification history

Release	Comments
Release 1	This version released with Agriculture Horticulture and Conservation and Land Management Training Package 4.0.

AHCCFP3X1	Identify benefits of carbon farming
<b>Application</b>	<p>This unit of competency describes the skills and knowledge required to analyse the environmental, social and cultural, and economic benefits and co-benefits of carbon farming.</p> <p>The unit applies to individuals who participate in land management activities, who require knowledge and skills to make decisions around activities that reduce greenhouse gas emissions. It may lead on to participation in a carbon farming project.</p> <p>No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Prerequisite unit</b>	Nil
<b>Unit sector</b>	Carbon Farming

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Consider the effects of climate change	1.1 Identify the effects of greenhouse gas emissions 1.2 Determine industries that are major producers of greenhouse gases 1.3 Identify the role of agriculture in the production of greenhouse gas emissions 1.4 Determine the benefits of reducing greenhouse gas emissions
2. Consider the carbon cycle	2.1 Identify the role of carbon in the biosphere 2.2 Determine types of carbon and where it is stored
3. Identify land management practices that reduce greenhouse gas emissions	3.1 Identify land management practices to reduce methane 3.2 Identify land management practices to reduce nitrous oxide 3.3 Identify land management practices to reduce carbon dioxide 3.4 Determine the social and cultural, environmental and economic benefits and co-benefits of carbon farming

<b>Foundation Skills</b>	
<i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i>	
<b>Skill</b>	<b>Description</b>
Reading	<ul style="list-style-type: none"> <li>Engage with material focussed on carbon farming benefits and techniques</li> </ul>

<b>Unit mapping information</b>			
<b>Code and title current version</b>	<b>Code and title previous version</b>	<b>Comments</b>	<b>Equivalence status</b>
ACMCFPXX1 Identify benefits of carbon farming		New unit	No equivalent unit

<b>Links</b>
Companion Volumes, including Implementation Guides, are available at VETNet at: <a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72</a>

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<b>TITLE</b>	<b>Assessment requirements for AHCCFP3X1 Identify benefits of carbon farming</b>
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<b>Performance Evidence</b>
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has identified the benefits of carbon farming, including:</p> <ul style="list-style-type: none"> <li>• identified at least three effects of climate change</li> <li>• identified three carbon farming practices that would reduce greenhouse gas emissions</li> <li>• identified at least one environmental, one social and one economic benefit of carbon farming.</li> </ul>

<b>Knowledge Evidence</b>
<p>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• most abundant greenhouse gases, including water vapour (H<sub>2</sub>O), carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), ozone (O<sub>3</sub>), chlorofluorocarbons (CFCs), hydrofluorocarbons (including HCFCs and HFCs)</li> <li>• the carbon cycle</li> <li>• common land management practices (or carbon farming methods) that reduce greenhouse gas emissions, including:             <ul style="list-style-type: none"> <li>• vegetation methods: including regenerating native forests, protecting native forests by reducing land clearing, planting trees to grow carbon stocks</li> <li>• savanna burning: including managing bushfires in Australia's savannas to avoid harmful, high-temperature fires</li> <li>• agricultural practices: including building soil carbon through changed farming practices such as crop stubble retention, no till cropping, mulching, improved water management, use of organic fertilisers, composting, protecting vegetation from stock grazing, reducing emissions from cattle and dairy cows through controlled grazing</li> </ul> </li> <li>• Australia's commitment to global emissions reduction targets</li> <li>• environmental benefits of carbon farming including: improved biodiversity above and below ground, improved air, water and soil quality, reduced greenhouse gas emissions, improved movement of water across landscape, reduced salinity/erosion/acidification/compaction, increased resilience to drought, increased land versatility</li> <li>• social benefits of carbon farming including increased social capital, Indigenous community empowerment, increased resilience to drought, more stable and diverse income, healthier people and communities, improved succession planning</li> <li>• economic benefits of carbon farming, including diversified income streams, increased farm productivity, access to finance, increased land versatility, new skills and career development, less income spent on supplements and fertilizers.</li> </ul>

<b>Assessment Conditions</b>
<p>Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>• specifications:             <ul style="list-style-type: none"> <li>• with access to information about climate change and carbon farming practices.</li> </ul> </li> </ul> <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>

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