

**Modification history**

| Release   | Comments   |
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| Release 2 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 5.0. |
| Release 1 | Initial release  |

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|--------------------------|---|
| <b>AHCNSY401</b>         | <b>Plan a growing-on program</b>  |
| <b>Application</b>       | <p>This unit of competency describes the skills and knowledge required to plan a growing-on program and monitor the implementation of the program.</p> <p>The unit applies to individuals who apply specialist skills and knowledge to planning a growing-on program. This includes applying and communicating non-routine technical solutions to predictable and unpredictable problems.</p> <p>All work is carried out to comply with workplace procedures, health and safety in the workplace requirements, legislative and regulatory requirements, and sustainability and biosecurity practices.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p> |
| <b>Prerequisite Unit</b> | Nil   |
| <b>Unit Sector</b>       | Nursery (NSY)   |

| 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. Identify issues affecting the growing-on program | 1.1 Determine production requirements in consultation with management<br>1.2 Identify factors that could limit the production of nursery plants<br>1.3 Identify hazards and assess risks in the workplace and implement control measures to manage risks according to workplace health and safety procedures<br>1.4 Consider the environmental implications of the growing-on program<br>1.5 Incorporate sustainable and biosecurity practices into the growing-on plan  |
| 2. Develop the growing-on plan                      | 2.1 Identify growing-on program activities<br>2.2 Identify labour, materials, tools and equipment needs<br>2.3 Select environmental parameters and alter to meet plant needs and production plans<br>2.4 Determine growing media requirements according to production plans and taking into account nursery plant needs<br>2.5 Determine planting dimensions and layout according to production plans<br>2.6 Identify treatments required for the growing-on program<br>2.7 Identify growing-on program hygiene requirements |
| 3. Document the growing-on plan                     | 3.1 Negotiate and document a budget supporting the growing-on program<br>3.2 Document the growing-on plan, including all information identified in the development stage<br>3.3 Organise a schedule of activities<br>3.4 Communicate the growing-on plan and schedule of activities to staff   |
| 4. Oversee and monitor the growing-on program       | 4.1 Monitor the health of the plants to ensure they are at optimum growth<br>4.2 Modify treatments as required to maintain optimum growth<br>4.3 Confirm plants are ready for dispatch according to client specifications  |

| <b>Foundation Skills</b>   |  |
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| <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>Identify and interpret information regarding requirements for growing-on program and plan</li> </ul>  |
| Writing  | <ul style="list-style-type: none"> <li>Develop a growing-on plan and schedule of activities</li> </ul>   |
| Oral communication   | <ul style="list-style-type: none"> <li>Initiate discussions with management, using clear language to discuss production requirements, budget and growing-on plan</li> <li>Use clear communications with staff to communicate growing-on plan and schedule of activities</li> </ul> |
| Numeracy   | <ul style="list-style-type: none"> <li>Calculate labour, materials, tools and equipment cost</li> <li>Document growing-on budget</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> |
| AHCNSY401 Plan a growing-on program Release 2 | AHCNSY401 Plan a growing-on program Release 1 | Performance criteria clarified<br>Foundation skills added<br>Assessment requirements updated | Equivalent unit           |

| <b>Links</b>  |
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| Companion Volumes, including Implementation Guides, are available at VETNet:<br><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 AHCNSY401 Plan a growing-on program</b>   |
| <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 planned a growing-on program on at least one occasion and has:</p> <ul style="list-style-type: none"> <li>• applied relevant workplace health and safety, and environmental and biosecurity legislation, regulations and workplace procedures</li> <li>• identified and assessed factors that could impact the growing-on program</li> <li>• researched information about production requirements, growth conditions and marketing implications of a growing-on program</li> <li>• developed a growing-on program that identifies labour, materials and activities requirements</li> <li>• identified hygiene requirements for growing-on activities</li> <li>• negotiated, budgeted and documented plans</li> <li>• communicated plans and schedules to staff</li> <li>• overseen and monitored the growing-on program.</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>• workplace health and safety, and environmental and biosecurity legislation, regulations and workplace procedures relevant to planning a growing-on program</li> <li>• principles and practices of planning a growing on program, including: <ul style="list-style-type: none"> <li>• application techniques for chemical and non-chemical intervention or treatments</li> <li>• chemical, cultural and biological pest, weed and disease control techniques</li> <li>• common growing-on activity problems and preventative actions</li> <li>• workplace hygiene standards required for growing-on activities</li> <li>• workplace quality standards of nursery plant production</li> <li>• optimal growing requirements of nursery plants</li> <li>• preferred types of propagation media for different species</li> <li>• processes and techniques for preparing, costing and documenting plans and scheduling growing-on activities</li> <li>• testing methods applied to propagation media.</li> </ul> </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>• physical conditions: <ul style="list-style-type: none"> <li>• a workplace setting or an environment that accurately represents workplace conditions</li> </ul> </li> <li>• resources, equipment and materials: <ul style="list-style-type: none"> <li>• production plans</li> <li>• industry publications and internet sources of information relevant to the planning of a growing-on program</li> </ul> </li> <li>• specifications: <ul style="list-style-type: none"> <li>• workplace health and safety, and environmental and biosecurity legislation, regulations and workplace procedures relevant to planning a growing-on program</li> </ul> </li> <li>• relationships: <ul style="list-style-type: none"> <li>• management and staff</li> </ul> </li> <li>• timeframes: <ul style="list-style-type: none"> <li>• according to job requirements.</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>   |  |
| <b>Links</b>   | Companion Volumes, including Implementation Guides, are available at VETNet: <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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