

Victorian TAFE  
*Association*



# **Inquiry into Agricultural Education and Training in Victoria**

**Submission from Victorian TAFE Association**

**September 2011**

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# Introduction

This submission is made by the Victorian TAFE Association (VTA) on behalf of its individual members.

The VTA is the peak employer body for Victoria's TAFE sector. VTA members include four dual sector Universities and fourteen stand-alone public TAFE providers. Victorian TAFE providers are actively engaged in vocational education and training (VET) at the state level as well as nationally and internationally. Services provided by VTA to members include governance advice, workforce relations advice, industrial relations advice and representation, education projects, research, government liaison and representation and professional development.

The VTA welcomes the opportunity to respond to the Victorian Parliament's Education and Training Committee's (ETC) Inquiry into Agricultural Education and Training in Victoria. We are uniquely placed to respond as we represent all Victorian public providers of vocational education and training.

VTA in this response draws on submissions directly from members and on the views of Victorian TAFE providers attending a focus group convened in September 2011. VTA members may respond individually to the discussion paper to highlight areas of particular interest to their organisations.

## The context of this response

TAFE providers<sup>1</sup> are the major deliverers of accredited training and education across the spectrum of the Australian Qualifications Framework in Victoria. Delivery includes senior secondary school certificates, vocational certificates, diplomas, advanced diplomas, associate degrees, bachelor degrees and graduate qualifications. These qualifications are delivered in a range of contexts – institutional, workplace and online. They are delivered in partnership with a variety of national and international organisations, including schools, colleges, universities, enterprises and community organisations.

TAFE providers differ markedly from many other Registered Training Organisations (RTOs) with respect to their defining characteristics. TAFE providers:

- are large, diverse, publicly owned institutions with prescribed accountability and governance arrangements which ensure quality assurance as laid down by the Australian Government's Provider Registration Requirements;
- offer a broad student experience with individualised vocational and further learning options for a diverse range of students, both local and international;
- invest in social inclusion/community service obligations;
- deliver in a range of industry sectors and / or predominantly at tertiary level;
- emphasise industry relevance, currency and regional workforce development especially insofar as TAFE training and curricula are directly guided by industry requirements;
- are commercially orientated with dividends re-invested in education or for the public good;
- have an increasing role in higher AQF levels, development and delivery;
- operate primarily as state or territory based institutions;
- often have significant international operations both on shore and off shore; and

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<sup>1</sup> The term TAFE & *TAFE providers* will be used in this paper to describe the dual sector universities, and stand-alone institutes of TAFE in Victoria

- represent low risk to government for market failure because of the longstanding processes in place to ensure the delivery of quality programs to a balanced mix of local and international students, proven market success, and robust administrative and risk management procedures.<sup>2</sup>

TAFE institutes are large employers and have substantial local presence and standing. The TAFE system in Victoria has extensive geographic and demographic reach in metropolitan, regional and rural areas. TAFE providers play important roles in community and regional development initiatives going beyond working with enterprises to more holistic approaches that incorporate other partners such as community groups and government agencies.

Several metropolitan TAFE providers have operations in rural areas: Holmesglen Rural Learning Centre (Eildon), NMIT Training Centres (Eden Park, Yan Yean, Kyneton, Ararat), Chisholm Institute (Cranbourne, Wonthaggi). Regional TAFE providers, in addition to multi-purpose delivery sites, also have specialist campuses/facilities for the delivery of education and training to the agricultural sectors including Glenormiston College (Terang), National Centre for Dairy Education Australia (NCDEA) (Gippsland, north west and south west regions), Rural Industries Campus (Wangaratta), Farmtech Education Centre (Sale), William Orr (Shepparton), and partnerships with industry in the heart of major agricultural communities.

TAFE institutes are intimately acquainted with agricultural-based education and training offered in the vocational education and training sector (VET) on-campus and workplace based, and very familiar with offerings in secondary schools and some experience in higher education offerings. We will draw on all these experiences in the following response.

## Scope of this response

The submission is structured to respond to the invitation by the ETC to VTA to make a submission.

The Terms of Reference are very broad and do not include a definition of *agriculture education and training*. Education and training that fits under the umbrella of *agricultural* may include traditional farming and horticultural based offerings, agribusiness, service industries, chemical handling, forestry, fisheries, machinery, environmental and sustainability among others. In this instance we will apply a narrow definition of agricultural training as that relating to agricultural production and horse breeding. However, we ask the ETC for the opportunity to make further submissions if the Committee chooses a wider definition of agricultural education and training than suggested by VTA, for example exploring related food processing education and training.

In this submission we will focus on TAFE providers' experiences delivering agricultural education and training, and related services, to industry linked to qualifications within Training Packages. A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. In this instance, we will be looking at Training Packages that form various qualifications aligned to the Australian Qualifications Framework (Certificates I, II, III, IV, Diploma, Advanced Diploma) in agricultural production and horse breeding. In this submission the key Training Packages as points of reference are:

- RTD02 Conservation and Land Management Training Package
- RTE03 Rural Production Training Package

In June 2010, a new Training Package was endorsed; AHC10 Agriculture Horticulture Conservation and Land Management. In 2011, TAFE providers are in the transition from RTD02 and RTE03 to the new Training Package. Data in this submission, based on delivery of RTD02 and RTE03, serves as a valid source for exploring patterns of delivery and provides a snapshot in time that may be used to inform future considerations.

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<sup>2</sup> TAFE Directors Australia *A Blueprint for the Australian Tertiary Education Sector* July 2010

Training Packages are a key resource for registered training organisations (RTOs) in the delivery of structured, accredited training. Where there are recognised gaps in the industry competencies in Training Packages, state based courses can be accredited. In Victoria the Victorian Registration and Qualification Authority (VRQA) is responsible for the accreditation of state based training qualifications. Relevant to this Inquiry, there are accredited Victorian qualifications offered by TAFE providers in the following areas:

- Beekeeping (Course code B320AP01)
- Fell Tree Manually (Course code B320P116)
- Trim and Cross Cut Felled Trees (Course code B320P117)
- Farm Chemical Users Course (Course code B320P19)
- Course in Sustainable Management of Water (Course code 21552VIC)
- Diploma of Sustainable Agriculture (Course code 21704VIC)
- Course in Minimising the Risks in the Use of 1080 Pest Animal Bait Products for Vertebrate Pest Control (Course code 21835VIC)
- Diploma of Agronomy (Course code 21972VIC)

One Victorian TAFE Provider, NMIT ([www.nmit.edu.au](http://www.nmit.edu.au)), offers full fee paying degree programs. Unfortunately Commonwealth funding through Commonwealth Supported Places to higher education are not available to students enrolled in these degree programs, a matter of great concern to us. The particular degree programs related to this Inquiry are:

- Associate Degree in Agriculture and Land Management
- Associate Degree in Equine Studies
- Bachelor of Agriculture and Land Management
- Bachelor of Viticulture and Wine Making
- Bachelor of Aquaculture
- Bachelor of Equine Studies

Frequently, skills and training are bundled into short courses drawn either from accredited training programs or designed specifically for industry. As examples:

- Beef Cattle Breeding
- Farm Fencing
- Grazing Management
- Whole Farm Planning
- Introduction to Tractors
- Advanced Winemaking
- Dairy Cattle AI
- Farm Welding Fabrication and Repair
- Machinery Maintenance
- Safe Use and Handling of Explosives
- Breeding Dairy Cows
- Confident Livestock Marketing

- Manage Integrated Crops
- Lamb Finishing
- Rotational Grazing
- Farm Safety Implementation

We mention these here so the ETC is aware of the existence of specialised, niche qualifications/short courses. If the ETC requires further information about these courses and other state based qualifications relevant to the Inquiry, we will assist where possible.

## Profile

The following information is drawn from enrolment data 2006-2010 available from the NCVET website ([www.ncver.gov.au](http://www.ncver.gov.au)) relating to two Training Packages:

- RTD02 Conservation and Land Management Training Package – 6 qualifications
- RTE03 Rural Production Training Package – 45 qualifications

*(NB: ACH10 includes 83 qualifications and 10 Skills Sets and incorporates competencies previously in state based accredited qualification including related to amenity horticulture).*

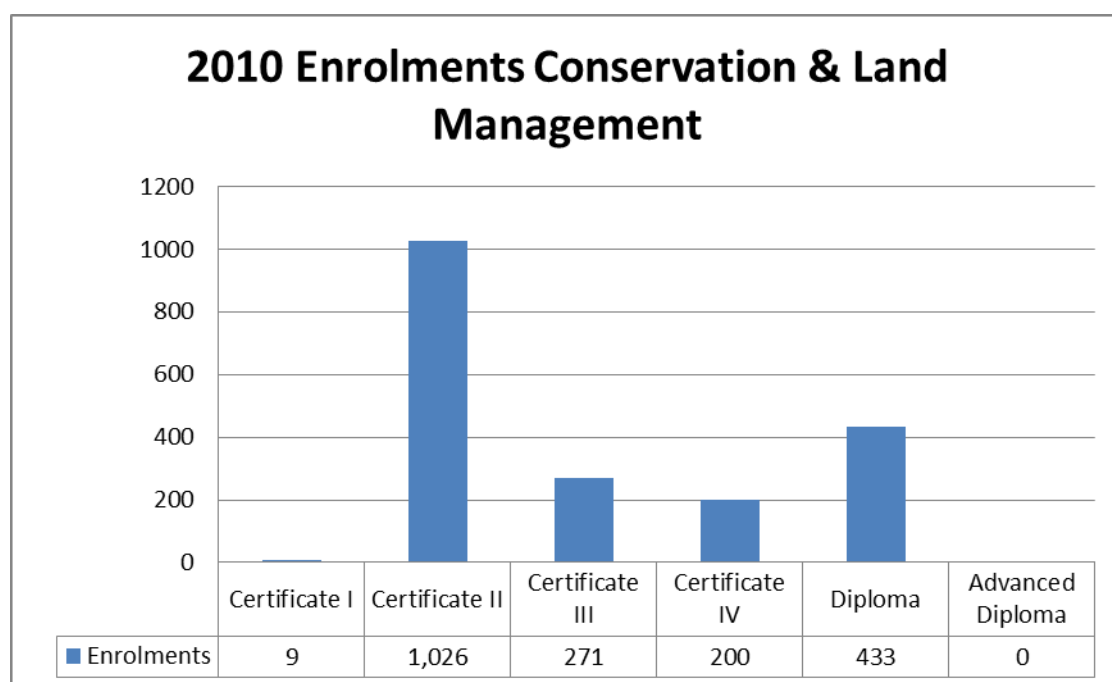
In 2010, 57% of qualifications had less than 50 enrolments, 16% of qualifications had between 50-99 enrolments and 27% of qualifications had more than 100 enrolments. Appendix 1 summarises information regarding Victorian enrolments in all qualifications.

### Conservation and Land Management (RTD02)

Figure 1 shows enrolments in conservation and land management qualifications in Victoria 2010.

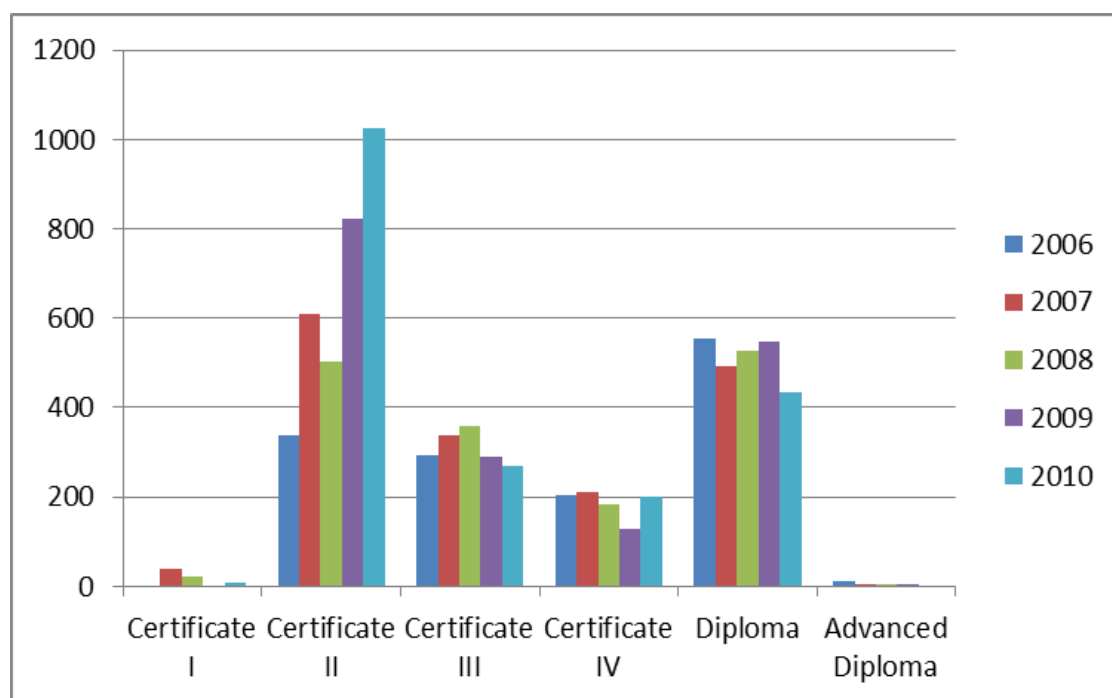
Victoria had 26% of national enrolments in Certificate II, 10% in Certificate III, 17% in Certificate IV and 42% in Diploma qualifications. Nationally, typically between 65% and 75% of enrolments are male.

**Figure 1: 2010 Enrolments Conservation & Land Management**



*(Source: NCVET 2010, figure created by VTA)*

**Figure 2: Enrolment patterns by qualification 2006-2010 Conservation & Land Management**



(Source: NCVET 2010, figure created by VTA)

Between 2006 and 2010 enrolments in Certificate II (entry level) in Victoria have increased significantly. Enrolments in Certificate III and Certificate IV qualifications have remained relatively static and enrolments in Diploma qualifications have declined. Certificate II qualifications would be described as entry level qualifications and may include enrolments under a contract of employment (traineeship).

In the vicinity of 55% of enrolments in conservation and land management are in TAFE providers with metropolitan bases. Delivery of courses in conservation and land management by regional/rural TAFE providers is strongest in the north east, south east and central regions of the State.

Higher qualifications can be linked to the long term employment prospects of individuals participation in the workforce and added productivity. The importance of a well qualified workforce underpins government policies including in education, regional and rural development and building industry capabilities.

The preponderance of enrolments in the sub-sector of conservation and land management at entry level, static enrolment in qualifications where skills are built (Certificate III and IV) and a negative trend in enrolments in higher level qualifications may be cause for concern.

Exploring 2010 enrolments in all of Australia in the Certificate II, Certificate III, Certificate IV and Diploma of Conservation and Land Management may provide signposts for demographics in Victoria.

**Table 1: Features of enrolments in 2010 in Certificate II, Certificate III, Certificate IV and Diploma of Conservation and Land Management (RTD02)**

Qualification	Features
<b>Certificate II in Conservation and Land Management</b> (Victoria 26% of national enrolments)	25% aged <19 years; 37% aged 25-44 years; 17% aged 45+; 43% recorded previous higher education level as year 11 or lower or did not go to school; 13% recorded previous higher education level as Year 12; 9% noted having a disability; 79% recorded English as the main language spoken at home; 26% from most disadvantaged socio-economic status (SES) quintile; 11% from most advantaged quintile; 93% part time enrolments; 7% apprentices/trainees undertaking off the job training.

Qualification	Features
<b>Certificate III in Conservation and Land Management</b> (Victoria 10% of national enrolments)	16% aged <19 years; 42% aged 25-44 years; 25% aged 45+; 34% recorded previous higher education level as year 11 or lower or did not go to school; 18% already held a Certificate III or Certificate IV; 7% noted having a disability; 86% recorded English as the main language spoken at home; 24% from most disadvantaged socio-economic status (SES) quintile; 31% came from the 2 <sup>nd</sup> quintile SES; 18% came from the 3 <sup>rd</sup> quintile SES; 9% from the least disadvantaged quintile SES; 67% part time enrolments; 10% apprentices/trainees undertaking off the job training.
<b>Certificate IV in Conservation and Land Management</b> (Victoria 17% of national enrolments)	5% aged <19 years; 50% aged 25-44 years; 34% aged 45+; 17% recorded previous higher education level as year 11 or lower or did not go to school; 27% recorded previous higher education level as Certificate III or above; 19% recorded holding a bachelor degree or higher; 6% noted having a disability; 90% recorded English as the main language spoken at home; 12% from most disadvantaged SES quintile; 29% came from the 2 <sup>nd</sup> quintile SES; 26% came from the 3 <sup>rd</sup> quintile SES; 8.5% from the least disadvantaged quintile SES; 61% part time enrolments; 4% apprentices/trainees undertaking off the job training.
<b>Diploma of Conservation and Land Management</b> (Victoria 42% of national enrolments)	7.5% aged <19 years; 52% aged 25-44 years; 26% aged 45+; 10% recorded previous higher education level as year 11 or lower or did not go to school; 23% recorded highest education level as year 12; 34% recorded highest education level as Certificate III or IV; 7% noted having a disability; 93% recorded English as the main language spoken at home; 11% from most disadvantaged SES quintile; 27% came from the 2 <sup>nd</sup> quintile SES; 22% came from the 3 <sup>rd</sup> quintile SES; 12% from the least disadvantaged quintile SES; 46% part time enrolments; 2% apprentices/trainees undertaking off the job training.

*(Source: NCVER 2010, table created by VTA. VTA did not request specific Victorian data)*





The learner cohorts reflect general patterns for particular qualification levels. At each qualification level approximately 50% of enrolments are persons aged 25-44. It is interesting to note the significant proportions of students enrolling in Certificate IV and Diploma qualifications already holding a bachelor degree or higher. Enrolments in these qualifications in Victoria in 2010 are characterised by learners who do not have a disability, speak English as the main language at home and are drawn principally from Quintiles 1-3 of measures of SES used by NCVER in data descriptions. The majority of enrolments are part-time.

## Completions

Due to the part time nature of many of the enrolments, it is not valid to calculate completions as a percentage of annual enrolments. The trend in completions is a useful guide to the success of initiatives to improve qualifications outcomes. Completion trends in Certificate II, Certificate III, Certificate IV and Diploma of Conservation and Land Management enrolments 2008-2010 are shown in Table 2.



**Table 2: Trends in completions Victoria 2008-2010**

Qualification	2008	2009	2010	Trend
<b>Certificate II in Conservation and Land Management (RTD20102)</b>	113	42	104	
<b>Certificate III in Conservation and Land Management (RTD30102)</b>	20	54	52	
<b>Certificate IV in Conservation and Land Management (RTD40102)</b>	54	53	68	
<b>Diploma of Conservation and Land Management (RTD50102)</b>	71	108	126	

(Source: Skills Victoria 2011, table created by VTA)

Although only a three year period has been drawn on, there are no negative trends in qualification completions. Interpretation of these trends requires detailed understanding of industry workforce development needs in relation to occupations related to these qualifications. Are these numbers of graduates meeting industry needs? Are these completions reflective of new skills entering the industry as opposed to outcomes from recognition of existing skills (RPL)? ETC may wish to explore these matters in more detail with relevant industry bodies. Primary Skills Victoria identifies Conservation Managers and Land Managers as occupations in demand.<sup>3</sup>

## **Agriculture (RTE03)**

Table 3 shows the Top 10 courses in the Rural Production Training Package in 2010 by enrolments.

Victoria had approximately 23% of national enrolments in Certificate II in Agriculture, 30% in Certificate III in Agriculture and 75% of Certificate III in Production Horticulture. At Certificate III level there is a string of specialist qualifications with enrolments less than 100 students (see Appendix 1). It is interesting to note that Victoria delivered 59% of all training in Certificate III in Agriculture (Dairy Production) to 69 students and 67% of all training in Certificate III in Agriculture (Poultry Production) to 28 students.

Approximately 40% of all training at Certificate IV Agriculture, 50% of all training in Diploma of Agriculture, 93% of all training in Diploma of Production Horticulture and 74% of all training in Advanced Diploma of Agriculture is delivered in Victoria.

Nationally, upwards of two-thirds of all students undertaking training in the Rural Production Training Package qualifications are male and it is likely this pattern is replicated in Victoria.

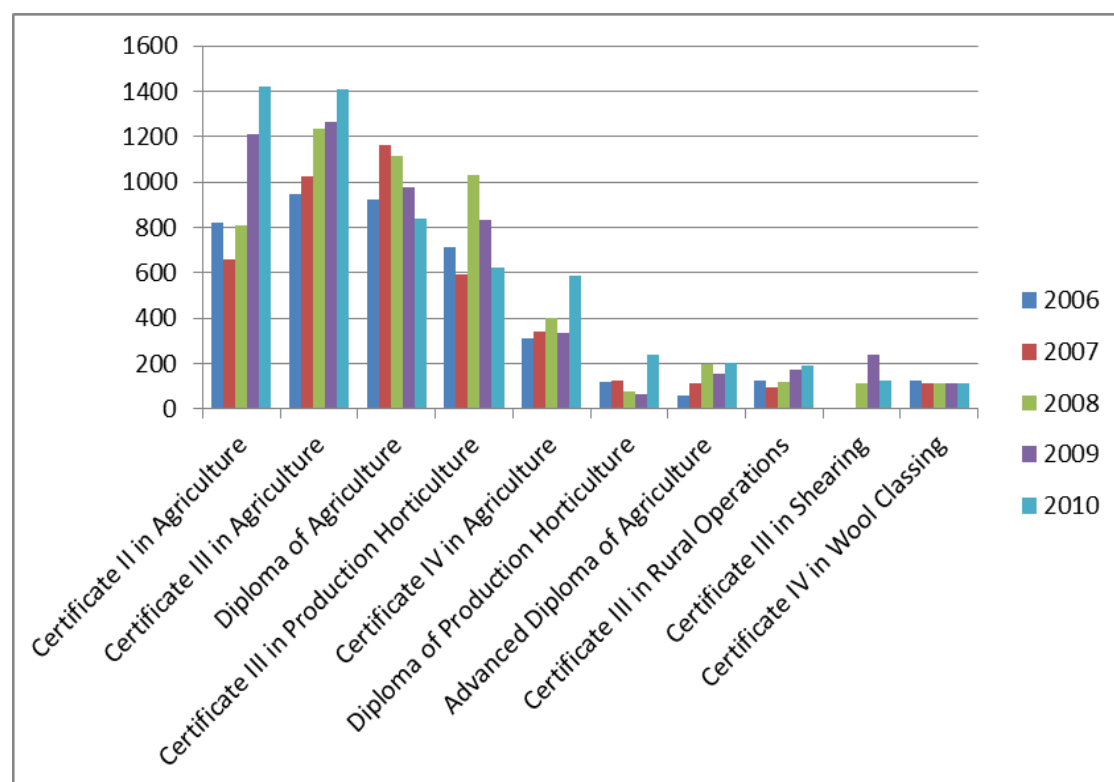
<sup>3</sup> See: <http://www.psv.com.au/industry-skills/occupations-in-demand>

**Table 3: Victoria 2010 Enrolments in Agriculture - qualifications with >100 enrolments**

Qualification	Enrolments
Certificate II in Agriculture (RTE20103)	1420
Certificate III in Agriculture (RTE30103)	1408
Diploma of Agriculture (RE50103)	838
Certificate III in Production Horticulture (RTE31603)	624
Certificate IV in Agriculture (RTE40103)	585
Diploma of Production Horticulture (RTE50303)	238
Advanced Diploma of Agriculture (RTE60103)	200
Certificate III in Rural Operations (RTE31903)	190
Certificate III in Shearing (RTE31503)	125
Certificate IV in Wool Classing (RTE40303)	110

(Source: NCVET 2010, table created by VTA)

**Figure 3: Enrolment patterns 2006-2010 for qualifications with >100 enrolments (Source: NCVET 2010)**



(Source: NCVET 2010, figure created by VTA)

In the period 2006-2010 there has been an upward trend in enrolments in:

- Certificate II in Agriculture (RTE20103)
- Certificate III in Agriculture (RTE30103)
- Certificate IV in Agriculture (RTE40103)
- Diploma of Production Horticulture (RTE50303)

- Advanced Diploma of Agriculture (RTE60103)
- Certificate III in Rural Operations RTE31903)

Enrolments in the Certificate III in Production Horticulture (RTE31603) and the Diploma of Agriculture (RTE50103) have declined. Certificate III in Shearing (RTE31503) enrolments have risen sharply and then fallen back to 2006 levels while Certificate IV in Wool Classing (RTE40303) has remained constant at around 110 enrolments per annum.

The above data drawn from NCVET information includes enrolments in public (TAFE) and private registered training organisations. Among Victorian TAFE providers, delivery in 2010 from qualifications in the Rural Production Training package was dominated by regional providers and reflected local specialisations, for example, production horticulture in the north west quadrant and dairy throughout Gippsland and the north east quadrant. Metropolitan providers made significant contributions in some specialist areas: Horse Breeding (certificate III), Irrigation (certificate III), Production Horticulture (certificate III) and Wool Classing (certificate IV). Exploring 2010 enrolments in all of Australia in these ten qualifications may provide signposts for demographics in Victoria.

**Table 4: Features of enrolments in 2010 in qualifications with >100 enrolments RTE03**

Qualification	Features
<b>Certificate II in Agriculture</b> (Victoria 23.4% of national enrolments)	61% aged <19 years; 19% aged 25-44 years; 67% recorded previous higher education level as year 11 or lower or did not go to school; 4% noted having a disability; 93% recorded English as the main language spoken at home; 22% from most disadvantaged socio-economic status (SES) quintile; 3% from most advantaged quintile; 93.5% part time enrolments; 13% apprentices/trainees undertaking off the job training.
<b>Certificate III in Agriculture</b> (Victoria 29% of national enrolments)	31% aged <19 years; 31% aged 25-44 years; 26% aged 45+; 44% recorded previous higher education level as year 11 or lower or did not go to school; 5% noted having a disability; 92.5% recorded English as the main language spoken at home; 35% came from the 2 <sup>nd</sup> quintile SES; 24% came from the 3 <sup>rd</sup> quintile SES; 4% from the least disadvantaged quintile SES; 84% part time enrolments; 21% apprentices/trainees undertaking off the job training.
<b>Diploma of Agriculture</b> (Victoria 50% of national enrolments)	6% aged <19 years; 43% aged 25-44 years; 39.5% aged 45+; 21.5% recorded previous higher education level as year 11 or lower or did not go to school; 48% recorded previous higher education level as Certificate III or above; 3% noted having a disability; 90% recorded English as the main language spoken at home; 12% from most disadvantaged SES quintile; 31% came from the 2 <sup>nd</sup> quintile SES; 31% came from the 3 <sup>rd</sup> quintile SES; 3.5% from the least disadvantaged quintile SES; 67.5% part time enrolments; 2.6% apprentices/trainees undertaking off the job training.
<b>Certificate III in Production Horticulture</b> (Victoria 75% of national enrolments)	9% aged <19 years; 43% aged 25-44 years; 34% aged 45+; 44% recorded previous higher education level as year 11 or lower or did not go to school; 19% recorded highest education level as year 12; 5% noted having a disability; 79% recorded English as the main language spoken at home; 10% from most disadvantaged SES quintile; 51% came from the 2 <sup>nd</sup> quintile SES; 21% came from the 3 <sup>rd</sup> quintile SES; 2% from the least disadvantaged quintile SES; 84% part time enrolments; 18% apprentices/trainees undertaking off the job training.

Qualification	Features
<p><b>Certificate IV in Agriculture</b> (Victoria 40.5% of national enrolments)</p>	<p>11% aged &lt;19 years; 39% aged 25-44 years; 36% aged 45+; 25% recorded previous higher education level as year 11 or lower or did not go to school; 17.5% recorded previous higher education level as year 12; 50% recorded highest education level as Certificate III and above including 16 with a bachelor degree or higher; 5% noted having a disability; 91% recorded English as the main language spoken at home; 12.5% from most disadvantaged SES quintile; 38% came from the 2<sup>nd</sup> quintile SES; 26.5% came from the 3<sup>rd</sup> quintile SES; 5% from the least disadvantaged quintile SES; 77% part time enrolments; 15% apprentices/trainees undertaking off the job training.</p>
<p><b>Diploma of Production Horticulture</b> (Victoria 94% of national enrolments)</p>	<p>2% aged &lt;19 years; 42% aged 25-44 years; 51% aged 45+; 47% recorded previous higher education level as year 11 or lower or did not go to school; 17% recorded previous higher education level as year 12; 24% recorded highest education level as certificate III or above; 2% noted having a disability; 73% recorded English as the main language spoken at home; 7.5% from most disadvantaged SES quintile; 60% came from the 2<sup>nd</sup> quintile SES; 25% came from the 3<sup>rd</sup> quintile SES; 1% from the least disadvantaged quintile SES; 47% part time enrolments.</p>
<p><b>Advanced Diploma of Agriculture</b> (Victoria 74% of national enrolments)</p>	<p>1% aged &lt;19 years; 49% aged 25-44 years; 40% aged 45+; 21% recorded previous higher education level as year 11 or lower or did not go to school; 20% recorded previous higher education level as year 12; 54% recorded highest education level as certificate III or above; 1% noted having a disability; 97% recorded English as the main language spoken at home; 6% from most disadvantaged SES quintile; 38% came from the 2<sup>nd</sup> quintile SES; 33% came from the 3<sup>rd</sup> quintile SES; 1% from the least disadvantaged quintile SES; 42% part time enrolments.</p>
<p><b>Certificate III in Rural Operations</b> (Victoria 28% of national enrolments)</p>	<p>16.5% aged &lt;19 years; 38% aged 25-44 years; 27% aged 45+; 35% recorded previous higher education level as year 11 or lower or did not go to school; 23% recorded previous higher education level as year 12; 24% recorded highest education level as certificate III or above; 2% noted having a disability; 92% recorded English as the main language spoken at home; 26% from most disadvantaged SES quintile; 31% came from the 2<sup>nd</sup> quintile SES; 18% came from the 3<sup>rd</sup> quintile SES; 8% from the least disadvantaged quintile SES; 84% part time enrolments; 36% apprentices/trainees undertaking off the job training.</p>

Qualification	Features
<b>Certificate III in Shearing</b> (Victoria 39% of national enrolments)	14% aged <19 years; 48% aged 25-44 years; 14% aged 45+; 58% recorded previous higher education level as year 11 or lower or did not go to school; 13% recorded previous higher education level as year 12; 8% recorded highest education level as certificate III or above; 2% noted having a disability; 87% recorded English as the main language spoken at home; 22% from most disadvantaged SES quintile; 36% came from the 2 <sup>nd</sup> quintile SES; 26% came from the 3 <sup>rd</sup> quintile SES; <1% from the least disadvantaged quintile SES; 86% part time enrolments.; 86% apprentices/trainees undertaking off the job training.
Qualification	Features
<b>Certificate IV in Wool Classing</b> (Victoria 35% of national enrolments)	19% aged <19 years; 33% aged 25-44 years; 20% aged 45+; 28% recorded previous higher education level as year 11 or lower or did not go to school; 28% recorded previous higher education level as year 12; 32% recorded highest education level as certificate III or above; 5% noted having a disability; 93% recorded English as the main language spoken at home; 17.5% from most disadvantaged SES quintile; 33% came from the 2 <sup>nd</sup> quintile SES; 24% came from the 3 <sup>rd</sup> quintile SES; 4% from the least disadvantaged quintile SES; 30% part time enrolments; 12% apprentices/trainees undertaking off the job training.

(Source NCVER 2010, table created by VTA. VTA did not request specific Victorian data)





The learner cohorts reflect general patterns for particular qualification levels. Certificate III and IV qualifications usually attract younger people without high levels of prior qualifications. Diploma students are often more mature with considerable work experiences and some prior qualifications. It is interesting to note the significant proportions of students enrolling in Diploma of Agriculture, Diploma of Production Horticulture and Advanced Diploma of Agriculture without year 12 completion. The ETC may wish to investigate further the support needed by these students to successfully complete qualifications at these levels or the career/life pathway that equipped them to undertake qualifications at this level. It could be concluded that in these, the ten most popular qualifications in Victoria in 2010, the learners do not have a disability, speak English as the main language at home and are drawn principally from Quintiles 1-3 of measures of SES used by NCVER in data descriptions. Part-time enrolment is preferred in the majority of these examples and particularly for enrolments in certificate level qualifications.

## Rural Business/Business Management

While there has been some strong growth in enrolments in the more typical agriculture VET qualifications, it is interesting to note negative trends in enrolments in VET qualifications targeted to develop skills and knowledge in rural business management/agribusiness. Primary Skills Victoria Industry Skill Needs Report 2011<sup>4</sup>, notes that increasing levels of global competition and the likelihood over the next ten years, of major changes in property ownership in rural areas are linked to Increased demand for professionally trained managers and staff with a range of production skills and 'management skills will be in demand as producers grow in size'. We suggest ETC discusses with Primary Skills Victoria industry's views on the suitability of these qualifications in the Rural Production Training Package and improvements in this area in the new Agriculture, Horticulture, Conservation and Land Management Training Package (AHC10).

<sup>4</sup> See [http://www.psv.com.au/sites/default/files/imports/PSV\\_ISNRV2%202011.pdf](http://www.psv.com.au/sites/default/files/imports/PSV_ISNRV2%202011.pdf)

**Table 5: Trends in enrolments Victoria 2006-2010 rural business management**











Qualification	2006	2007	2008	2009	2010	Trend
<b>Certificate III in Rural Business (RTE31703)</b>	23	2	0	0	35	
<b>Certificate IV in Rural Business (RTE40603)</b>	11	15	0	54	6	
<b>Diploma of Rural Business Management (RTE50403)</b>	143	190	59	106	65	
<b>Advanced Diploma of Rural Business Management (RTE60203)</b>	50	27	20	37	9	

(Source: NCVET 2010, table created by VTA)

## Completions

The trend in completions is a useful guide to the success of initiatives to improve qualifications outcomes. Completion trends for qualifications with >100 enrolments are shown in Table 6.

**Table 6: Trends in completions Victoria 2008-2010 for qualifications with >100 enrolments**

Qualification	2008	2009	2010	Trend
<b>Certificate II in Agriculture (RTE20103)</b>	158	200	171	
<b>Certificate III in Agriculture (RTE30103)</b>	70	118	192	
<b>Certificate III in Production Horticulture (RTE31603)</b>	87	147	95	
<b>Certificate III in Rural Business (RTE31903)</b>	2	0	39	
<b>Certificate IV in Agriculture (RTE40103)</b>	32	27	46	
<b>Certificate IV in Wool Classing (RTE40303)</b>	34	26	28	
<b>Diploma of Agriculture (RTE50103)</b>	29	51	78	
<b>Diploma of Production Horticulture (RTE50303)</b>	12	15	77	
<b>Advanced Diploma of Agriculture (RTE60103)</b>	34	24	31	
<b>Certificate III in Shearing (RTE31503)</b>	7	33	66	

(Source: Skills Victoria 2011, table created by VTA)

During this period there have been fluctuations in the number of graduates in these qualifications. Interpretation of these trends requires detailed understanding of industry workforce development needs in relation to occupations related to these qualifications. Are these numbers of graduates meeting industry needs? Are these completions reflective of new skills entering the industry as opposed to outcomes from recognition of existing skills (RPL)? Are graduates utilising these skills in their employment? ETC may wish to explore these matters in more detail with relevant industry bodies. Primary Skills Victoria lists Agronomists, Agricultural Advisors and Agricultural Technical officers as occupations in demand and Shearers,

Agricultural Advisors and Agricultural Technical Officers as occupations where there are critical skills shortages<sup>5</sup>.

## Pathways and Skills Recognition

Important policy initiatives at both the State and Commonwealth levels have acknowledged the potential benefits to economic and community development from building on the skills and knowledge of the existing workforce and enhancing vocational education and training opportunities to contribute to addressing skills shortages. Economic drivers include the need to retain older workers, to recognize entry level skills and to re-skill the existing workforce.

A critical element in expediting the development of vocational skills is the recognition of current skills based on life experiences and prior learning. Recognition of Prior Learning (RPL) has been a key feature of the Australian Vocational Education and Training sector since the early 1990's with all qualifications in the Australian Qualifications Framework (AQF) providing for RPL as legitimate to the acquisition of a formal qualification.

With the advent of Training Packages and their emphasis on competency assessment, it might have been anticipated that the demand for RPL would have cumulatively increased. However, the take up of RPL from its inception to the mid-2000s was problematic. The Council of Australian Governments (COAG) meeting of the 10th February 2006 agreed on a range of measures to alleviate skills shortages and with that the need for a wider recognition of prior learning. In the intervening years, significant investment has been made to increase the level of RPL and raise public awareness of RPL. Skills recognition activities have grown as a result of government policies.

RPL as an assessment activity does not add to an individual's skills but recognises work and life experiences that have provided demonstrable evidence of competencies. Skills recognition (RPL/RCC) ideally acts as a catalyst to further education and training and a pathway to skills development. VTA members participating in the focus group discussion to inform this submission commented on not finding demand from industry, with the possible exception of the dairy sector, for skills recognition for whole qualifications. The dairy sector is recognised by TAFE providers for having a clear farm career skills framework and tools to recognise skills and knowledge.

TAFE providers use skills recognition processes as a way to highlight to individuals their skills achievements against industry standards within units of competency in Training Package qualifications and to focus on skills enhancement based on skill gaps. This proves a challenge in many instances to TAFE providers as there does not seem to be strong value held by the agriculture industry broadly in formal qualifications or that individuals may not see qualifications as a direct route to employment. Our members noted there is a diversity of farm businesses' approaches to education and training ranging from *progressive* farms, investing in innovation, technology and education at higher levels, to those using practices passed on from previous generations without thought investing in skills and knowledge.

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<sup>5</sup> See: <http://www.psv.com.au/industry-skills/occupations-in-demand>

This world view may be better understood in the context of the qualifications achieved by agrifood industry workers compared to the general workforce:

Qualification	Agrifood Industry	Workforce
<b>Bachelor degree or higher</b>	12.1%	26.1%
<b>Advanced Diploma/Diploma</b>	8.6%	9.6%
<b>Certificate III/IV</b>	18.2%	18.4%
<b>Other Certificate</b>	8.6%	5.9%
<b>No post school qualifications</b>	51.6%	38.7%

Source: DEEWR (2010) *Australian Jobs 2010*<sup>6</sup>

There is a much higher proportion of the agrifoods workforce not holding a post school qualification and a lower proportion holding bachelor degree or higher qualifications than the total workforce.

Engaging with businesses in the agriculture industry in skills recognition processes is not assisted by current policy approaches to government funding for VET in Victoria. The funding arrangements have exceptions and exemptions. In our view, the numbers of exemptions are insignificant compared to total enrolments in VET in Victoria and we are not convinced they contribute to defraying identified skills shortages. As a general rule of thumb, since January 1, 2011 government funding is available under the Victorian Training Guarantee (VTG) to anyone under the age of 20, anyone undertaking a qualification classified as foundation and, to people over the age of 20 undertaking any qualification that is at a higher AQF level than currently held. For example, a 22 year whose highest qualification is the Victorian Certificate of Education (Year 12 completion), undertaking a Certificate IV in Agriculture would receive government funding. That same person would also be supported by government funding to complete a Diploma and Advanced Diploma. However, if the person chose to complete a bachelor degree after the Certificate IV he/she would not be eligible subsequently to receive government funding to complete a Diploma of Agriculture. The person would have to fully fund the cost of that Diploma although an income contingent loan would be available to defer the costs like HELP system in higher education. If this person undertook RPL for the Certificate IV and was awarded the full qualification on that basis, they are cutting off their opportunities to receive government funding support should they need to undertake a Certificate IV in the future. The person may be encouraged to progress to Diploma level and receive government funding support but if their employment/business need was in business, technology or another stream within the agriculture, horticulture, conservation and land management areas, they face full fees. Our members have highlighted that the public is well aware of the policy levers and are exercising the choice not to participate in RPL certainly not where full qualifications are likely to be awarded. We have also heard anecdotal information that the grapevine has clearly communicated that it can be advantageous not to complete a qualification so as to keep options open in the future for training with government funding support.

National data on RPL results in 2010 for qualifications in Conservation and Land Management and qualifications with >100 enrolments from the Rural Production Training Package highlighted above, may again serve as pointers to RPL activity in Victoria<sup>7</sup>.

<sup>6</sup> See: [http://www.skillsaustralia.gov.au/PDFs\\_RTFS/IndustrySnapshots/Agricultureforestryandfishing.pdf](http://www.skillsaustralia.gov.au/PDFs_RTFS/IndustrySnapshots/Agricultureforestryandfishing.pdf)

<sup>7</sup> Victorian outcomes could be sourced from Skills Victoria.



**Table 7: 2010 subject enrolments by subject result RPL & RCC (Recognition of Current Competency)**

Qualification	RPL/RCC Subject Results	% of Total
<b>Certificate I in Conservation &amp; Land Management (RTD10102)</b> (nb: RPL not expected for foundation level qualification)	0	n/a
<b>Certificate II in Conservation &amp; Land Management (RTD20102)</b>	379	1.26
<b>Certificate III in Conservation &amp; Land Management (RTD30102)</b>	777	3.76
<b>Certificate IV in Conservation &amp; Land Management (RTD40102)</b>	1280	14.48
<b>Diploma of Conservation &amp; Land Management (RTD50102)</b>	711	13.10
<b>Advanced Diploma of Conservation &amp; Land Management (RTD60102)</b>	53	33.33
<b>Certificate II in Agriculture (RTE20103)</b>	395	1.10
<b>Certificate III in Agriculture (RTE30103)</b>	3926	12.14
<b>Certificate IV in Agriculture (RTE40103)</b>	1318	14.99
<b>Diploma of Agriculture (RTE50103)</b>	3193	42.44
<b>Advanced Diploma of Agriculture (RTE60103)</b>	527	47.05
<b>Certificate III in Production Horticulture (RTE31603)</b>	481	11.05
<b>Diploma of Production Horticulture (RTE50303)</b>	1075	76.24
<b>Certificate III in Rural Operations (RTE31903)</b>	49	1.10
<b>Certificate III in Shearing (RTE31503)</b>	102	5.05
<b>Certificate IV in Wool Classing (RTE40303)</b>	91	1.85

(Source: NCVET 2010, table created by VTA)

Skills recognition and RPL processes can provide career pathways for persons without formal qualifications. Formal learning is another opportunity. Our members' experiences are that there could be better connectivity between the various education sectors to enable smooth educational pathways linked to employment in agricultural occupations.

## **School pathways**

TAFE providers are very well acquainted with schools' offerings through VET in VCE programs, Victorian Certificate of Applied Learning (VCAL) programs and VET taster programs. Our members comment, for people with an interest in a career in agriculture related occupations, there are not consistently strong pathways from school to tertiary VET studies and university. The VET in VCE programs<sup>8</sup> include a program in Agriculture (RTE20103 Certificate II in Agriculture and RTE20603 Certificate II in Production Horticulture). Almost 60% of program areas in VET in VCE offer scored assessment enabling the completing student to have a score calculated to contribute to an Australian Tertiary Admission Rank (ATAR) for admission to relevant TAFE and university courses. The Agriculture program is among those that do not have a scored assessment. As such VCE graduates wanting a pathway in agriculture related areas faces additional

<sup>8</sup> See <http://www.vcaa.vic.edu.au/vcaa/vet/vcevetprogsummary.pdf>. The program is currently under review following the endorsement of AHC10 Agriculture, Horticulture, Conservation and Land Management Training Package.

requirements/processes to other VCE graduates. This may act as a disincentive to choosing a post-school educational pathway in agriculture and send mixed messages to students/parents about the value of agricultural studies. An adverse effect is that agricultural programs do not attract high performing students, those capable of progressing to higher level agriculture related qualifications. TAFE providers have also noted a lack of clear understanding by careers teachers/advisors of education linked to the agricultural industry with the consequence that less academic students are channelled into these agricultural programs.

We are also concerned about the considerable investment in Trade Training Centres (TTC) that offer training to relatively low numbers of students. One example provided to the VTA is an investment of \$3m in a TTC that accommodates only 22 students. The TTC delivery model to complete a Certificate III VET qualification by the end of year 12 may present challenges to enable students to finish the qualification and ensure the delivery and assessment requirements are met. A Certificate III VET qualification in agriculture can have up to 1700 nominal hours.

### ***VET sector pathways***

Training Package qualifications are nationally accredited and mutually recognized between RTOs. The design of the Training Packages' qualifications framework provides qualification pathways from Certificate I (foundation) to Advanced Diploma. The Agriculture, Horticulture, Conservation and Land Management (AHC10) Training Package offers qualifications across sub-sectors of agricultural occupations and endorsed skills sets (principally in the irrigation sector).

We find the most challenging aspect of providing pathways in agricultural related areas within the TAFE sector is the thin operating market. Delivery of agricultural programs occurs mainly in regional areas. TAFE providers struggle to get viable numbers of enrolments and are required to deliver education and training across vast geographic areas. Courses are resource intensive yet there is a low funding base to support the delivery due to thin populations. TAFE providers have developed delivery strategies to compensate for this: blending face-to-face, workplace and online learning, delivery of high level qualifications biennially. In the latter example, it is hoped there is sufficient interest over two years from certificate level graduates to progress to a diploma of agriculture. Of course, the issue then is to retain the interest of graduates in the first year of the two year cycle to enrol twelve months after graduating. In all there is a lack of sufficient demand in higher level qualifications in agriculture to enable constant delivery at multiple locations. While we do not suggest that all Certificate III enrolments should translate to higher level qualifications, a strong base needs to be established to ensure the delivery of quality training at the higher levels.

### ***VET – higher education pathways***

TAFE providers are engaging with higher education to develop transparent pathways from VET Diploma/Advanced Diploma qualifications to Bachelor Degree qualifications. As noted earlier, NMIT offers a suite of qualifications in agriculture and land management including Certificates, Diplomas, Associate Degrees and Bachelor Degrees. TAFE providers also partner with universities in the delivery of dual badged qualifications. For example, the University of Ballarat and Goulburn Ovens Institute of TAFE have entered into a partnership whereby TAFE delivers the first and second years of study and the university the third year with graduates being awarded a dual qualification in equine studies and business.

In agriculture, the general pathway from schools or TAFE into university is through a bachelor degree in Agricultural Science. TAFE practitioners report that students do not see Agricultural Science as an attractive pathway from VET. In response to these criticisms, one regional TAFE provider is exploring an applied degree that respects VET outcomes and is set up using a framework that allows flexibility to accommodate changes coming into the industry in the future (for example, climate change is enabling cropping further south and farmers need to make serious business decisions about whether to move into cropping or not). The design also needs to enable pathways into other degree programs.

## ***Higher education – VET pathways***

Traffic between TAFE and Higher Education in agriculture education would usually be from TAFE to Higher Education. The reverse pathway must not be overlooked. Significant numbers of degree graduates look to the TAFE sector for qualifications and skill sets in occupationally specific areas. We have no record of the extent of the traffic at present but point out that current policy levers allocating government funding to VET, and discussed above, will exclude access to funding for degree graduates. This is not equitable in all situations and the volumes of exemptions from policy requirements are not enough to obviate the inequities in this industry.

One question has been raised in many VTA forums around the relevance and currency of qualifications presented by TAFE applicants. In the agricultural industries like many others the knowledge and skills base has changed. Structural change in the agriculture industry, diversification of farming, technologies and climate change contribute to making existing qualifications outdated and even irrelevant in terms of getting a job and running a business in the industry in the 21st century. Digital technologies have impacted in all spheres of work.

Without government funding to support training, it is our understanding that many farmers and agricultural workers do not have the discretionary income to invest in education and training.

## ***Linear career pathways***

Lifelong learning may include linear pathways in accredited VET training but equally it may be horizontal or tangential. Taking what may appear to be a step back, or sideways, before taking a step forward (non-linear pathways) in the qualification hierarchy is also a legitimate learning pathway leading to workforce participation and or increased individual workplace productivity. A culture of lifelong learning values learning to make career changes into new and emerging industries/occupations. The acquisition of knowledge and skills does not occur solely in the constructs of a qualification structure.

To build a culture of lifelong skills development, and Victoria's skills base, needs recognition of the importance of government funding to relevant, related learning. Owners and operators of small and medium sized businesses are typically qualified in their area of industry specialisation, such as farmers with Diploma/Bachelor Degree qualifications, but need specific business acumen in vocational skills such as computerised accounting and business management. The Certificate IV in Business is a valuable complementary qualification for operators of small to medium sized agricultural businesses yet under the eligibility criteria above, government subsidised training is unlikely to be available to this cohort.

The blanket application of eligibility to government subsidised training linked to qualifications deserves review.

## **Effectiveness of industry in shaping agricultural education and training**

Our members work closely with peak industry bodies and organisations representing the agricultural sector at the state level, regionally and in small communities. Our members are conversing with farmers and businesses servicing agricultural production on a daily basis.

Their observations are that there are varying approaches by different sectors to engaging in discussion and action on education and training. For the most part the agriculture industry is not naturally inclined to external training preferring on-the-job delivery. It has been noted that the dairy industry is particularly proactive in shaping vocational education and training delivery. The dairy industry has in place a People Development Committee with formal and informal workforce development and regional development programs. Specifically relating to VET the dairy industry has a program of structured validation and

moderation. The Australian Dairy Farmers Federation invests in a People Advisory Group with a clear understanding of the importance of education and training to workforce development and industry success.

The peak organisations for the beef, sheep and production horticulture industries are not active in shaping education and training in their sector. Peak bodies for industry sectors, for example Vegetable Growers Association, Victorian Farmers Federation and Meat and Livestock Australia, have leadership roles to promote the benefits of education and training to their members, and to facilitate discussion of education and training needs. Where some of these organisations had been proactive in consulting with farmers and creating opportunities for discussing education and training, feedback to VTA is that, with the exception of the dairy industry, this is virtually non-existent now.

Within the Victorian Government, the Department of Primary Industries has for some time taken a leadership role in education and training or extension activities and invested substantially in targeted education and training initiatives with recent focus on higher level courses. A challenge is to equip farmers with the underpinning skills to be able to take advantage of education and training opportunities, particularly at higher levels. The Australian Government Department of Agriculture, Fisheries and Forestry also has a learning and development role and is a registered training organisation offering cost effective training in government priority areas/policy.

We believe the State and Australian Government departments have been effective in shaping agricultural education and training in Victoria but that the industry sectors should take more responsibility for shaping VET and Victoria should have a stronger voice at the AgriFood Industry Skills Council.

## **On-the-job training and traineeship delivery models**

Nationally there are relatively few apprentices/trainees enrolled in the Conservation and Land Management Training Package qualifications: Certificate II (7%), Certificate III (10%) and Certificate IV (4%). The current Purchasing Guide for Victoria identifies all these qualifications as being approved training schemes for trainees.

Among the ten qualifications with >100 enrolments highlighted above, five are approved for traineeships:

- Certificate II in Agriculture
- Certificate III in Agriculture
- Certificate IV in Agriculture
- Certificate III in Rural Operations
- Certificate III in Shearing

In Victoria a traineeship model, rather than an apprenticeship model, is available. Like the apprenticeship model, traineeships include elements of off-the-job and on-the-job training under a formal contact of employment. Traineeships are available for Certificate II level qualifications where apprenticeships are not. The traineeship model is effective in agriculture offering flexibility to deliver the technical skills to suit farmers' needs and our members note significant increases in enrolments in traineeship programs in the past 2-3 years. As one example, South West TAFE based in Warrnambool cites an increase from around 40 trainees in 2006 to 200+ in 2011. They credit this growth to heavy promotion of the traineeships by Australia Apprenticeship Centres (ACC), incentives associated with employing workers under a traineeship arrangement and more flexible models combining on-the-job and off-the-job training.

Input to this submission is that the dairy industry is the more proactive sector in building interest among young people in the industry (Cows Create Careers program) and in utilizing traineeships to build workforce capabilities and as a link to improved quality. In the production horticulture sector there has been consistently slow growth. In production horticulture there are challenges for TAFEs engaging with the

sector to convince employers of the benefits of traineeships when the workforce is largely seasonal and workers do not see themselves as having a career in the industry. We were advised that in other sectors education and training focuses on immediate needs for compliance with regulatory requirements. Our members indicate there appears to still be a lack of understanding by farmers/agricultural businesses of traineeships and opportunities to take on staff under these arrangements. Trainees can benefit greatly from exposure to technologies and practices off the farm as part of off-the-job training and can bring back to the farm/agricultural business new practices and knowledge. In other industries traineeships are available for Diploma qualifications. The agricultural, conservation and land management industries may also benefit from the expansion of traineeships beyond certificate level qualifications to diplomas as a means to encourage industry to seek more highly qualified staff. We recommend the ETC explores that option with employers and government agencies as part of this Inquiry.

Our members also indicate that as trainers, not all employers are well skilled in some areas. Employers in this industry respond very differently to engaging with the education and training as part of a traineeship arrangement. Some employers are actively involved in the development of the training plan whereas others are indifferent. Some employers invest in their own professional development and take on new, improved practices whereas others use practices that in this century are outdated and at times unsafe (eg: use of chemicals, farm safety). High quality outcomes for the industry require both the providers of on-the-job and off-the-job training to have contemporary skills and knowledge.

## VET workforce

Skills Australia notes that agriculture, forestry and fishing has the oldest age profile of all the industries, with almost three in every five workers aged 45 years or older compared with 39 per cent in all industries. This is reflected in the age demographics of teachers/trainers in agriculture in Victorian TAFE providers. Staff in the agriculture department at South West Institute of TAFE are, according to the Department Manager, 'the oldest in the Institute'. While age brings with it experience and a wealth of knowledge, this Manager and his colleagues across the TAFE providers are concerned at the impact of the ageing workforce on future delivery of education and training. Industry echoes those concerns. Further, TAFE teachers/trainers are required to have industry currency, industry qualifications and teaching qualifications. It is a challenge for TAFE providers to source and grow new teachers/trainers. Opportunities for career development in VET and succession planning by teaching departments can be stifled when the agricultural teaching departments are quite small in staff numbers. There is strong competition for talent. We are finding that the very broad skills set we are looking for in rural/regional communities are the same skills being sought by other employers and TAFE struggles to compete.

The NCDEA had 14-15 employees in 2006 and has been able to increase this to 36-37 in 2011 but the leadership team at NCDEA is quick to highlight the effort that has been required to recruit staff with industry expertise and for them to build education and training capabilities. TAFE providers adopt various strategies to keep teachers/trainers and ensure their industry currency including:

- Industry release,
- arrangements where significant portions of training delivery are undertaken externally of the institute in industry settings,
- Offering flexibility to employ part time teachers/trainers who are still involved in their own agricultural business,

Such experiences add to the broad skills set needed by teaching staff and ideally a range of career development options will be negotiated.

## Training packages – meeting the mark?

Victoria's TAFE providers are very familiar with clients' individual needs. They are critical of the review process for the new Training Package (AHC10) and feel that Victoria's voice was not well heard and Victorian industry needs not addressed in the final Training Package. A more general structure is preferred with the flexibility for industry to be able to interpret the content for the outcomes they want.

Industry input to our members indicates a strong preference for skills sets rather than full qualifications. The new Training Package AHC10 includes 10 recognised skills sets:

- AHC10 Agricultural Chemical Skill Set
- AHC10 Cotton Industry Skill Set
- AHC10 Gravity Fed Irrigation Operator Skill Set
- AHC10 Irrigation Agronomist Skill Set
- AHC10 Irrigation Contractor Skill Set
- AHC10 Irrigation Installer Skill Set
- AHC10 Irrigation Manager Skill Set
- AHC10 Irrigation Retailer Skill Set
- AHC10 Pork Industry Stockperson Skill Set
- AHC10 Pressurised Irrigation System Operator Skill Set

More work needs to be done in developing recognised skills sets.

We have also received advice on perceived gaps in the Training Packages in organics, use of new farm technologies, water efficiency and quality, more efficient use of power and energy, sustainable farming and fame management/workforce development. In the new Training Package, units have shifted levels and are now not available for Certificate III as they had been in the previous Training Package - in particular units of competency regarding Soils.

Opportunities also exist to develop curricula in carbon credits and carbon sequestration, smarter ways to use technologies and water efficiency.

We would be willing to provide additional advice to the ETC on this matter if requested.

## Conclusion

The VTA thanks the ETC for the opportunity to comment at this early stage in the Inquiry into Agricultural Education and Training in Victoria. In the commentary above we have intentionally not made specific recommendations for consideration by the ETC. Rather we have collected and presented quantitative and qualitative information from our members to stimulate thinking on the issues of vocational education and training in agriculture in Victoria.

As the Inquiry proceeds we would be pleased to assist the ETC to explore issues contained in this submission further. If the ETC agrees on a definition of *agricultural education and training* that goes beyond the definition applied here, we would like the opportunity to make further comment.

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## Appendix 1: Victorian VET students enrolments in 2 Training Packages: RTD02 & RTF03

Qualifications – Conservation and Land Management		Victorian VET students by industry / course - source NCVER							
	C = Certificate Dip = Diploma Adv Dip = Advanced Diploma Ag = Agriculture Hort = Horticulture	2006	2007	2008	2009	2010	Vic as % of Aust	% male	% female
RTD10102	CI Conservation & Land Management	0	40	21	0	9	0.06	61	39
RTD20102	CII Conservation & Land Management	338	608	502	823	1026	26	74	26
RTD30102	CIII Conservation & Land Management	294	339	357	289	271	10	71	29
RTD40102	CIIV Conservation & Land Management	203	211	185	129	200	17	66	34
RTD50102	Dip Conservation & Land Management	555	493	526	546	433	42	65	35
RTD60102	Adv Dip Conservation & Land Management	13	5	5	1	0	na	83	17

Qualifications – Agriculture		Victorian VET students by industry / course - source NCVER							
RTE10103	C1 Rural Studies	45	44	13	13	41	6	71	29
RTE20203	CII in Irrigation	0	0	1	0	0	na	89	11
RTE20303	CII in Wool Handling	47	16	17	24	74	24	63	37
RTE20403	CI in Shearing	95	77	68	52	70	34	93	7
RTE20503	CI in Crutching	0	0	0	50	19	22	86	14
RTE20603	CI in Production Hort	126	87	125	79	43	22	70	30
RTE20703	CI Rural Operations	256	162	72	82	53	3	77	23
RTE20807	CI in Commercial Composting	0	0	0	0	0	na	na	na
RTE30103	CIII in Ag	945	1024	1233	1265	1408	29	74	26
RTE30203	CIII in Ag (Beef Prod)	2	3	2	6	6	2	73	27
RTE30303	CIII in Ag (Cotton Prod)	0	0	0	0	0	na	na	na
RTE30403	CIII in Ag (Dairy Prod)	77	50	41	40	69	59	71	29
RTE30503	CIII in Ag (Goat Prod)	0	0	0	0	0	na	na	na
RTE30603	CIII in Ag (Grain Prod)	0	0	0	0	0	na	93	7
RTE30703	CIII in Ag (Horse Breeding)	2	14	13	26	33	25	9	91
RTE30803	CIII in Ag (Milk Harvesting)	0	0	0	0	0	na	na	na
RTE30903	CIII in Ag (Pig Prod)	37	73	42	0	18	26	89	11
RTE31003	CIII in Ag (Poultry Prod)	31	15	30	30	28	67	83	17



Qualifications – Agriculture	Victorian VET students by industry / course - source NCVET								
	2006	2007	2008	2009	2010	Vic as % of Aust	% male	% female	
C = Certificate Dip = Diploma Adv Dip = Advanced Diploma Ag = Agriculture Hort = Horticulture									
RTE31103 C3III in Ag (Sheep & Wool Prod)	1	0	0	0	0	na	33	67	
RTE31203 CIII3 in Ag (Sugar Prod)	0	0	0	0	0	na	93	7	
RTE31303 CIII3 in Irrigation	71	47	93	27	54	26	96	4	
RTE31503 CIII3 in Shearing	0	1	110	239	125	39	98	2	
RTE31603 CIII3 in Prod Hort	713	592	1033	830	624	75	84	16	
RTE31703 CIII3 in Rural Business	23	2	0	0	35	89	10	90	
RTE31803 CIII3 in Rural Mechandising	18	20	26	24	17	47	72	28	
RTE31903 CIII3 in Rural Operations	125	97	120	170	190	27	75	25	
RTE32003 CIII3 in Advanced Wool Handling	4	27	51	73	35	44	49	51	
RTE32107 CIII3 in Commercial Composting	0	0	0	0	0	na	na	na	
RTE40103 CIV4 in Ag	309	341	398	332	585	41	73	27	
RTE40203 CIV4 in Irrigation	42	36	20	0	16	55	100	0	
RTE40303 CIV4 in Wool Classing	126	110	113	112	110	35	56	44	
RTE40403 CIV4 in Shearing	0	0	0	0	0	na	100	0	
RTE40503 C4IV in Prod Hort	110	68	54	64	53	46	75	25	
RTE40603 CIV4 in Rural Business	11	15	0	54	6	18	6	94	
RTE40707 CIV4 in Commercial Composting	0	0	0	0	0	na	na	na	
RTE50103 Dip of Ag	920	1164	1112	974	838	50	71	29	
RTE50203 Dip of Irrigation	8	4	12	24	12	80	100	0	
RTE50303 Dip of Prod Hort	118	126	79	65	238	93	71	29	
RTE50403 Dip of Rural Bus Management	143	190	59	106	65	29	45	55	
RTE60103 Adv Dip Ag	60	115	194	157	200	74	70	30	
RTE60203 Adv Dip of Rural Business Management	50	27	20	37	9	12	35	65	
RTE60307 Adv Dip of Production Hort	0	0	0	0	0	na	na	na	