

AGCAP



Agribusiness Careers and Professions

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THE AGCAP PROGRAM

The Agribusiness Careers and Professions (AGCAP) program was developed in 2012 through a partnership between the Make it Work Foundation (Narrabri Chamber of Commerce) and the Department of Education to encourage high school students to pursue a long term career in primary industries, thereby allowing them to live and work in a regional area.

The program achieves this by enhancing the career pathways and post school opportunities of students who are studying a vocational qualification in a formal school based traineeship arrangement, whilst attending school.

The first group of 16 AGCAP students from the New England area graduated with Certificate II qualifications in 2013; an additional 14 students completed in 2014 and 17 in 2015.

To date, the key qualification focus has been on the agricultural training package. In 2015 this will extend to cover traineeships in the meat related industries.

The AGCAP committee seeks to strengthen links with industry and training organisations to achieve its objectives.

Enrichment Tours

Enrichment tours are a key focus of the program where students travel to specially chosen farms to experience modern agricultural processes in action.

The enrichment tours allow students to extend their knowledge of the industry. They visit enterprises such as cotton or beef operations or a grains research facility.

One of the major recent developments for AGCAP is a qualification delivery partnership with Tocal College. Students in the AGCAP program who study Certificate II and III qualifications will attend an annual one week residential enrichment tour during their school delivered training.

We believe that this will expand to other institutions as additional qualifications are included under the AGCAP program.

The one week Tocal College tour will include learning and assessment of the competencies that are not delivered by schools but are of high value to modern farm enterprises. These enrichment opportunities will provide all students, especially rural and remote and Aboriginal students, with the chance to value add to their skills and knowledge of the modern agricultural sector. In addition there will be evening workshops and presentations by industry leaders.

Please see *Appendix 1* for a list of sample units of competency on offer from Tocal that may be included in Agriculture Training Plans.

Proposed Calendar of Enrichment Tours

Year		Term I	Term II	Term III	Term IV
2015	Year 11		Post School Education Tour - Tocal	Animals Tour	
	Year 12				
2016	Year 11		Post School Education Tour - Tocal	Plants Tour	
	Year 12				
2017	Year 11		Post School Education Tour - Tocal	Animals Tour	
	Year 12				

Supported Training

The training partnership between schools and Tocal College for the School Based Trainees (SBATs) will also provide increased opportunities for a broad range of students to gain the most suitable qualification to meet the needs of their workplace. This flexible, supported pattern of delivery is outlined in the matrix on Page 7. Principals and Aboriginal leaders from several of our rural and remote schools strongly support the matrix.

Members of the Aboriginal community have said that Aboriginal students from rural and remote communities often struggle to learn and engage without support from their communities. The AGCAP model will facilitate the presence of Aboriginal mentors to support students throughout their training. In addition the AGCAP model will enable gifted and talented students (GATTs) to accelerate their post school training whilst attending school.

AGCAP students have the opportunity to form a network of career support through the enrichment tours and their SBAT job before leaving school. They meet people who are shaping the industry at the grass roots level, and students have been known to call on these people to help them find a job or direct their agricultural career.

SKILLS GAP

Many workers in agriculture have learnt their skills through informal training while on the job. This has created a workforce with a generally low qualification rate. The fact that training facilities are mainly located in urban areas also limits access to attending further education by workers who live in remote areas.

The AWPA Chair, Philip Bullock, says the future of Australian agriculture lies in supplying the rapidly growing Asian market. "The ongoing restructure of the industry resulting in larger farms and the growing use of new technologies... is also requiring workers to have higher level skills," he said. Mr Bullock also states that 40 per cent of workers in agriculture had a post-school qualification, compared to Australia's all-industries average of 62 per cent.

The 2013 Environmental Scan, released annually by Agrifood Skills Australia, reiterates the need for skills development and growth in the agricultural workforce. Referring to supplying the expanding Asian markets, the then National Farmers Federation (NFF) chief executive officer Matt Linnegar said, "The 2013

Environmental Scan confirmed that Australia needs to put a strong focus on up-skilling the current workforce to better respond to the changing industry landscape.

“We must act immediately to begin building the necessary skills and capabilities in the industry,” Mr Linnegar continued. “It is time to invest in our workforce, to start building the blocks for the industry to continue to thrive in coming years while under significant demand pressure.”

Achieving a Certificate III level traineeship through the AGCAP program gives students a higher level qualification before leaving school. They then qualify to access further training through online university or college courses while still working on the farm.

Qualification outcomes

The AGCAP pathway from school to work can provide candidates with a range of qualification options and also allow the more academically talented to progress through Certificate IV, Diploma, Advanced Diploma and on to university, in the university of New England Bachelor Agrifood Systems degree.

Students are able to exit at many points along the learning continuum with a qualification. Costs are lower than traditional HECS based university learning as the time spent at university is reduced by approximately 2 years.

ELIGIBILITY REQUIREMENTS

Eligible Students

To be eligible to participate in AGCAP students must:

- Be enrolled in the Preliminary HSC year (early commencement is encouraged for students in year 10), studying in the Primary Industries Framework in a school (government or independent).
- Complete an “Application to Establish a School Based Traineeship with the AGCAP Program” form (attached), outlining agricultural experience and career aspirations.
- Provide two referees to support capabilities and experience, one of which is the Primary Industries teacher at their school.

Eligible Employers

Employers eligible to provide employment to a student in the AGCAP program must meet the following criteria:

- Be able to provide at least 100 days payed employment Certificate II SBAT and 160 days payed employment Certificate III SBAT.
- Have the full range of work to support the qualification delivery to be undertaken and the capacity to supervise and train in the workplace. Prior to any application being considered a Duty of Care assessment on the prospective employer needs to be completed.

Student Application Process for AGCAP

- Find a prospective employer. Know the basics:
 - Incentives – the employer will receive \$1500 for employing an SBAT. Further incentives may be available. These will be discussed with the

Australian Apprenticeship Centre that is responsible for signing up the SBAT.

- Wages (usually between \$7.00 and \$10.00 per hour)
- Work time – normally most SBATs require 100 days (note exceptions exist but the real facts can come later). SBATs often work one day per week, but can accumulate the time on weekends or during holiday periods.

There are two steps for AGCAP SBATs:

1. Once you have a possible employer see your school SBAT coordinator. The teacher will help you complete the online paperwork at [startmytrade](http://startmytrade.com.au).

This involves:

- a. Student (SBAT) collecting the “**Details of my job**” information, which mostly comes from the employer.
- b. Teacher supports the completion of a “**Duty of care form**”.
- c. The student (SBAT) enters the employer data onto the [startmytrade](http://startmytrade.com.au) website. Best to do this with your teacher’s support.

Note the forms mentioned above along with other useful information can be found at the resources tab on the website or the link to the tab below <http://northernsw.startmytrade.com.au/resources>

2. Complete the AGCAP Application
 - a. Students complete an “Application to Establish a School Based Traineeship with the AGCAP Program” form (see Appendix 2). This is endorsed by the student, parent, employer and school.
 - b. It is expected the application will be lodged with the school when the student is in Year 10, at the time when they are choosing their subjects for the HSC.
 - c. The application includes evidence of Recognised Prior Learning (RPL) or previous industry work experience in agriculture and two referees.
 - d. All applications are submitted for approval by the AGCAP Governance Committee to ensure the student and employer meet the eligibility requirements.

TRANSITION TO HIGHER EDUCATION

A school based traineeship through the AGCAP program forms the entry point to a clear and seamless pathway right through to a university degree in Agri-systems at The University of New England (UNE). It enables school students who have a background in agriculture to become engaged on a pathway which will lead them through the Vocational Education and Training (VET) system into the higher education system. The pathway enables students to opt out at any stage with a formal qualification. This is a NSW first in agricultural education.

In providing these extra opportunities to AGCAP students it is expected that they will more likely pursue a meaningful, long term career in the agricultural industry after they leave school and allow them to continue living in a regional area.

The AGCAP students are enrolled with Tocal College while still at school. Upon completion of their HSC they may choose to enrol in a Certificate IV through Tocal and then go on to achieve a Diploma and Advanced Diploma. The Diploma and Advanced Diploma are both available online and can be achieved while continuing to work on the farm, thus avoiding the need to move away to study.

AGCAP students are not limited to studying with Tocal or UNE. They may continue their post school education at any institution according to their needs. It is believed there will be more opportunities to study with other institutions as the program develops.

The AGCAP committee believes that the majority of SBAT students who enter the program at both the Certificate II and III levels will continue to work with their employer in a post school traineeship to complete their desired qualification up to diploma level.

Successful completion of the Diploma is virtually equivalent to half a Bachelor of Agrifood Systems which is a joint University of New England/VET system degree especially designed to create a pathway for students from VET to university.

See the Tocal website: <http://www.tocal.nsw.edu.au/courses/online-courses>

The matrix below outlines the patterns of study available to students in both the Certificate II and III AGCAP courses. The matrix shows that both Certificate II and III students will begin their continuum of study towards their degree whilst still at school. The expectation is that SBAT students studying the more rigorous Certificate III courses at school and continuing fulltime studies post school will complete their degree in three years, with only two of these years attracting full HECS costs at university.

Students are able to exit the pathway at any time to continue with full time work.

AGCAP QUALIFICATION OUTCOMES												
Course commenced while at school		School Years			Post school years							
Qualification	Level	Year 10	Year 11	Year 12	Delivery	1st	2nd	3rd	4th	5th	6th	7th
Rural Operations	II				Full time	Cert III Rural Operations	Diploma/Advanced Diploma	Agrifood Degree				
Rural Operations	II				Part time	Certificate III Rural Operations	Diploma/Advanced Diploma	Diploma	Advanced diploma	Agrifood Degree		
Agriculture	II				Full time	Cert III Agriculture	Diploma/Advanced Diploma	Agrifood Degree				
Agriculture	II				Part time	Certificate III Agriculture	Diploma/Advanced Diploma	Diploma	Advanced diploma	Agrifood Degree		
Horticulture	II				Full time	Certificate III Horticulture	Diploma/Advanced Diploma	Agrifood Degree				
Horticulture	II				Part time	Certificate III Horticulture	Diploma/Advanced Diploma	Diploma	Advanced diploma	Agrifood Degree		
Agriculture	III				Full time	Diploma/Advanced Diploma	Agrifood Degree					
Agriculture	III				Part time	Diploma/Advanced Diploma	Agrifood Degree					
Colour Key:	School				Post School Vocational Education				University			

Matrix outlining the various patterns of study achieved through AGCAP from Year 10.

AGCAP GOVERNANCE STRUCTURE

A governance committee was formed at a meeting held in Narrabri on 11 June 2014 to manage the AGCAP program. It is responsible for maintaining the rigor of the program.

The Governance Committee currently includes the following members:

Greg Poetschka	State Training Services
Charles Impey	Rural Skills Australia
Russell Stewart	Narrabri Shire Council
Ivan Gant	Senior Pathways Unit, Department of Education and Communities
Susi Bell	School Based Apprenticeship and Traineeship Coordinator, DEC
Michael Carberry	Cotton farmer, Narrabri
Brian Wilson	Dairy farmer, Tamworth
Graeme Harris	Head teacher of agriculture at Farrer Memorial Agricultural High School

Agribusiness Careers and Professions

An entity of the Narrabri Chamber of Commerce
PO Box 144 Narrabri NSW 2390

Appendix 1

Cert III Agriculture General - Units of Competency

Code	Unit of Competency	Core or Elective	Nominal Hours	RTO 1	RTO 2
All of the following:					
AHCOHS201A	Participate in OHS processes	C	20	Yes	
AHCWRK209A	Participate in environmentally sustainable work practices	C	20	Yes	
AHCOHS301A	Contribute to OHS processes	C	50		Yes
AHCWRK313A	Implement and monitor environmentally sustainable work practices	C	50		Yes
AHCWRK201A	Observe and report on weather	E	15	Yes	
AHCCHM201A	Apply chemicals under supervision	E	20	Yes	
AHCWRK204A	Work effectively in the industry	E	20	Yes	
AHCLSK202A	Care for health and welfare of livestock	E	25	Yes	
AHCPMG202A	Treat plant pests, diseases and disorders	E	20	Yes	
AHCINF201A	Carry out basic electric fencing operations	E	15	Yes	
AHCINF202A	Install, maintain and repair fencing	E	15	Yes	
AHCPMG201A	Treat weeds	E	10	Yes	
AHCMOM202A	Operate tractors	E	20	Yes	
AHCMOM304A	Operate Machinery and Equipment	E	15	Yes	
AHCWRK205A	Participate in workplace communications	E	10	Yes	
AHCLSK205A	Handle livestock using basic techniques	E	15	Yes	
AHCLSK204A	Carry out regular livestock observation	E	10	Yes	
AHCLSK206A	Identify and mark livestock	E	15	Yes	
AHCLSK209A	Monitor water supplies	E	10	Yes	
AHCLSK211A	Provide feed for livestock	E	15	Yes	
Choose at least 120 hours (+ or - 10%) in consultation with employer:					
AHCBAC302A	Establish pastures and crops for livestock production	E	80		Yes
AHCCHM303A	Prepare and apply chemicals	E	70		Yes
AHCCHM304A	Transport, handle and store chemicals	E	50		Yes
AHCINF302A	Plan and construct an electric fence	E	60		Yes
AHCINF303A	Plan and construct conventional fencing	E	60		Yes
AHCLSK309A	Implement animal health control programs	E	50		Yes
AHCLSK311A	Implement feeding plans for livestock	E	40		Yes
Either:					
AHCIRG304A	Operate gravity fed irrigation systems, OR	E	50		Yes
AHCIRG305A	Operate pressurised irrigation systems, OR	E	50		Yes
AHCPMG302A	Control plant pests, diseases and disorders	E	80		Yes
Either:					
AHCLSK305A	Maintain livestock water supplies, EA, 30 OR	E	30		Yes
AHCLSK331A	Comply with industry animal welfare requirements	E	40		Yes

Appendix 2

Application to Establish a School Based Traineeship with the AgCAP Program



This application is for a School Based Traineeship under the AgCAP Program pilot study.
To be completed by student, signed by parent/carer and employer and returned immediately to school.

Traineeship Details *(to be completed by student)*

Name of qualification applying for: eg. Cert III Agriculture _____

Student full legal surname _____ other names in full _____

Date of Birth ____/____/____ Gender – male/female BOS Number _____

Are you of ATSI origin? Yes/No Current School Year 10 11 HSC completion year _____

Student's street address _____ Postcode _____

Student's email address _____

Parent/carer name _____ Contact number _____

Parent's email address _____

Employer (name of business) _____

Employer Contact _____ Contact number _____

Employer's email address _____

Referees - who can provide details of your level of experience in agriculture. One must be the Primary Industries teacher.

Primary Industries teacher: _____ Telephone: _____

Referee 2 (not proposed employer): _____ Telephone: _____

Written Statement: please attach a written statement (maximum one A4 page, additional photographs can be included) to support any Recognised Prior Learning (RPL) or previous industry work experience eg. Time spent working in the agricultural industry, enterprises experienced, describe tasks or jobs completed.

Student Declaration

I declare that the information I have supplied in this application is true and correct.

I have read and understand the privacy statement at the end of this document.

I am willing to travel to the required training location and workplace to complete my school based traineeship.

I understand that I need to choose Primary Industries as a Year 11 subject to undertake this traineeship.

Signed by the student _____ Date ____/____/____

Student Needs Assessment *(to be completed by parent/carer)*

The following information will be forwarded to prospective employers to enable the employer to decide if any further action is required by them to support your child in the workplace. Please be aware that failure to disclose all the known needs of your child on this form may prevent your child from undertaking the proposed traineeship *(please attach further information if necessary)*.

I advise that my child has the following needs that may be already supported at school and may affect his/her safety, progress, welfare or supervision at the workplace.

N/A Recognised disability Intellectual Hearing Physical Vision Mental Health

Allergy _____ Other _____

If needs have been identified above please explain what actions/adjustments you know from your experience would assist employers to manage your child's particular needs in the workplace: _____

Parent/Carer Declaration, as the parent/carer of the above student, I understand that:

My child is entering into a formal training contract with the employer indicated on this form for their school based traineeship
My child, as an employee of the employer identified on this form, will be covered under the employer's public liability and worker's compensation insurance
Claims for employment-related injury, loss or damage either suffered or caused by my child as a trainee whilst in the employ of the above employer should be forwarded to the employer
My child is required to complete the minimum number of days of work (on the job training) by 31 December of the year of their Higher School Certificate
My child's welfare/safety and that of their co-workers at the workplace is best served by my complete and honest disclosure of any particular needs that he or she may have that may affect his/her safety or supervision in the workplace.
The information above may be provided to the prospective employer to enable the employer to decide if they need to take any additional steps to support my child's safety and welfare in the workplace.
It is my responsibility to ensure that my child can safely manage their travelling arrangements to and from their place of employment and training.
Matters of concern arising in relation to my child's traineeship should be advised to the school in the first instance
I have read and understand the privacy statement on this form.
Prospective employers may contact me on the telephone number below to discuss the suitability of my child to the traineeship and the particular needs that I have identified

Signature _____ Date ____/____/____

Name of parent/carer _____ Relationship to student _____

Contact phone number _____ Alternate phone number _____

Employer Declaration, as the employer of the above student I understand that:

I am able to provide relevant work tasks to support the units of competency listed in the training plan.
I understand that the applicant is paid at the relevant award rate for a school based trainee for the time worked.
I can provide at least 160 days' on the job training in the workplace which will be achieved during the school term and school holidays up until the 31st December of the student's HSC year.
The student will be included under my worker's compensation policy.
The student will be supervised by a responsible adult at all times when at work.

Signature _____ Date _____

School Declaration and Endorsement (to be completed by the school principal)

To the best of my knowledge the information provided above by the parent/carer reflects relevant information held by the school.
The school agrees to be the first point of contact for any matters arising relating to the student's traineeship and agrees to support the student in completing the traineeship as part of their HSC studies.
The school will regularly monitor the student's progress and welfare ensuring that "Catch Up" sessions are held with the trainee once each school term.
The school principal or nominee will not sign the training plan for this trainee until the school has signed the completed Employer Questionnaire and Checklist indicating that the employer has completed all requirements in respect to supporting the safety and welfare of the student in their workplace.

School _____ School Contact _____

Phone number _____ Email _____

Signature of School Principal _____ Date ____/____/____

Name _____

Privacy Notice for all parties

The information provided by parents or carers and by employers is obtained by the Department of Education and Communities to meet the Department's duty of care responsibilities, to support the information needs of the prospective employer and to allow the proposed school based traineeship to be established.

Providing this information is voluntary. However, if you do not provide the information requested the student may not be able to undertake the proposed school based traineeship. The information you provide will be stored securely and retained in accordance with NSW public sector record-keeping procedures. The information will only be disclosed for the purposes for which it was collected.

Appendix 3

AGCAP article from The Land newspaper, 31 July 2014

Narrabri school keeping kids local

By JESSIE DAVIES

NARRABRI is helping to stem to flow of agriculture's next generation to the city by encouraging them to earn and learn locally.

The Agribusiness Career Access Pathway (AGCAP) program, which was launched in Narrabri three years ago, is kicking goals in training and retaining high school graduates, helping to strengthen the region's skilled agricultural workforce.

"None of the students ever say they're leaving town because they don't like it here," said program co-ordinator Russell Stewart.

"They say I need to go to Sydney because I want to be an agronomist and that's where I have to go to study."

It was for this reason Mr Stewart and a dedicated group of Narrabri business owners, parents, teachers and agricultural professionals banded together to develop the program.

"It's our job to negotiate with a university or course deliverer to say we want these kids to stay here and we want you to deliver your training here," Mr Stewart said.

AGCAP sees Year 11 and 12 students take a Certificate II or III in Agriculture while working for an employer



Students involved in the Agribusiness Career Access Pathway program went on an enrichment tour to grains and marketing operations across Narrabri last year.

for one day each week.

Post-school, students are supported to undertake further study to gain qualifications at advanced certificate, diploma and bachelor levels.

The program now extends to include students from Narrabri and Wee Waa High Schools, Farrer Agricultural College, Bingara and Walcha Central Schools.

Narrabri High School agriculture teacher Emma Partridge said she had seen great results from the program so far.

"It really is keeping kids in the industry and feeding their passion for agriculture," Ms Partridge said.

"In the first two years of AGCAP we had three students involved, one is still working

here in Narrabri in farm maintenance, while the other two have moved away, they are still in the agriculture industry and are hopefully going to bring back additional skills to town."

She said the key jewel of the program was the "enrichment days" that ran throughout the year.

"The students go to a variety of agricultural enterprises, not just on farms but also agribusinesses and research facilities.

"It shows them the masses of employment opportunities available to them throughout the area.

"They are also a great source of professional enrichment for people like me who go along, too."

31-7-14