



Industry &  
Investment

**Tocal**  
**COLLEGE**

Studies in Landcare and Natural Resource Management

# DIPLOMA OF CONSERVATION AND LAND MANAGEMENT

## COURSE HANDBOOK

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The information contained in this publication is based on knowledge and understanding at the time of writing (2009). However, because of advances in knowledge, users are reminded of the need to ensure that information upon which they rely is up-to-date and to check currency of the information with the appropriate officer of Industry & Investment NSW or the user's independent adviser.

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## WELCOME

Welcome to the course. Your course, Studies in Landcare and Natural Resource Management, leads to a Diploma of Conservation and Land Management and is part of Industry & Investment NSW's External Courses, one of the most successful rural adult education programs in Australia.

The External Course Program has been offering courses in Farm Management and Farm Office Management to landholders since 1970 and over 12,000 people have enrolled in these courses in that time. Since 1981 the management of the external courses has been located at the C B Alexander Agricultural College, 'Tocal' at Paterson in the Hunter Valley north of Maitland.

In recent years the Program has developed a range of external modules related to sustainable agriculture and landcare. Because of the increasing importance and interest in these topics, it was decided to offer the modules as an external course so landholders could receive a formal education qualification after studying in this area.

A Certificate in Landcare was offered for the first time in 1995, and this was developed further into the Diploma in Landcare and Natural Resources. With the release of the national Conservation and Land Management Training Package, this course was modified to meet the requirements of the new package in 2003.

For this course, we have taken a number of modules from the Training Package and developed study materials for them, which lead to a diploma qualification. There are other ways of achieving a diploma or other qualifications in Conservation and Land Management, but completing the course through external studies is the method described in this handbook.

We are confident you will find the course a most rewarding experience and well worth the time and effort you will need to spend on it. What could be more rewarding than learning how to take better care of the land for ourselves, our families and future generations?

The staff at Tocal wish you well in the course. We hope you study hard, enjoy it and achieve what you want from it.

Good luck and please call if you would like help or further information. (Contacts and phone numbers are on the inside front cover).

## COURSE AIMS

The course aims to give you the knowledge, skills and attitudes you need to achieve the following:

- assess the condition of a landscape as a holistic system
- draw up plans for managing and restoring a particular land system for sustainability
- demonstrate landcare and natural resource management skills for sustainable land use
- work effectively with stakeholders, who may be your family, clients, community groups or government agencies on landcare, catchment and natural resource management projects
- understand the legal and policy framework for conservation and natural resource management

### **Your own learning objectives**

(What you want to get out of the course. This statement can be used as part of your first assignment.)

By the end of my studies I want to be able to:

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## INTRODUCTION TO THE COURSE

You may have a number of questions about how the course works. Most of the details will be revealed as you work your way through the book. Some questions that may occur to you are answered below.

### **Is this the course for you?**

You may be wondering if this course is the most suitable for your needs. An explanation may help you decide:

The course is especially designed for landholders, farmers, land managers, bush regenerators, landcare workers, weeds officers and students of environmental management. If you are already employed or have experience in a land management or community facilitator role, you may be able to take advantage of Skills Recognition, described on page 5. The course is also ideal for land owners who want to chart a course of responsible land management for an area of land they may have recently acquired.

### **Do you need to own land to complete the course?**

Ideally yes, but not necessarily. You will definitely need **access** to land to complete the project parts of the course.

The course is designed to take you through a series of assignments, most of which meet national competencies. To complete all these assignments and gain a Diploma of Conservation and Land Management, you need access to an area of land. The land you use for study projects may belong to you, your family, neighbours, friends, relatives OR local councils or some other government agency. You will need permission to carry out studies on land that is not your own. You should gain this permission before you start the course.

At Diploma level, the emphasis is on managing land areas. If you don't own land yourself, it is difficult to implement land management decisions, so you will need to simulate some situations to demonstrate you are capable of making management decisions. You should always check the practicality and feasibility of your plans with the stakeholders of the land. We believe you can validly go through the **process** of management decision-making, even if you don't own the land. So, if you don't own or actually manage land, don't be put off! Explore the options in your local area.

### **Is the course full-time or part-time?**

The course is designed to be completed on a part-time, external basis. Studying part-time is not always easy. Often it has to fit in with work and family commitments and it can be hard to find the time to give it a fair go. That's why we are as flexible as possible with the course requirements.

If you find it difficult to submit assignments in a reasonable time, please ring the course supervisor to arrange an extension or deferment. We know what it's like and we will help if we can.

On the other hand, external study is a great way to learn. You can study at your own pace,

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without a lot of travel to education institutions.

### **How can your existing skills and experience be recognised?**

Completing the course-work is just one way of achieving the Diploma of Conservation and Land Management. The award we offer is from a National Training Package. The training package enables you to gain qualifications from skills or experience you may already have. This is described as **Skills Recognition** (sometimes referred to as Recognition of Prior Learning, or even Recognition of Current Competency).

A National Training Package sets standards for assessment and describes ways of measuring and recognising an individual's competence.

In each sector there are units of competence that relate to different workplace functions. These are linked to levels of the Australian Qualifications Framework (AQF).

This means that training pathways for all sectors of agriculture or conservation and land management are similar and reflect workplace expectations for the whole of Australia.

For any qualification you need to achieve a basic number of competencies in different areas. Completing the required competencies by course-work is just one way of gaining a qualification.

You can gain skills recognition for what you have already achieved through life or work experience, by formal coursework at other recognised institutions or by attending workshops and training activities. You can then prepare a case for recognition with the course coordinator who will submit your evidence to an accreditation committee.

Because there is a large number of competency units to choose from, you will need to chart a pathway that fully recognises your existing skills and also meets the requirements of the qualification you are seeking. This is best done by consulting fully with your course coordinator, who can also arrange for you to be assessed. Before you do this, study carefully the competencies described on pages 49–50 of this handbook, and select the ones you think you may be able to have recognised.

The competencies described in this book apply to diploma-level studies only, but you may be able to gain a qualification at Certificate III or Certificate IV level by skills recognition (only). Discuss this option with the course co-ordinator.

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**Fees**

Each unit of study, or module, has a standard fee. This changes from time to time, so you will need to check a current brochure for the fees. Electives are charged at the recommended retail price currently in our publications catalogue.

There is a fee that applies to skills recognition that depends on whether you supply all necessary documentation for a 'desk audit' or whether you undertake assessment at your place of work (or home). We can let you know what these fees are on application.

## BACKGROUND TO THE COURSE

This course, covering Studies in Landcare and Natural Resource Management, leads to a national Diploma of Conservation and Land Management. It is based on the success of NSW Agriculture's Farm Management and Farm Office Management External Courses. These courses have been revised and developed for over 25 years to ensure they meet the needs of our clients. The current nationally-accredited diploma is now available for our students to extend their skills and knowledge.

Adult learners have different needs and characteristics than adolescents or children. These characteristics include:

- adults are very selective about what they learn
- they have limited time and have many other activities to take their time and energy apart from learning
- adult learning should be done in a non threatening environment
- adult learning has to be relevant to the needs of the learner.

Taking these issues into account, the College has developed the course, Studies in Landcare and Natural Resource Management, leading to a Diploma of Conservation and Land Management. This course is based on identified competencies, following widespread industry consultation.

The course is also based on the principles of problem-based and inter-active learning. In other words, we do not believe that competent land managers or carers need to be experts on every area of land management. Instead, they need to have a thorough knowledge of their particular environment and principles involved in land management. But more importantly, they need to have a mindset and understanding of the issues involved in the stewardship of land and principles of sustainable land use.

We also believe that land cannot really be cared for solely by an individual. You have to involve other people, whether it is members of your own family, your farm workforce, your neighbours or the whole catchment community. It is the involvement of people on a group and community basis that has made the landcare movement different and effective compared with previous initiatives in land conservation.

To get the most out of the course you will need to consult closely with all the stakeholders in the area of land you study, as well as neighbours and government agencies.

If you do this effectively, we believe that this course can help you to bring change and improve land management practices on your own land and in your local community.

## COURSE STRUCTURE

Develop a landcare ethic

Describe a landscape

Collect and classify plants  
(Principles of Ecology)

Survey vegetation

Monitor biodiversity

### **Agricultural stream**

Develop proposals for an area of agricultural land

Prepare a property plan for agricultural land

Develop a revegetation plan

Set goals and an action plan for agricultural land

### **Bush regeneration stream**

Describe a vision and goals for an area of bushland

Design a bushland restoration project

Develop a revegetation plan

Manage bushland restoration programs

Manage pests in the landscape

## COURSE PROGRAM

Because you can enrol at any time of the year, we cannot specify the time you need to move through the program. You will need to do that for yourself.

We try to make the course as flexible as possible. Most people will complete it in three years. Some will finish sooner and some will take longer. It doesn't matter—it's up to you. You can vary your studies to suit your work and personal commitments and the time you have available.

The only condition we make is that you should aim to complete the course within five years of enrolment. Even this is negotiable if circumstances make deferment necessary. You will need to let us know if this is required.

You will note that there are no compulsory residential schools. Tocal Agricultural College, however, conducts a wide range of short courses, many of which will be suitable and appropriate for your studies. They will give you a 'head start' to many of the modules and you can also add skills over and above what is needed for the formal course-work. Each year a short course brochure is available from the college with a timetable of courses. Most are held on weekends.

While you will follow the course structure outlined on page 7, there are other, elective subjects you can study, depending on your needs and interests. These are listed on page 10. None of these modules is compulsory, but we can send you assignments and will assess these subjects and can provide you with a study transcript for completing these subjects.

We will send your study notes when you send us the fee for the unit.

You will also need to decide whether you are going to follow the agricultural or non-agricultural stream. If you decide to follow the agricultural stream, you will begin this section with the assignment *Develop proposals for an area of agricultural land*, with the resources *'Property Planning'* and *'When we meet'*.

If you choose the non-agricultural stream, you will begin this area of study with the assignment *Describe a vision and goals for an area of bushland*, and the study resources *'Bush Regeneration'*, the *'Bush regenerators' handbook'* and *'When we meet'*.

You will follow one of these study streams with four assignments before finishing the course with the unit *'Manage pests in a landscape'*.

## ELECTIVES

Listed below are the optional study units you may elect to study. You can use these as substitutes for the course assignments, but they must be in the same Group of competencies. Check this with the Course supervisor before you choose any elective.

- LGACOM502A Devise and conduct community consultation (Group B)
- Environmental Management Systems (EMS) which covers the following competencies:
  - BSBMGT610A Manage environmental management systems (Group C)
  - PSPPOLD501A Develop organisation policy (Group B)
  - PSPPOLI601A Manage policy implementation (Group C)
  - RTD6902A Monitor projects in a program (Group C)

Descriptions of these subjects and their learning outcomes begin on page 36 of this handbook.

## SUBJECT DETAILS - CORE SUBJECTS

### Assignment 1: Develop a landcare ethic

Competencies: Group C RTD4811A Provide information on environmental issues and policies

The purpose of the module is to give learners an understanding of the difference between Landcare as a national movement and landcare as a value or ethical approach to the land. The module encourages learners to see how values have changed over the history of Australia, especially since European settlement, and that some of these values have been inappropriate.

#### Content

- how Landcare groups begin
- what are the issues in landcare?
- do we need a landcare ethic?
- science and beyond
- aboriginal values and land use
- check your own value system.

**Learning outcomes...** at the end of this module, learners will be able to:

Group C RTD4811A Provide information on environmental issues and policies	
What to do	How to do it
Process a request for information on environmental issues and policies	<ul style="list-style-type: none"> <li>• document the request using appropriate recording system</li> <li>• seek approval to access information when necessary</li> <li>• research and identify appropriate responses</li> <li>• forward the request to another person where appropriate</li> </ul>
Identify information sources	<ul style="list-style-type: none"> <li>• identify and research relevant sources and locations of information</li> <li>• obtain access to identified sources</li> </ul>
Organise self and others to extract information on environmental issues and policies	<ul style="list-style-type: none"> <li>• locate and extract relevant information</li> <li>• discuss resolution to problems of accessing information</li> <li>• copy information extracted</li> </ul>
Ensure information meets request	<ul style="list-style-type: none"> <li>• information is assessed for its validity and reliability</li> <li>• clarification and assistance is sought if information is unclear or difficult to understand</li> <li>• different types of information are combined to provide a response to a request</li> </ul>
Prepare a report or correspondence	<ul style="list-style-type: none"> <li>• develop a format, plan and structure for the report</li> <li>• write in clear and concise language</li> <li>• check and correct spelling, punctuation and grammar</li> <li>• format the work appropriately</li> <li>• check the report for accuracy and meaning to ensure it is readily understood by the recipient</li> </ul>
Finalise the report or correspondence	<ul style="list-style-type: none"> <li>• Arrange to review and sign off the report with the designated person if required</li> <li>• keep a record of the report or correspondence</li> <li>• forward the report to the client</li> </ul>

**Resources:** ‘Introduction to landcare’, *Total Code of Land Use Practice*, excerpts from ‘A Sand County Almanac’

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**Suggested reading includes:**

Leopold A (1949) *A Sand County Almanac* Oxford University Press, New York

Roberts B (1991) *How green is my mallee: changing Australian attitudes to their land*. Fundamental Questions Paper No.8. Centre for Resource and Environmental Studies, Australian National University, ACT

Farquhar B A (1992) *Bert's Story. The Autobiography of B A Farquhar*. Regal Publications, Launceston TAS

Palmer K (1991) *Aborigines, values and the environment*. Fundamental Questions Paper No.7. Centre for Resource and Environmental Studies, Australian National University, ACT

Campbell A (1994) *Landcare. Communities shaping the land and the future*. Allen and Unwin, NSW

Roberts B (1992) *Land Care Manual*. New South Wales University Press. Kensington NSW

Lines W J (1991) *Taming the Great South Land*. Allen & Unwin. St Leonards NSW

Cocks D (1992) *Use with Care: managing Australia's natural resources in the 21st century*. New South Wales University Press. Kensington NSW

Knudtson P & Suzuki D (1992) *Wisdom of the elders*. Allen & Unwin. St Leonards NSW

Rolls E (1993) *From Forest to Sea*. University of Queensland Press. St. Lucia Queensland.

Horton, D (2000) *The Pure State of Nature. Sacred cows, destructive myths and the environment*, Allen & Unwin, Australia

## Assignment 2: Describe a landscape

Competencies: Group A RTD5502A Conduct field research into natural and cultural resources

### Content

- the landscape and the catchment
- landscape features
- natural systems
- biodiversity
- humans and natural systems
- landcare ethics and practice
- landscape planning

**Learning outcomes:** at the end of this module, learners will be able to...

Group A RTD5502A Conduct field research into natural and cultural resources	
What to do	How to do it
Review existing knowledge	<ul style="list-style-type: none"> <li>• gather existing information</li> <li>• review oral evidence</li> <li>• inspect sites</li> <li>• access sources of expertise</li> </ul>
Identify stakeholders	<ul style="list-style-type: none"> <li>• identify stakeholders</li> <li>• investigate and record land tenure</li> <li>• apply protocols</li> <li>• comply with privacy requirements</li> </ul>
Develop a research approach	<ul style="list-style-type: none"> <li>• determine objectives of the research</li> <li>• techniques are assessed for hazard and risk</li> <li>• review existing information</li> <li>• identify resources required</li> <li>• consult stakeholders</li> <li>• establish sampling and recording processes</li> </ul>
Conduct field investigations	<ul style="list-style-type: none"> <li>• undertake consultation and fieldwork</li> <li>• adjust methodology</li> <li>• observations, records and monitoring meet research objectives</li> <li>• document each field operation</li> </ul>
Develop a process for involving decision-makers	<ul style="list-style-type: none"> <li>• define issues to be addressed with interest groups</li> <li>• develop a consultation and decision-making process</li> <li>• appropriate time is provided for consultation</li> <li>• use cultural reference groups where needed</li> </ul>
Report on the field investigation	<ul style="list-style-type: none"> <li>• present results in a form that addresses the research objectives</li> <li>• consult stakeholders</li> <li>• document legislative requirements</li> <li>• determine the significance of the research</li> </ul>

**Resources:** *'Principles of ecology'*, *'Conserving our farming history'*

### Assignment 3: Collect and classify plants

Competencies: Group A RTC5011A Collect and classify plants

The purpose of the module is to allow learners to develop competence in collecting and identifying plants by using the correct techniques and equipment. Preserving specimens and recording data on plants is described in this unit.

#### Content

- the monitoring process
- pre-monitoring preparation
- the assessment
  - soil and land processes
  - native vegetation and wildlife
  - pest animals and plants
  - pasture condition
  - rainfall and climate
  - state of watercourses and water quality

**Learning outcomes** ... at the end of this module, learners will be able to:

<b>Group A RTC5011A Collect and identify plants</b>	
<b>What to do</b>	<b>How to do it</b>
Prepare for plant collecting	<ul style="list-style-type: none"> <li>• confirm purpose and objectives</li> <li>• define area, location and/or habitat for collecting</li> <li>• determine and prepare resources</li> <li>• determine and prepare equipment required</li> <li>• identify OHS hazards</li> </ul>
Collect plant specimens	<ul style="list-style-type: none"> <li>• observe collecting ethics</li> <li>• note relevant information</li> <li>• collect adequate material for identification</li> <li>• specimens are correctly tagged and stored</li> </ul>
Preserve specimens	<ul style="list-style-type: none"> <li>• preservation is undertaken while specimen is fresh</li> <li>• specimen is cleaned and prepared correctly</li> <li>• preserving is carried out by pressing or drying</li> <li>• dried specimen is mounted and labelled with accurate information</li> </ul>
Identify plant specimens	<ul style="list-style-type: none"> <li>• identify resources</li> <li>• identify and document basic characteristics of a plant</li> <li>• use a relevant plant key</li> <li>• confirm plant identity</li> <li>• plant identity is documented on label</li> </ul>

**Resources:** *'Principles of ecology'*, Agfact: *'Grasses—native and naturalised'*, *'Guide to better pastures in temperate climates'*

## Assignment 4: Survey vegetation

Competencies: Group A RTC5519A Conduct biological surveys

Group B RTC5913A Manage data

This unit will assist you in choosing the best survey method for your site and help you understand the value of the vegetation you are assessing.

**Vegetation surveys** are used to determine:

- the importance of a site in terms of its vegetation
- the presence of a species in a particular area
- the population size or density of a species
- the distribution of one or more species
- the habitat needs of a species
- the reasons for a species' decline
- whether land or habitat management has been a success
- how populations have changed over time.

The study unit will guide you through the accompanying manual '*Vegetation Survey and Assessment – a practical guide*' to provide you with the information and ideas you need to undertake a vegetation survey at a site of your choice.

### Content

- why conduct vegetation surveys?
- define the purpose and area of your survey
- describe plant communities
- vegetation survey and assessment methods
- collect and identify plants
- record field data
- mapping as a management tool
- legislation and policy
- guidelines for assessing vegetation health and habitat value
- preparing quality reports

**Learning outcomes** ... at the end of this module, learners will be able to:

<b>Group A RTC5519A Conduct biological surveys</b>	
<b>What to do</b>	<b>How to do it</b>
1. Consider the design of the survey.	• identify the objectives and scope of your survey
	• collect and review previous studies relevant to your survey
	• develop a process for collecting and recording data
	• develop an approach to for processing the data collected
2. Determine your survey approach	• develop a draft of your survey design to discuss with experts, the land manager and other stakeholders
	• identify survey and data recording methods
	• identify rules for applying chosen survey method
	• identify and control OH&S hazards
	• identify and source tools and equipment needed
3. Conduct the survey	• schedule survey activities
	• document survey procedures
	• conduct an initial field visit to familiarise yourself with the site
	• conduct the survey applying your chosen method

	<ul style="list-style-type: none"> <li>• monitor survey activities for accuracy and consistency</li> <li>• data collection is carried out according to survey design</li> <li>• record all data promptly and accurately</li> </ul>
4. Compile a survey report	<ul style="list-style-type: none"> <li>• analyse data collected</li> <li>• draw conclusions from the data highlighting the evidence</li> <li>• produce a report that contains a suitable structure and the relevant information and data</li> <li>• report describes findings linked to initial aims and objectives and provides recommendations where necessary</li> </ul>

<b>Collect and manage data</b>	
<b>What to do</b>	<b>How to do it</b>
1. Determine the data you need to collect.	<ul style="list-style-type: none"> <li>• define and communicate your information needs</li> <li>• identify relevant data sources</li> <li>• define the type and extent of data needed</li> <li>• identify OH&amp;S hazards associated with data collection activities</li> </ul>
2. Access and collate data.	<ul style="list-style-type: none"> <li>• develop a data recording sheet</li> <li>• collect field data in a consistent manner</li> <li>• collate data</li> <li>• evaluate usefulness of data</li> <li>• research is undertaken</li> <li>• review and access sources of information</li> <li>• make contact with experts and other stakeholders who may provide useful information</li> <li>• follow OH&amp;S control procedures</li> </ul>
3. Evaluate data	<ul style="list-style-type: none"> <li>• review information to ensure it is relevant and sufficient</li> <li>• clarify and seek assistance where necessary</li> <li>• collect additional information if needed</li> <li>• assess validity and reliability of information and organise into a report</li> <li>• draw conclusions based on evidence</li> </ul>
4. Manage and retrieve data	<ul style="list-style-type: none"> <li>• store data electronically</li> <li>• assemble data and make it available</li> <li>• retrieve data as needed</li> <li>• evaluate methods of recording and storing information</li> </ul>

**Resources:** *‘Vegetation survey and assessment’*

## Assignment 5: Monitor biodiversity

Competencies: Group C RTC4504A Monitor biodiversity

This unit covers the process of monitoring biodiversity. Changes in land use will lead to changes in the types and balance of organisms in the environment.

Biodiversity is something we want to encourage—it has many benefits and is a direct indicator of the health of a landscape.

By monitoring biodiversity, we set benchmarks for future management.

Monitoring biodiversity requires a knowledge of ecology, plant and animal classification, monitoring systems for flora, fauna and micro-organism populations, threats to places of natural significance, accepted scientific process, standards and Codes of Practice.

### Content

- the monitoring process
- pre-monitoring preparation
- the assessment
  - soil and land processes
  - native vegetation and wildlife
  - pest animals and plants
  - pasture condition
  - rainfall and climate
  - state of watercourses and water quality

**Learning outcomes...** at the end of this module, learners will be able to:

<b>Group C RTC4504A Monitor Biodiversity</b>	
<b>What to do</b>	<b>How to do it</b>
Select monitoring techniques	<ul style="list-style-type: none"> <li>• select appropriate monitoring techniques</li> <li>• assess the range of operating conditions hazards and environments</li> <li>• test monitoring scheme for reliability, timeline and safety</li> </ul>
Prepare equipment and resources	<ul style="list-style-type: none"> <li>• obtain appropriate certificates, licences and authorisations</li> <li>• source equipment required for monitoring</li> <li>• transport equipment and personnel to sites in safety</li> <li>• install protect and test equipment</li> </ul>
Monitor biodiversity	<ul style="list-style-type: none"> <li>• observations are made according to plan</li> <li>• record data to plan and requirements</li> <li>• record location and times of observations</li> <li>• follow OHS requirements</li> </ul>
Review data	<ul style="list-style-type: none"> <li>• examine records for consistency and accuracy</li> <li>• assess records to determine whether the observations and measurements are addressing factors and issues consistent with the monitoring plan</li> <li>• adjust monitoring techniques to overcome any deficiency</li> </ul>

**Resources:** *'Nature conservation on farms', 'Monitor natural resources'*.

## Agricultural stream

### Assignment 6A Develop proposals for an area of agricultural land

Competencies: Group B RTD5517A Propose a negotiated outcome for a designated area of country

This unit begins the process of property planning. An essential first step is to work out what your vision and goals are for your life, your family, your future and your farm. Only when you have been through this intensely personal process will you then be in a position to make sound decisions on what to do with the physical resources of the land.

#### Content

- develop a vision for an area of agricultural land
- negotiate with others on preliminary goals for the land
- develop effective group skills
- develop planning skills.

**Learning outcomes** ... at the end of this module, learners will be able to:

Group B RTD5517A Propose a negotiated outcome for a given area of country	
What to do	How to do it
Identify, select and define what is relevant to an area of land	<ul style="list-style-type: none"> <li>• consider community, government and agency perspectives</li> <li>• consider the impact of issues and perspectives</li> <li>• identify and gain the support of key stakeholders</li> </ul>
Gather and analyse information on an area of land	<ul style="list-style-type: none"> <li>• identify information required</li> <li>• gather, analyse and interpret information</li> <li>• investigate and implement legislation and protocols</li> <li>• implications for stakeholders are clear</li> </ul>
Develop and communicate proposals for an area of land	<ul style="list-style-type: none"> <li>• a range of options are suggested to the parties involved</li> <li>• relevant people are kept informed</li> </ul>
Complete a proposal for a negotiated outcome	<ul style="list-style-type: none"> <li>• proposal is documented according to guidelines</li> <li>• possible alternatives are described</li> <li>• relevant people are involved in the final draft proposal</li> <li>• final endorsement of the proposal is completed</li> </ul>

**Resources:** *Physical Property Planning*, *When we meet*

#### Suggested reading includes:

Chamala S & Mortiss P D (1990) *Working together for Landcare. Group Management Skills and Strategies*, Australian Academic Press, Brisbane.

Laffan, J (1995) *Let's Talk - communication skills for farm families*. Video, NSW Agriculture, Orange NSW.

## Agricultural stream

### Assignment 7A Prepare a property plan for agricultural land

Competencies: Group C RTE5516A Develop a whole farm plan (part 1)

Group C RTE4511A Develop a soil use map for a rural property

This module builds on the previous unit of *Develop proposals for and area of agricultural land* (see page 19). It follows a process that encourages assessment of natural resources, producing a farm map with overlays of natural and imposed features, as you work towards producing your 'ideal plan' in the following modules of study.

### Content

- classify and assess the natural resources of the site
- assess the soil resource base for productivity and limitations
- transfer information to overlays on a physical property plan
- develop strategies for implementing an action plan for the property

**Learning outcomes** ... at the end of this module, learners will be able to:

Group C RTE5516A Develop a whole farm plan (part 1)	
What to do	How to do it
Determine directions for the business	<ul style="list-style-type: none"> <li>• set the direction of the farm business by identifying goals and values of the people involved</li> <li>• conduct a SWOT analysis for the business</li> <li>• develop strategies to address the SWOT</li> </ul>
Audit the natural resources of the property	<ul style="list-style-type: none"> <li>• identify physical features of the soils</li> <li>• map soil types</li> <li>• determine land capability</li> <li>• map natural features and infrastructure</li> <li>• assess native vegetation</li> </ul>
Monitor legal requirements	<ul style="list-style-type: none"> <li>• be aware of relevant Acts</li> <li>• address legal requirements</li> </ul>

C RTE4511A Develop a soil use map for a rural property	
What to do	How to do it
Collect information on soil mapping	<ul style="list-style-type: none"> <li>• confirm soil samples were collected and sent to soil testing agencies</li> <li>• collect information on soil physical characteristics</li> <li>• collect information on soil chemical characteristics</li> <li>• collect information on soil biological characteristics</li> <li>• determine the needs of specified plants</li> </ul>
Analyse soil information	<ul style="list-style-type: none"> <li>• classify soil types</li> <li>• compare soil test results with the requirements of the land and its use</li> <li>• evaluate the soil features to see if they can be changed to meet land use needs</li> <li>• for irrigation sites, establish the RAW values of the soil and crop</li> </ul>
Plot topography and soil survey data on a property map	<ul style="list-style-type: none"> <li>• map the results according to enterprise guidelines</li> <li>• identify potential uses of the soil types</li> <li>• define property boundaries and features</li> <li>• identify paddocks or irrigation areas</li> <li>• plot contours or spot levels</li> <li>• map soil sample sites</li> <li>• for irrigation, describe the soil profiles</li> <li>• index the RAW values for the map</li> <li>• plot and describe problem areas</li> </ul>

**Resources:** *'Physical Property Planning'*, *'When we meet'*, *'Farm Agskills'*, *'Soils of Tocal'*

**Suggested reading includes:**

Brouwer D, Thompson B & Clowes A (1999) *Physical Property Planning* DLWC and NSW Agriculture, Paterson NSW (supplied text)

Roberts B (1992) *Land Care Manual*. New South Wales University Press. Kensington NSW.

Cocks D (1992) *Use with Care: managing Australia's natural resources in the 21st century*. New South Wales University Press. Kensington NSW.

*Rural Property Planning* (video, 1993). Adelaide College of TAFE.

Victorian Conservation Trust (1990) *On Borrowed Time - The Potter Plan in action*. Two video tapes.

## Agricultural stream

### Assignment 8 Develop a revegetation plan

Competencies: Group C RTD4020A Plan the implementation of revegetation works

This module details the methods you can use to re-establish trees and shrubs on farms. It describes how to plan, prepare, plant and protect sites.

#### Content

- the value of trees and shrubs
- farm planning
- designing windbreaks and shade areas
- assessing existing remnants
- natural regeneration
- collecting and growing native seed
- direct seeding
- planting
- revegetating streams and waterways
- weed control
- protecting revegetated areas

**Learning outcomes...** at the end of this module, learners will be able to:

Group C RTD4020A Plan the implementation of revegetation works	
What to do	How to do it
Carry out preliminary planning activities for revegetation works	<ul style="list-style-type: none"> <li>• confirm the needs of the client and the scope of the work</li> <li>• identify legal requirements and your responsibilities on the site</li> <li>• visit the site to establish the needs of the project</li> <li>• identify OHS obligations and any hazards</li> <li>• establish the costs, quantity and availability of plants and other materials</li> </ul>
Prepare a staged plan of works	<ul style="list-style-type: none"> <li>• identify resources, tools and equipment required, and cost these</li> <li>• plan for environmental impacts of site works</li> <li>• prepare a program of works</li> <li>• establish timelines for project</li> <li>• take into account seasonal factors</li> <li>• detail the staged implementation of the plan</li> </ul>

**Resources:** 'Plan for trees'

#### Suggested reading includes:

Breckwoldt, R (1986) *The Last Stand. Managing Australia's Remnant Forests and Woodlands*, AGPS, Canberra

Goldney, D & Wakefield, S (1997) *Assessing Farm Bushland Kit 1 Save the Bush Toolkit*, Charles Sturt University, Bathurst

Heinjus, D (1992) *Farm Tree Planting*, Department of Agriculture, South Australia

Peake, T (2003) *Hunter Bushland Resource Kit: a guide to managing vegetation on private land in the Hunter catchment*, Hunter Catchment Management Trust, Paterson.

Cary, J & Williams, K (2000) *The value of native vegetation: urban and rural perspectives*, National Research and Development Program on Rehabilitation, Management and Conservation of Remnant Vegetation, Research Report 3/100 Land and Water Resources Research and Development Corporation, Canberra.

## Agricultural stream

### Assignment 9A Set goals and an action plan for agricultural land

Competencies: Group A RTC5504A Develop a management plan for a designated area

Group C RTE5516A Develop a whole farm plan (part 2)

Group B RTC5914A Prepare reports

This unit of study completes the development of a whole farm plan. Mapping and descriptions of the natural resources have been completed and management decisions can now be made in the light of the research that has been carried out.

You will consider the various management options for your farm and begin to describe goals for the farm in more concrete terms. These goals will be both short and long-term.

Your ideal plan for the farm will be completed and you will begin to list priorities for action. These priorities will be costed for particular projects and you will develop an action calendar as you work towards implementing your 'dream'.

Part of the planning process is to monitor and review the plan. You will set up a system that helps you monitor whether your plans are having the desired effect. You also must consider the legislation that applies to your farm.

If you choose to complete the competency 'Prepare reports' you will make a verbal presentation (on tape) that covers your farm planning process. The study guide will lead you through these requirements.

### Content

- site management plan for soil, water, vegetation, fauna, climate and heritage
- role of stakeholders in the management plan
- statutory controls applying to the site
- mapping
- establishment of priorities and a timetable
- sources of funding
- written and verbal reporting on the project

**Learning outcomes** ... at the end of this module, learners will be able to:

<b>Group C RTE5516A Develop a whole farm plan (part 2)</b>	
<b>What to do</b>	<b>How to do it</b>
Develop management strategies for managing natural resources	<ul style="list-style-type: none"> <li>• develop a property improvement plan with costs and priorities</li> <li>• develop plans to repair land degradation</li> <li>• strategies are developed to address issues that are important to the property</li> <li>• develop plans to address pest problems, fire risk and other hazards</li> </ul>
Review the whole farm plan	<ul style="list-style-type: none"> <li>• review plans and revise to meet changing circumstances</li> </ul>

<b>Group A RTC5504A Develop a management plan for a designated area</b>	
<b>What to do</b>	<b>How to do it</b>
Define the need for a management plan	<ul style="list-style-type: none"> <li>• identify objectives for the area</li> <li>• consult with others</li> </ul>
Undertake preliminary planning	<ul style="list-style-type: none"> <li>• identify stakeholders</li> <li>• check with any specialists</li> <li>• develop a timeline for a management plan</li> <li>• identify resources for developing a plan</li> </ul>
Prepare a site description	<ul style="list-style-type: none"> <li>• define and map landscape values of the area</li> <li>• identify and map physical features and characteristics</li> <li>• research land uses</li> <li>• assess the physical condition of the site</li> <li>• document biological features of the site</li> </ul>
Analyse site information and description	<ul style="list-style-type: none"> <li>• evaluate information</li> <li>• produce documents, reports, plans and maps</li> <li>• determine key conservation issues and priorities</li> <li>• consider continuing impacts</li> <li>• assess land capability</li> <li>• conduct a SWOT analysis</li> <li>• present material to stakeholders</li> </ul>
Identify management strategies	<ul style="list-style-type: none"> <li>• identify management strategies that address objectives</li> <li>• design strategies that reduce negative impacts</li> <li>• cost out the strategies and prepare budgets</li> <li>• prioritise actions and stage work</li> <li>• consult with stakeholders and incorporate their feedback</li> </ul>
Prepare the management plan	<ul style="list-style-type: none"> <li>• document management strategies into a plan</li> <li>• consult with stakeholders</li> <li>• present the final plan</li> </ul>

<b>Group B RTC5914A Prepare reports</b>	
<b>What to do</b>	<b>How to do it</b>
Research material	<ul style="list-style-type: none"> <li>• identify and describe the topic</li> <li>• determine sources information</li> <li>• collect and organise information</li> </ul>
Evaluate information	<ul style="list-style-type: none"> <li>• collect information that is relevant</li> <li>• clarify information and seek assistance</li> <li>• assess information for validity and reliability and is organise into a suitable form</li> <li>• draw conclusions from information and evidence</li> </ul>
Produce a document	<ul style="list-style-type: none"> <li>• use language applicable to task and audience</li> <li>• document is logically organised</li> <li>• document is formatted and presented to a suitable standard</li> <li>• conclusions reflect the stated objectives</li> <li>• prepare report within the timeframe</li> <li>• follow OHS requirements</li> </ul>
Deliver an oral presentation	<ul style="list-style-type: none"> <li>• use language applicable to the task and audience</li> <li>• presentation is organised logically and structured suitably</li> <li>• support materials are concise and well presented</li> <li>• use time efficiently</li> <li>• present the material in a specified time</li> </ul>

**Resources:** *'Physical Property Planning'*

**Suggested reading includes:**

Brouwer D, Thompson B & Clowes A (1999) *Physical Property Planning* DLWC and NSW Agriculture, Paterson NSW (supplied text)

Roberts B (1992) *Land Care Manual*. New South Wales University Press. Kensington NSW.

Cocks D (1992) *Use with Care: managing Australia's natural resources in the 21st century*. New South Wales University Press. Kensington NSW.

*Rural Property Planning* (video, 1993). Adelaide College of TAFE.

Victorian Conservation Trust (1990) *On Borrowed Time - The Potter Plan in action*. Two video tapes.

## Agricultural stream

### Assignment 10 Manage pests in a landscape

Competencies: Group B RTD5402A Develop a strategy for the management of target pests

This unit of study covers the process of assessing pest and land management information and developing a plan for the management of the pests. The pests under study for this unit will be plant species—weeds. You will select management options for the target weed species and negotiate strategies with stakeholders in the affected area. You will need to know the relevant legislation and regulations, pest control methods and techniques, social and environmental issues, land use processes, plant identification and weed biology.

#### Content

- define the weed problem in a landscape
- understand weeds and their growth
- manage a weed problem
- chemical and non-chemical control methods
- develop an action plan for weed management.

**Learning outcomes...** at the end of this module, learners will be able to:

<b>Group B RTD5402A Develop a strategy for the management of target pests</b>	
<b>What to do</b>	<b>How to do it</b>
Determine land management and production objectives	<ul style="list-style-type: none"> <li>• consult other land users, regional land management bodies, and other relevant stakeholders on regional and local objectives</li> <li>• record this information</li> <li>• draw up objectives for a land area that are consistent with those above</li> </ul>
Estimate costs and advantages for the land most affected by the target weeds	<ul style="list-style-type: none"> <li>• define the land and production values affected</li> <li>• document the costs of control</li> <li>• compare the costs of control with the impacts and losses caused by the weeds</li> <li>• define the land areas actually and potentially affected</li> </ul>
Select management options for the target weeds	<ul style="list-style-type: none"> <li>• assess and document options for weed control</li> <li>• select a management option that is positive in terms of sustainable land use, economic feasibility, integrated pest management principles, environmental acceptability and statutory requirements for pest control</li> </ul>
Negotiate strategies with relevant stakeholders in the affected area	<ul style="list-style-type: none"> <li>• base the strategy on the data collected on abundance and impacts</li> <li>• clearly document the pest problem, the objectives and priorities, and the most suitable management options</li> <li>• agree on and confirm the strategies by consulting and negotiating with stakeholders</li> <li>• publish and distribute the strategies to the relevant stakeholders</li> </ul>

**Resources:** *'Property Planning'* or *'Bush Regeneration'*, *'Weed management'*

## Bush regeneration stream

### Assignment 6B Develop proposals for an area of bushland

Competencies: Group B RTD5517A Propose a negotiated outcome for a designated area of country

This unit begins the process of planning for rehabilitation of an area of bushland. An essential first step is to work out what the vision and goals are for the area of land to be rehabilitated or regenerated. Only when you have been through this negotiation process will you then be in a position to make sound decisions on what to do with the physical resources of the land.

To go through the 'visioning' process is to work out with all the stakeholders what each person or agency wants the land to look like in the long term.

### Content

- develop a vision for an area of bushland
- negotiate with others on preliminary goals for the land
- develop effective group skills
- develop planning skills.

**Learning outcomes ...** at the end of this module, learners will be able to:

Group B RTD5517A Propose a negotiated outcome for a given area of country	
What to do	How to do it
Identify, select and define what is relevant to an area of land	<ul style="list-style-type: none"> <li>• consider community, government and agency perspectives</li> <li>• consider the impact of issues and perspectives</li> <li>• identify and gain the support of key stakeholders</li> </ul>
Gather and analyse information on an area of land	<ul style="list-style-type: none"> <li>• identify information required</li> <li>• gather, analyse and interpret information</li> <li>• investigate and implement legislation and protocols</li> <li>• implications for stakeholders are clear</li> </ul>
Develop and communicate proposals for an area of land	<ul style="list-style-type: none"> <li>• a range of options are suggested to the parties involved</li> <li>• relevant people are kept informed</li> </ul>
Complete a proposal for a negotiated outcome	<ul style="list-style-type: none"> <li>• document the proposal according to guidelines</li> <li>• describe possible alternatives</li> <li>• involve relevant people in the final draft proposal</li> <li>• complete final endorsement of the proposal</li> </ul>

**Resources:** 'Bush Regeneration', 'Bush regenerators handbook' 'When we meet'

### Suggested reading includes:

Chamala S & Mortiss P D (1990) *Working together for Landcare. Group Management Skills and Strategies*, Australian Academic Press, Brisbane.

Johnson & Johnson (1982) *Joining together. Group theory and Group skills*. Prentice-Hall, New Jersey.

## Bush regeneration stream

### Assignment 7B Design a bushland restoration project

Competencies: Group A RTD5503A Design a natural area restoration project

Group A RTC5504A Develop a management plan for a designated area

In this unit of study you will begin the process of preparing a design for a bushland restoration project. This in turn will lead to the development of a management plan for the site and its implementation. You will need to understand the former ecology of the area and what is needed to restore it. You will prescribe a solution to the problems in the area and produce maps and plans to assist the process.

There are two text books provided for this module:

Buchanan R A (1989) *Bush Regeneration: Recovering Australian Landscapes*, OTEN, Strathfield

Wright P (ed) (1991) *Bush Regenerators' Handbook*, The National Trust of Australia (NSW)

### Content

- site management plan for soil, water, vegetation, fauna and heritage
- role of stakeholders in the management plan
- statutory controls applying to the site
- mapping
- establishment of priorities and a timetable
- sources of funding

**Learning outcomes**...at the end of this module, learners will be able to:

<b>Group A RTD5503A Design a natural area restoration project</b>	
<b>What to do</b>	<b>How to do it</b>
Develop a design brief	<ul style="list-style-type: none"> <li>• consult the client to establish the purpose and requirements of the project</li> <li>• develop ecological aims and objectives</li> <li>• develop a design brief and agree with the client</li> <li>• prepare a project budget</li> <li>• prepare a base plan of the site</li> <li>• review existing data on the site</li> </ul>
Undertake a site analysis	<ul style="list-style-type: none"> <li>• visit and inspect the project site</li> <li>• list and map physical features of the site and its condition and threats onto a base plan</li> <li>• record soil, topography and other natural features</li> <li>• assess legal requirements</li> <li>• assess the potential for natural regeneration and identify and record limiting factors</li> </ul>
Develop a concept design	<ul style="list-style-type: none"> <li>• illustrate the location and layout of the proposed design</li> <li>• consult and agree with the client on options and approaches</li> <li>• present the design concept with supporting written information and justification</li> </ul>
Produce a final design	<ul style="list-style-type: none"> <li>• prepare a detailed plan</li> <li>• information is relevant, precise and communicate the project works clearly</li> <li>• include notes and specifications with the plan</li> <li>• use appropriate construction and engineering principles</li> <li>• organise and prepare further design documentation</li> </ul>

<b>Group A RTC5504A Develop a management plan for a designated area</b>	
<b>What to do</b>	<b>How to do it</b>
Define the need for a management plan	<ul style="list-style-type: none"> <li>• identify objectives for the area</li> <li>• consult with others</li> </ul>
Undertake preliminary planning	<ul style="list-style-type: none"> <li>• identify stakeholders</li> <li>• check with any specialists</li> <li>• develop a timeline for a management plan</li> <li>• identify resources for developing a plan</li> </ul>
Prepare a site description	<ul style="list-style-type: none"> <li>• define and map landscape values of the area</li> <li>• physical features and characteristics are identified and mapped</li> <li>• research land uses</li> <li>• assess the physical condition of the site</li> <li>• document biological features of the site</li> </ul>
Analyse site information and description	<ul style="list-style-type: none"> <li>• evaluate information</li> <li>• produce documents, reports, plans and maps</li> <li>• determine key conservation issues and priorities</li> <li>• consider continuing impacts</li> <li>• assess land capability</li> <li>• conduct a SWOT analysis</li> <li>• present material to stakeholders</li> </ul>
Identify management strategies	<ul style="list-style-type: none"> <li>• identify management strategies that address objectives</li> <li>• design strategies that reduce negative impacts</li> <li>• cost out the strategies and prepare budgets</li> <li>• prioritise actions and stage work</li> <li>• consult with stakeholders and incorporate their feedback</li> </ul>
Prepare the management plan	<ul style="list-style-type: none"> <li>• document management strategies into a plan</li> <li>• consult with stakeholders</li> <li>• present the final plan</li> </ul>

**Resources:** *'Bush Regeneration'* *'Bush Regenerators Handbook'*

## Bush regeneration stream

### Assignment 8 Develop a revegetation plan

Competencies: Group C RTD4020A Plan the implementation of revegetation works

This module details the methods you can use to re-establish trees and shrubs on a site. It describes how to plan, prepare, plant and protect sites.

#### Content

- the value of trees and shrubs
- assessing existing remnants
- natural regeneration
- collecting and growing native seed
- direct seeding
- planting
- revegetating streams and waterways
- weed control
- protecting revegetated areas

**Learning outcomes...**at the end of this module, learners will be able to:

<b>Group C RTD4020A Plan the implementation of revegetation works</b>	
<b>What to do</b>	<b>How to do it</b>
Carry out preliminary planning activities for revegetation works	<ul style="list-style-type: none"> <li>• confirm the needs of the client and the scope of the work</li> <li>• identify legal requirements and your responsibilities on the site</li> <li>• visit the site to establish the needs of the project</li> <li>• identify OHS obligations and any hazards</li> <li>• establish costs, quantity and availability of plants and other materials</li> </ul>
Prepare a staged plan of works	<ul style="list-style-type: none"> <li>• identify resources, tools and equipment required, and cost these</li> <li>• plan for environmental impacts of site works</li> <li>• prepare a program of works</li> <li>• establish timelines for project</li> <li>• take into account seasonal factors</li> <li>• detail the staged implementation of the plan</li> </ul>

**Resources:** ‘Plan for trees’

#### Suggested reading includes:

Breckwoldt, R (1986) *The Last Stand. Managing Australia’s Remnant Forests and Woodlands*, AGPS, Canberra

Goldney, D & Wakefield, S (1997) *Assessing Farm Bushland Kit 1 Save the Bush Toolkit*, Charles Sturt University, Bathurst

Heinjus, D (1992) *Farm Tree Planting*, Department of Agriculture, South Australia

Peake, T (2003) *Hunter Bushland Resource Kit: a guide to managing vegetation on private land in the Hunter catchment*, Hunter Catchment Management Trust, Paterson.

Cary, J & Williams, K (2000) *The value of native vegetation: urban and rural perspectives*, National Research and Development Program on Rehabilitation, Management and Conservation of Remnant Vegetation, Research Report 3/100 Land and Water Resources Research and Development Corporation, Canberra.

## Bush regeneration stream

### Assignment 9B Manage bushland restoration programs

Competencies: Group B RTD5003A Manage natural area restoration programs

Group B RTC5914A Prepare reports

This study unit continues the process of developing and implementing a management plan to restore natural bushland.

You will complete the process of developing aims and objectives for a natural area. These may include:

- provide habitat for wildlife,
- maintain biodiversity,
- harvest seed for revegetation or 'bush tucker',
- contribute to sustainable land use,
- protect agricultural land
- or even contribute to the aesthetics of a farm.

You will need to consider the resources that are needed for a natural resource management plan. In particular, you will use maps and local experts to gain an understanding of local flora and fauna.

In this unit you will prepare a written and verbal report on the management of your project.

You will keep a photographic and written record of your project for a period of six months in which you are involved in the management of a site.

### Content

- site assessment
- plan preparation
- legislation, permits and OHS issues
- observations and monitoring of works
- report preparation and presentation

**Learning outcomes** ... at the end of this module, learners will be able to:

<b>Group B RTD5003A Manage natural area restoration programs</b>	
<b>What to do</b>	<b>How to do it</b>
Inspect and asses site for replacement of vegetation	<ul style="list-style-type: none"> <li>• prepare a vegetation assessment report</li> <li>• determine site conditions, level of degradation and potential for regeneration</li> <li>• assess threats to existing ecosystem, organisms and property from restoration works</li> <li>• assess range of operating conditions and hazards</li> </ul>
Plan natural area restoration program	<ul style="list-style-type: none"> <li>• prepare plans and specifications</li> <li>• select restoration techniques</li> <li>• outline a staged strategy for works</li> <li>• protect the project with OHS measures</li> <li>• select personnel</li> <li>• obtain permits and licences</li> <li>• source equipment and materials</li> </ul>

Monitor natural area restoration works	<ul style="list-style-type: none"> <li>• make observations</li> <li>• check that the site is prepared</li> <li>• check plant materials, machinery and equipment</li> <li>• complete restoration works</li> <li>• monitor work and undertake remedial action</li> <li>• OHS conforms to legislative requirements</li> </ul>
Review natural area restoration program	<ul style="list-style-type: none"> <li>• monitor site to ensure compliance with the maintenance program</li> <li>• assess site to determine whether works are consistent with the plans</li> <li>• report changes to the techniques used for adoption in future works</li> </ul>

<b>Group B RTC5914A Prepare reports</b>	
<b>What to do</b>	<b>How to do it</b>
Research material	<ul style="list-style-type: none"> <li>• identify and describe the topic</li> <li>• determine sources information</li> <li>• collect and organise information</li> </ul>
Evaluate information	<ul style="list-style-type: none"> <li>• collect information that is relevant</li> <li>• clarify information and seek assistance</li> <li>• assess information for validity and reliability and is organise into a suitable form</li> <li>• draw conclusions from information and evidence</li> </ul>
Produce a document	<ul style="list-style-type: none"> <li>• use language applicable to task and audience</li> <li>• organise the document logically</li> <li>• format and present the document to a suitable standard</li> <li>• conclusions reflect the stated objectives</li> <li>• prepare report within the timeframe</li> <li>• follow OHS requirements</li> </ul>
Deliver an oral presentation	<ul style="list-style-type: none"> <li>• use language applicable to the task and audience</li> <li>• organise presentation logically and structure it suitably</li> <li>• support materials are concise and well presented</li> <li>• use time efficiently</li> <li>• present the material in a specified time</li> </ul>

**Resources:** ‘*Bush Regeneration*’, ‘*Bush Regenerators Handbook*’, ‘*Effective Writing Skills*’

## Bush regeneration stream

### Assignment 10 Manage pests in a landscape

Competencies: Group B RTD5402A Develop a strategy for the management of target pests

This unit of study covers the process of assessing pest and land management information and developing a plan for the management of the pests. The pests under study for this unit will be plant species—weeds. You will select management options for the target weed species and negotiate strategies with stakeholders in the affected area. You will need to know the relevant legislation and regulations, pest control methods and techniques, social and environmental issues, land use processes, plant identification and weed biology.

#### Content

- define the weed problem in a landscape
- understand weeds and their growth
- manage a weed problem
- chemical and non-chemical control methods
- develop an action plan for weed management.

**Learning outcomes...** at the end of this module, learners will be able to:

Group B RTD5402A Develop a strategy for the management of target pests	
What to do	How to do it
Determine land management and production objectives	<ul style="list-style-type: none"> <li>• consult other land users, regional land management bodies, and other relevant stakeholders on regional and local objectives</li> <li>• record this information</li> <li>• draw up objectives for a land area that are consistent with those above</li> </ul>
Estimate costs and advantages for the land most affected by the target weeds	<ul style="list-style-type: none"> <li>• define the land and production values affected</li> <li>• document the costs of control</li> <li>• compare the costs of control with the impacts and losses caused by the weeds</li> <li>• define the land areas actually and potentially affected</li> </ul>
Select management options for the target weeds	<ul style="list-style-type: none"> <li>• assess and document options for weed control</li> <li>• select a management option that is positive in terms of sustainable land use, economic feasibility, integrated pest management principles, environmental acceptability and statutory requirements for pest control</li> </ul>
Negotiate strategies with relevant stakeholders in the affected area	<ul style="list-style-type: none"> <li>• base the strategy on the data collected on abundance and impacts</li> <li>• clearly document the pest problem, the objectives and priorities, and the most suitable management options</li> <li>• agree on and confirm the strategies by consulting and negotiating with stakeholders</li> <li>• publish and distribute the strategies to the relevant stakeholders</li> </ul>

**Resources:** *'Property Planning'* or *'Bush Regeneration'*, *'Weed Management'*

## SUBJECT DETAILS – ELECTIVES

### Devise and conduct community consultation

Competencies: Group B LGACOM502A Devise and conduct community consultation

This unit covers devising and conducting community consultations and reporting on results. It is suitable for students working in roles that involve community consultation, such as Community Support Officers working on rehabilitation projects. The unit is based on project work, and conducting a consultation and writing a report on the process is an essential part of the unit.

#### Content

- select a work issue/project that requires community consultation
- design and conduct a consultation process based on your issue
- write a report that records and analyses the results and which addresses all the elements of the learning outcomes below.

**Learning outcomes...**at the end of this module, learners will be able to:

<b>LGACOM502A Devise and conduct community consultation</b>	
<b>What to do</b>	<b>How to do it</b>
Devise consultation strategies	• identify and assess a range of suitable consultative strategies
	• identify interested and affected parties
	• assess resources needed to conduct consultation
	• choose consultation strategies that enable relevant people to be involved
	• review legislative and council requirements
Conduct consultations	• prepare information in a clear, accurate and appropriate form
	• brief all those involved in conducting consultations on the process
	• provide information to affected people at an appropriate place and time
	• ensure access and equity requirements are met
	• ensure the consultation occurs over and identified timeframe
	• ensure all viewpoints are considered
Record, analyse and report on results	• group and collate responses so they can be analysed
	• check the validity of the responses against the design criteria
	• format responses so that decisions are able to be made
	• incorporate suggestions for improvement
	• provide summaries of responses and amendments are provided to all interested parties
	• direct other issues raised during the process to relevant departments or people
	• prepare an accurate report so informed decisions can be made

	<ul style="list-style-type: none"><li>• review and evaluate the effectiveness of the process and take action where needed</li></ul>
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**Suggested reading includes:**

Aslin HJ & Brown VA (2004) *Towards whole of community engagement: a practical toolkit*, Murray Darling Basin Commission.

Carson L & Gelber (2001) *Ideas for community consultation*, Department of Urban Affairs and Planning. Available at [http://www.planning.nsw.gov.au/planfirst/pdf/principles\\_procedures\\_final.pdf](http://www.planning.nsw.gov.au/planfirst/pdf/principles_procedures_final.pdf)

Chambers R (2002) *Participatory workshops, a source book of 21 sets of ideas and activities*, Earthscan United Kingdom.

Dick B (1997) *Community consultation checklist* [on line]. Available at <http://www.scu.edu.au/schools/gcm/ar/arp/comcon.html>.

## Environmental Management Systems

Competencies: Group B PSPPOLD501A Develop organisational policy

Group C BSBMGT610A Manage environmental management systems

Group C RTD692A Monitor projects in a program

Group C PSPPOLI601A Manage policy implementation

This module takes you through the process of setting up an Environmental Management System EMS. It is suitable for high level farm management or business management. An EMS has a number of benefits for the farm business which are covered in this unit.

### Content

The EMS in Agriculture course is divided into three parts:

#### Part 1: Introduction

- What is an EMS?
- Why use an EMS?
- What are the costs?
- What is involved?
- Building confidence in your EMS
- Why base your EMS on ISO14001?

#### Part 2: Develop your EMS

- Step 1: review environmental performance
- Step 2: write an environmental policy
- Step 3: develop your environmental management program
- Step 4: put your plan into practice
- Step 5: emergency planning and prevention
- Step 6: monitoring and measurement
- Step 7: management review

#### Part 3: Certification auditing and environmental claims

**Learning outcomes...**at the end of this module, learners will be able to:

<b>BSBMGT610A Manage environmental management systems</b>	
<b>What to do</b>	<b>How to do it</b>
Establish an environmental management system	<p>Environmental management policies that reflect the organisation's commitment to environmental sustainability are developed</p> <p>Environmental sustainability is identified as an integral part of business planning and promoted as a business opportunity</p> <p>Policies encourage all stakeholders to meet high standards of environmental performance and to support sustainable innovation and continuous improvement</p> <p>Policies and procedures are established to incorporate and support triple bottom line principles</p> <p>Policies are established which maximise opportunities and minimise environmental impacts</p> <p>Environmental management is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that ongoing impacts and opportunities are</p>

	identified
Manage innovation and improvement	<p>Changing trends and opportunities relevant to the organisation are identified, evaluated and taken into consideration for ongoing improvement programs</p> <p>Continuous improvement and sustainable innovation are promoted as an essential part of doing business and as a context for assessment and planning of environmental performance</p> <p>Continuous improvement and innovation policies and procedures, which include training and professional development, are established to optimise the environmental performance of the organisation</p> <p>A system is established to analyse and communicate the costs and benefits of innovations and improvements and to measure, monitor and record environmental performance</p> <p>Performance benchmarks and indicators are established and targets are set to maximise continuous improvement</p>
Review environmental management system	<p>Processes are developed to ensure that an integrated ongoing review is part of the organisation's policy and procedures</p> <p>Organisational performance is subject to ongoing evaluation and assessment, and changes to policies are made as required to promote improvement and sustainable innovation</p>

<b>RTD692A Monitor projects in a program</b>	
<b>What to do</b>	<b>How to do it</b>
Review project milestones	Project milestones for approved projects within the program are logged for monitoring.
	Negotiated and approved changes to milestones are used to adjust the monitoring records.
Check progress against milestones	Contact is maintained with groups and coordinators to monitor project progress against agreed timelines.
	Records are kept of progress for reporting purposes.
	Variations from agreed progress are identified for reporting and response purpose.
	Requests for change in project milestones and timelines are submitted for approval according to program and agency requirements.
Summarise progress	Regular progress reports are prepared according to program and agency requirements.
	Progress reports are discussed with groups, coordinators and others according to program and agency procedures.
	Project reports are consolidated into program reports as required according to program and agency requirements.
Assist groups maintain project timelines	Group activities and resources are reviewed where required achievement may not or has not been met.

	Strategies to place the project back onto required plan are developed with coordinator and community group leaders.
	Proposed changes in project are documented and submitted for approval by group initially, and then to program and agency requirements.

<b>PSPPOLD501A Develop organisational policy</b>	
<b>What to do</b>	<b>How to do it</b>
Identify, select and define organisation policy issues	Events, issues or government or board policies likely to require changes to organisation policy are accurately identified
	The implications and impact of events that might require policy development are identified
	Priority areas for policy development are recommended
	Policy requirements are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders
Gather and analyse information for organisation policy development	Information required to support the policy development process is identified
	Information required to support the policy development process is gathered, analysed and interpreted
	An analytical framework for the development of an appropriate organisation policy is determined
Formulate and communicate organisation policy options	A range of policy options is developed for the organisation, including mechanisms for implementation, monitoring and evaluation
	The range of policy options is communicated in a timely and understandable way to those responsible for selecting the policy direction
	Recommendations are made for policy options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other policies (existing or being developed) and consistency with broader government policy
	Where appropriate, specific policy options are promoted to executive within the organisation
Select most appropriate organisation policy option and communicate organisation policy decisions	If responsible for selection, the most appropriate policy option is selected based on information provided
	An appropriate method of implementation is identified and agreed (including pilot)

	All stakeholders, particularly those who will be responsible for implementing the new or revised policy are fully informed of the nature of the policy change, the outcomes expected by stakeholders, issues, expected costs, timelines and contextual factors (including any impact on other related policies)
	Where necessary the selected policy option is marketed to stakeholders
Evaluate organisation policy(s)	Information relating to the actual outcomes of organisation policy is gathered during and following policy implementation and analysed and reported
	Recommendations for the improvement of organisation policy are prepared
	Potential or impending organisation policy changes are identified and strategies prepared to respond to those changes

<b>PSPOLI601A Manage policy implementation</b>	
<b>What to do</b>	<b>How to do it</b>
Interpret and explain policy	The expected outcomes of policy implementation are clearly stated and communicated to staff
	Policy is interpreted relative to workplace responsibilities and accountabilities
	The impact on work activities of policy implementation is clearly stated and communicated to staff
	Staff are assisted with the interpretation of policy and its application to their work
	Policy and its implications are explained to other stakeholders
Apply policy	Work plans are prepared in consultation with staff to ensure that policy will be correctly implemented
	Staff performance is monitored to ensure that it complies with policy
	Staff are assisted in adjusting to changes
Evaluate policy implementation	Information relating to the policy implementation is gathered, analysed and reported to the policy developer
	Recommendations for the improvement of the policy implementation process are prepared for the policy developer
	Information relating to the expected outcomes of the policy is gathered, analysed and reported to the policy developer

	Recommendations for the improvement of the policy are prepared for the policy developer
	Potential or impending policy changes are identified and strategies prepared to accommodate those changes

**Three resources are provided in this course:**

- A national guide to Environmental Management Systems in Agriculture (multi-media CD-ROM)
- Australian farmers' experiences with EMS (video)
- Develop Your Own EMS – A Grain Farming Example (case study book).

## STUDY GUIDES

You will already have noted that all assessment is via assignments or projects that you prepare at home and send in for marking.

You will receive a study guide with each module that details the learning requirements and how to work your way through the study materials.

**Want to send assignments by e-mail?** Where this is appropriate, you can send assignments to david.brouwer@industry.nsw.gov.au. They must be in WORD 6 or higher or in Rich Text Format (rtf) or Straight Text (txt).

Included in each study guide is an Evaluation and Assignment Sheet that you complete and send in as a cover sheet with your assignment. If you are e-mailing the body of the assignment, you will need to reproduce this sheet by scanning or fax it to us. It is most important that both the evaluation and the declaration are completed.

The College fax number is (02) 49 385 549. It is essential that you include a cover sheet with 'Course Supervisor - Conservation and Land Management' clearly indicated on it.

## ASSIGNMENT GRADINGS

Assignments will be graded with reference to the learning outcomes and competencies for the unit, as follows:

**Not yet competent.** You have not yet met the assessment criteria at a basic level or not completed the required work.

**Competent.** You have met the assessment criteria at the required level.

The grading you receive for each unit will be shown on an academic transcript issued on completion of the course or if you elect to withdraw without graduating.

### About due dates...

There are no due dates set for your assessments. Because you can enrol in the course at any time, there is no point in giving you a timetable. As an independent learner we believe you are able to discipline yourself to complete your studies. To do this, you should try to send in your assignments at regular intervals so you can keep up with the course and complete it in three years. Naturally you are welcome to hand in assignments earlier if you wish.

The course is designed for busy people who are juggling study with work and family commitments. If you are unable to submit assignments by the suggested time, we will be as flexible as possible. Obviously you need to complete all assignments in the two years if you wish to graduate in the normal time.

If this is not possible, you can apply to the course secretary to defer your studies for 12 months. There is no charge for a 12 month deferral. Please ring 1800 025 520 so your deferral can be noted. It is much better to defer than to drop out of the course.

### Who do you send your assignments to?

Send your assignments to:

**Course Secretary**  
**Continuing Education**  
**CB Alexander Campus**  
**Tocal College**  
**PATERSON NSW 2421.**

You will receive some sticky address labels with your first dispatch of study materials.

## COURSE POLICIES

### Total College Code of Practice

- the College upholds the principles of access and equity. College courses are open to all who meet the course entry requirements
- the differing needs and requirements of people being trained and assessed are handled sensitively
- potential for conflict of interest in the assessment process is identified and handled appropriately and fairly
- all forms of harassment are avoided throughout the planning, conduct, review and reporting of assessment
- appeal and grievance procedures are available to all students, and students are informed of these procedures
- evidence gathered during assessment is verified for validity, reliability, authenticity, sufficiency and currency
- assessment decisions are based on available evidence that can be verified by another assessor. Personal factors that are not relevant to assessment will not influence the assessment outcomes
- confidentiality is maintained regarding assessment results in accordance with Total College's privacy policy. The candidate is informed of assessment reporting processes prior to the assessment
- assessment procedures are regularly reviewed by networks of assessors
- Total College upholds NSW Industry & Investment's values of integrity, professionalism, innovation and respect.

### Refund policy

You are eligible for a full refund if you return your study notes in good condition within 14 days of enrolment.

After 14 days from enrolment, you may be eligible for a part refund if you withdraw from the course or a module. If you withdraw from the full course, a part refund may be made in the first four months after enrolment. If you withdraw from a module, a part refund may be made in the first six weeks after enrolment. After the first 14 days it is generally not possible to return study materials issued.

Fees payable for assessment of skills recognition are not refundable. The College may vary its refund policy in cases of genuine hardship.

## Appeals regarding assessment outcomes

This policy relates to outcomes of assessments, commonly known as ‘results’. There is a separate policy regarding complaints and grievances for matters other than results.

If you disagree with an assessment outcome you receive from Tocal College, you should firstly discuss it the appropriate College staff member (usually your course coordinator, tutor or skills recognition case officer) who will explain the reasons for the assessment outcome and give additional feedback where possible.

If after discussion with the College staff member, you still disagree with the assessment outcome, you can request a re-assessment.

If a dispute over assessment outcomes or eligibility to receive a credential cannot be resolved with the staff member by discussion and/or re-assessment, you may appeal to the College Credential Committee through the Principal.

You should lodge an appeal in writing, setting out the grounds for your case, to The Principal, Tocal College, PATERSON NSW 2421. If you are not satisfied with the decision of the credential committee you can have your appeal heard by an independent person who is acceptable to you and to the College.

## Privacy policy

Tocal College complies with the *Privacy and Personal Information Protection Act 1998*. The College collects personal information from students to provide statistical data to the Federal Government for planning purposes, to minimise health threats, to arrange accommodation and for recognition of academic achievement.

Personal information is used for the purposes for which it was collected. It is protected from unauthorised use or disclosure and is stored in a secure location that has limited access. Individuals may access their personal information during working hours, subject to the availability of supervising staff. Personal information is destroyed according to the relevant disposal schedule from the State Records Act 1998.

Industry & Investment NSW has prepared a Privacy Management Plan to ensure that all personal information is collected, stored and accessed in accordance with the 12 Information Protection Principles as set down in the *Privacy and Personal Information Protection Act 1998*.

## National (mutual) recognition

It is the policy of the College to recognise the AQF qualifications and Statements of Attainment issued by any other Registered Training Organisation (RTO).

## Student support and guidance services

When you enrol in one of Tocal’s courses, you will be allocated a College staff member who you can contact for assistance in the course. The staff member will usually be a course coordinator, tutor or skills recognition case officer.

If you require help with language, literacy or numeracy to complete a Tocal course, contact your course coordinator, tutor or case officer who will endeavour to assist.

Full-time students who would like assistance with personal issues can arrange to see a counsellor by contacting student support staff or their tutor.

## **Complaints and grievances**

If you have a complaint, contact the appropriate College staff member (usually your course coordinator, tutor or skills recognition case officer). They will try to solve the problem with you, and will also help you to fill out a complaint form if required.

If you do not agree with the way your complaint is resolved you can appeal to the Principal. If you still disagree with the outcome you have the right to have an independent person (someone who is acceptable to you and to the College) recommend what should happen. The College staff member will explain this to you.

If are not satisfied with the handling of your complaint by the College, or there are extenuating circumstances that preclude you from lodging your complaint directly with the College, there are two further ways to lodge your complaint:

1. with I&I NSW. Details are provided at [www.industry.nsw.gov.au](http://www.industry.nsw.gov.au).
2. with the College's registering body (NSW VETAB) or the National Training Complaints Hotline, telephone: 1800 000 674. Complaints to the National Training Complaints Hotline are referred to the appropriate registering body.

## **Plagiarism and cheating**

- Any student who, in the opinion of the College, is found cheating could face disciplinary action which may result in the student being asked to leave the course and may have the relevant assessment outcome disregarded.
- Plagiarism is a form of cheating. Plagiarism is a serious breach of academic trust. It is the act of presenting somebody else's work and claiming it as your own.
- Assessors may take reasonable action to satisfy themselves that any material submitted for assessment is the participant's own work. Material suspected of plagiarism will be reported to, and investigated by, College management.

To avoid plagiarism and its penalties, students are advised to note the following:

- You may quote from someone else's work (for example from textbooks, journals or other published materials) but you must always indicate the author and source of the material.
- You should name sources for any graphs, tables or specific data, which you include in your assignment.
- You must not copy someone else's work and present it as your own.

## DIPLOMA OF CONSERVATION AND LAND MANAGEMENT RTD50102

### COURSE REQUIREMENTS AND COMPETENCIES

If you are applying for skills recognition, you may choose the relevant competencies from the table below.

A total of 10 units of competency must be completed.

Select 4 units from Group A below.

Select 4 additional units from Group A and/or B below.

Select 2 additional units from Group A, B and/or C below.

GROUP A	
RTC5011A	Collect and classify plants
RTD5203A	Plan erosion and sediment control measures
RTD5401A	Define the pest problem in a regional or broader context
RTD5501A	Assess applications for legislative compliance
RTD5502A	Conduct field research into natural and cultural resources
RTD5503A	Design a natural area restoration project
RTC5504A	Develop a management plan for a designated area
RTD5507A	Develop conservation strategies for cultural resources
RTD5510A	Implement plans of management
RTC5519A	Conduct biological surveys
RTC5520A	Manage parks and reserves
RTD5522A	Plan river restoration works
BSBMGT507A	Manage environmental performance

GROUP B	
<b>WORKING WITH PLANTS</b>	
RTD5003A	Manage natural area restoration programs
<b>WORKING WITH ANIMALS</b>	
RTD5102A	Manage fauna populations
<b>CONSTRUCTION AND MAINTENANCE</b>	
RTC5201A	Conduct comprehensive inspection of park facilities
RTD5202A	Design control measures and structures
RTD5204A	Plan conservation earthworks
FPIFGM137A	Manage road construction and maintenance
<b>MACHINERY AND EQUIPMENT</b>	
RTC5303A	Manage machinery and equipment
<b>PESTS AND DISEASES</b>	
RTD5402A	Develop a strategy for the management of target pests
RTD5403A	Develop a system for monitoring the pest management strategy
RTD5404A	Coordinate the pest management strategy in a regional or broader context
RTD5405A	Evaluate the pest management strategy
<b>RESOURCE MANAGEMENT</b>	
RTD5508A	Develop strategies for Indigenous land or sea management
RTD5509A	Evaluate project submissions
RTD5511A	Manage restoration of cultural places
RTD5512A	Manage the implementation of legislation
RTD5513A	Manage wildfire hazard reduction programs

RTD5517A	Propose a negotiated outcome for a given area of country
RTD5518A	Review assessments for legislative compliance
FPINCR033A	Plan burning activities for natural and cultural resource management
<b>HEALTH AND SAFETY</b>	
RTC5701A	Establish and maintain the enterprise OHS program
RTC5702A	Develop and manage a chemical use strategy
<b>WORKING WITH PEOPLE</b>	
RTC5801A	Provide specialist advice to clients
RTD5802A	Support group and community changes in resource management
RTD5803A	Operate within community cultures and goals
RTD5805A	Facilitate development of group goals and projects
RTD5806A	Promote group formation and development
BSBFLM501A	Manage personal work priorities and professional development
BSBFLM510A	Facilitate and capitalise on change and innovation
CHCCD4A	Develop and implement community programs
LGACOM502A	Devise and conduct community consultation
PUAPRO001A	Promote a learning environment in the workplace
<b>ADMINISTRATION AND BUSINESS</b>	
RTD5904A	Map relationship of business enterprise to culture and country
RTD5907A	Plan for successful cultural practice at work
RTC5908A	Prepare estimates, quotes and tenders
RTD5910A	Contribute to regional planning process
RTD5911A	Manage the incorporation of a group
RTC5913A	Collect and manage data
RTC5914A	Prepare reports
RTD5915A	Investigate suspected breaches of NRM legislation
BSBADM502A	Manage meetings
BSBADM504A	Plan or review administration systems
BSBMGT503A	Prepare budgets and financial plans
BSBMGT506A	Recruit, select and induct staff
BSBSBM405A	Monitor and manage business operations
PSPPM502A	Manage projects
PSPPM503A	Finalise projects
PSPPOLD501A	Develop organisation policy
TDTR398B	Negotiate a contract

**GROUP C**

This group includes other units of competency from Conservation and Land Management and/or other Training Packages at nominal AQF Levels 4, 5 & 6. These units must be relevant to work undertaken in Conservation and Land Management.

**QUALIFICATION RULES**

For a Diploma of Conservation and Land Management at least 8 of the units of competency presented for this qualification must relate to conservation and land management work procedures, activities or contexts.

## OTHER LEARNING ACTIVITIES

There are no residential schools for this course. There are, however, some short courses held each year at the college that may be useful to completion of an assignment or unit of competency. If you feel you need extra tuition or an introduction to a unit, please check our current offerings of short courses which are advertised on our website ([www.tocal.com](http://www.tocal.com), click on CB Alexander Campus) and by brochures obtained from the College.

## READING

The study materials you receive in the mail will cover most of your reading needs. However, at times you may wish to read some of the additional references mentioned in the study modules.

If your local library does not have the books you want, it should be able to get them on loan from other libraries in its network. We suggest you discuss your needs with your local library staff.

If your library has difficulty getting a reference book for you, College staff may be able to suggest a source. Ring one of the course coordinators—details are on the inside front cover.

The Tocal College library can provide inter-Library loans. Again, your local library can organise this. If you are at the College, feel free to use the library. Check opening times and other details with the College librarian on 02 4939 8830.

## OTHER SOURCES OF INFORMATION

How familiar are you with the state and federal government departments, agencies and authorities offering information and advisory support services to primary producers? Are you making effective use of the services offered? A number of authorities offer an extensive range of information and advisory services and it is in your interest to familiarise yourself with these and to use them when you need help.

**Internet Service.** A directory of NSW government services for country people is available on [www.nsw.gov.au](http://www.nsw.gov.au).

### **Catchment Management Authorities**

Thirteen Catchment Management Authorities (CMAs) are established across the State by the New South Wales Government to help regional communities manage natural resources in their catchments.

The CMAs are locally driven organisations with a board that reports directly to the NSW Minister for Natural Resources. They are responsible for involving regional communities in management of the NRM issues facing their region, and are the primary means for the delivery of funding from the NSW and Commonwealth Governments to help land managers improve and restore the natural resources of the State.

The CMAs work in partnership with the community, local government, State Government agencies, industry and individuals.

<http://www.cma.nsw.gov.au/>

### **Bureau of Meteorology**

**02 9296 1555**

<http://www.bom.gov.au/>

The Bureau will supply information and advice on climate and weather conditions in particular areas. Historic climatic data is available and specific details of weather forecasting are supplied.

### **Department of Lands**

**02 6332 8123**

**or fax 02 6332 8299**

[http://www.lands.nsw.gov.au/survey\\_maps/maps\\_and\\_imagery/aerial\\_photography](http://www.lands.nsw.gov.au/survey_maps/maps_and_imagery/aerial_photography)

The Department will answer inquiries and give advice on the availability of appropriate maps for specific purposes. A large range of general and special-purpose maps is available.

### **Industry & Investment NSW (Forests)**

<http://www.industry.nsw.gov.au/forests>

State Forests' officers give advice on tree planting schemes and timber use. State Forests' nurseries are located at Muswellbrook, Forbes, Dubbo, Narrandera and Pennant Hills.

## **Industry & Investment NSW (Agriculture)**

**02 6391 3100**

<http://www.industry.nsw.gov.au/agriculture>

Industry & Investment NSW aims to help the food and fibre industries to be market focused, internationally competitive and sustainable. It does this through its research, extension, education and regulatory services. Advice to farmers is available from a wide range of specialists in rural industries located in centres throughout the state.

**Publications.** A mail order service is available for Agfacts and other publications. Phone 1800 028374 for a catalogue.

## **Department of Environment and Climate Change**

<http://www.environment.nsw.gov.au/>

This service advises farmers on matters related to the development and preservation of flora and fauna. Assistance is given to farmers to establish wildlife refuges on their properties. Advice is also given on hunting and fishing regulations and the preservation of historic and sacred sites.

## **Livestock Health and Pest Authority**

**02 6391 3673**

The Authority is concerned with the control of stock diseases, pasture protection and vermin control. Advice and assistance is given on non-chemical control measures.

## **Department of Natural Resources (Department of Environment and Climate Change)**

Information on aspects of natural resource management can be found on the following websites:

<http://www.dnr.nsw.gov.au>

<http://www.dwe.nsw.gov.au>

<http://www.industry.nsw.gov.au>

<http://www.environment.nsw.gov.au>

<http://www.lands.nsw.gov.au>

<http://www.nativevegetation.nsw.gov.au>

## **Role of DNR**

The Department of Natural Resources (DNR) has a role in managing land and water in NSW. The work is divided into three core areas: water management, soil and vegetation management, and coastal and floodplain management.

### **Water management**

DNR's main role is the allocation of NSW's water resources to various users including the environment, agriculture, industry, and the community.

### **Soil and vegetation management**

DNR aims to improve the condition of native vegetation and soil across our state. It helps to ensure that the NSW Government's policies of sustainable natural resource management and ending of broadscale land clearing are achieved.

## **NSW Rural Assistance Authority**

**Locked Bag 23**

**161 Kite Street**

**ORANGE NSW 2800**

**02 6391 3000**

**1800 678 593**

The NSW Rural Assistance Authority administers financial assistance to primary producers in NSW under the Rural Adjustment Scheme, the Special Conservation Scheme and the Relief Scheme.

## HOW TO STUDY

All the course study units have been prepared for studying on your own. This means that you can work at your own pace, when and where you like.

**Where:** You can read the study books anywhere. But in order to get the most from the course you need to be able to concentrate without distractions; like conversations, TV and children.

You will also need to keep your workbooks and notes together and in order.

**When:** This depends on you. The course writers who prepared the study units think that you will be able to complete each assignment in about 100 hours, depending on its size. But don't be dismayed if it takes longer than this as we all learn at different speeds.

The best way is to plan in advance and to set aside a certain time on specific days in order to complete the unit satisfactorily.

**How:** Read the study guide and the text section by section. Try to break the unit into easy to manage segments or questions.

Many of the texts supplied have exercises and review questions, and your success in them will indicate how well you are doing. If you find that you are having difficulties, go back over the text and try again. It may be that you were in too much of a hurry.

Make notes of the key points. Writing them down is a useful way to help memorise them. If you can, record ideas or queries as they occur to you.

References to books, readings and websites are also made in the study units for those who want more information. Don't forget that your local library is a useful resource.

Concentrate on what you are studying. Read and listen until you have grasped the ideas so that they remain with you. And if you can, discuss them with other people. This will develop your understanding and memory.

## **A few study suggestions**

Find somewhere QUIET to work

Work REGULARLY in the one place

ORGANISE your study environment

Be COMFORTABLE

Set aside a REGULAR TIME to process materials

Draw up a STUDY PLAN a week or so in advance

Organise your TIME and ENERGY to keep pace with the program

Define your OBJECTIVES for each study period

Warm up by REVISING the previous work

Take NOTES and SUMMARISE the printed materials

Ask QUESTIONS constantly...think of ANSWERS

Think CRITICALLY about everything you read

Take a BREAK when you need one

RELATE the material to your own EXPERIENCE and farm SITUATION

DISCUSS your PROBLEMS with someone

Always EVALUATE each study period and record your ACHIEVEMENTS

FOLLOW UP where necessary by CONSULTING additional reference materials

ENJOY it!

### **Further reading:**

Radloff A, Hermann A & Fox R (1999) *Successful Learning Skills*, Bobby Graham Publishers, Wagga Wagga NSW.