

Unit Standard Interpretations 2020 Version 1.1



Domain	Unit Standard	Credits	Version	Unit Standard Title	Date of Interpretation Suggested	Element/Outcome, ER/PC &/or Range Statement	Issue	Primary ITO's Interpretation of the Element/Outcome, ER/PC &/or Range Statement	Unit Standard Review Date (NZQA)
Farming Skills	16	3	6	Describe Pasture Plants and Production, and ways to optimise pasture Growth and Utilisation.	1 November 2010	Element 1	While this is useful learning, the topic does not really fit in this unit standard, and is generally assessed fairly minimally.	There is an expectation that trainees would cover this topic as part of their learning, and it is appropriate to assess this formatively, during the learning process. It is not necessary to show evidence of assessment of this element for moderation purposes.	Expiring Dec 2018 Replaced by Unit Std 28922
					1 November 2010	Element 5 PC 5.2 and 5.3	Range statement asks for three pasture legumes.	It is desirable that this unit is taught and assessed as contextually as possible, and it is likely that in many farming situations, two pasture legumes is a more realistic situation. For the purposes of assessment for this element, it is sufficient to cover only two pasture legumes.	Expiring Dec 2018 Replaced by Unit Std 28922
Fencing	36	4	5	Select fencing support material	May 2010	PC 1.2	Range statement mentions jolthead nails.	It is accepted that all nails used in farm fencing will be galvanised flathead nails. Assessment should reflect this.	1 January 2020
					May 2010	PC 2.1	Does not mention stays.	Stays should be included in assessment.	
					May 2010	PC 2.2	The second part of the Range Statement (hazard classification) does not relate to anything. Merchant grades is meant to relate to post size (treatment level is covered in PC 3.4.).	Ignore second part of the Range Statement referring to hazard classification.	
					May 2010	PC 2.3	Range statement includes concrete post.	Ignore concrete from the Range Statement as this is no longer relevant.	
					May 2011	PC 3.1	Range covers six (6) soil types which is excessive.	Three (3) soil types are sufficient, but should cover one (1) "strong" (e.g. clay/silt) and one (1) "weak" (e.g. sand/peat) soil type.	
Sheep Farming	15609	4	3	Demonstrate knowledge of sheep milk production	May 2010	PC 3.2	PC 3.2 states a minimum of 10 advantages and disadvantages. This is a lot more than is necessary.	Three (3) advantages and disadvantages for each is sufficient.	1/01/2020
					May 2010	Element 5	Calculations in this Element are confusing. The intent is to have calculations relevant to sheep milking.	Calculations should relate to things such as sheep milk production, withholding periods, plant cleaning etc...	
Deer Farming	19093	5	2	Demonstrate knowledge of deer welfare and stockmanship	May 2010	PC 1.1	Deer breeds Range Statement - Wapiti and Elk are the same breed. Red Elk and Red Wapiti are incorrect.	Range statement should be assessed as: Red deer, Fallow deer, Wapiti, Crossbreed (Red/Wapiti cross).	1/01/2020
General Agriculture	19137	2	2	Describe the opportunities, advantages and disadvantages of rural employment.	1 January 2011	Element 1 range statement and P.C. 1.5	Some of the items in the range statement are out of date or not clearly defined. Also, P.C. 1.5 is superfluous now that the NQF has been in existence for 13 years. Learning and assessment for the rest of element 1 will cover this to some extent anyway.	The intent of the the range statement in Element 1 is that it should cover on-farm careers; near-farm (rural servicing type) careers, Pre-entry training (all levels) and on-job training (i.e. ITO type training). Learning and assessment should cover a range of all of these. For the purposes of assessment of this unit standard, P.C. 1.5 does not need to be assessed.	1/01/2020
General Agriculture	19142	6	2	Describe the role of elements and fertilisers in Primary Production, and soil testing.	6 July 2010	Element 4	PC 4.4 is worded very confusingly and does not seem to fit in with the rest of the Element. There is confusion as to how it should be interpreted.		
					Jan 2011	Element 5	PC 5.1 is to some extent covered by Element 3. The knowledge covered by 5.2 and 5.3 is not really relevant at this level. It is specialised knowledge that in practice is managed by fertiliser companies and spreading contractors.	Element 5 does not need to be assessed and will be removed from the unit as part of the review.	Expiring Dec 2018 Replaced by Unit Std 28921
Cattle Farming	24623	2	2	Demonstrate knowledge of breeds and classes of cattle, and identification and records for cattle	May 2010	Range Statement PC 1.2	Based on the Range Statement, this covers 14 different classes of cattle.	It is not necessary to cover Rising 1 year and Rising 2 year heifers, bulls and steers. The intent is that the trainee can identify a Rising 1 year old and Rising 2 year old, could be any one of heifer, bull or steer.	1/01/2020
					1 March 2011	P.C.1.3	This P.C. Covers traditional and maternal breeds of cattle. Some clarification of these is requested.	Maternal breeds of cattle have all or most of the following characteristics: Strong bond with calf; Easy calving; Attend to newborn calf immediately; Good mothers, keep track of calves well; Good milkers. Generally accepted cattle maternal breeds are: Angus; Hereford; Murray Grey; Shorthorn – however this does not mean there are not others.	
Sheep Farming	24641	2	1	Demonstrate knowledge of features, attributes, identification, and records for sheep	1 March 2011	P.C. 1.3	This P.C. Covers traditional and maternal breeds of sheep. Some clarification of these is requested.	Maternal breeds of sheep have all or most of the following characteristics: Strong bond with lamb; Easy lambing; Attend to newborn lamb immediately; Good mothers, keep track of lambs well; Good milkers. Generally accepted sheep maternal breeds are: Merino; Corriedale; Romney; Coopworth; Perendale– however this does not mean there are not others.	1/01/2020

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Fencing	24832	5	1	Open and draw out a coil of wire, tie knots, join wire, and prepare wire for transport and storage.	1 March 2011	P.C. 3.1	Reads "Join meets the requirement for its end use, strength, wire suitability and conductivity." This statement is confusing and requires some clarification.	This means that the join used (crimp or in-line joiner) and the manner in which it is done, is appropriate for the end use of the wire or fence, will have sufficient strength and conductivity (if electric fence) and is suitable for the wire type (i.e. using correct sized crimp for the wire size).	1/01/2020
Fencing	24833	3	1	Identify and maintain fencing tools and equipment, and identify fencing construction materials and wire types	1 March 2011	PC 1.1	Reads: "Fencing tools are identified and described in terms of name and function". The intent of the unit standard is that trainees should know how to use these tools.	For assessment purposes, trainees can describe (verbally or written) the purpose of the tools, however, if they have been using the tools correctly, this can be taken as being able to "describe" also. The emphasis of element 2 is that learners are able to ensure tools are looked after and maintained so they are fit for purpose. The term "repairs" should be regarded as a subset of maintenance in this context. There is no expectation that the learner has to make specific repairs to each of these tools.	1/01/2020
Fencing	24837	3	1	Describe non-electric fence types and components	1 March 2011	P.C. 1.2	P.C. Refers to "environmental effects" with regard to the applications of different wire types.	Environmental effects refers to such things as frost, salt air, rainfall, ice, acidic soils etc. Any aspect of the surrounding environment that may affect which wire type to use.	1/01/2020
Farming Skills	25829	3	2	Demonstrate knowledge of livestock breeding methods and programmes.	7 June 2011	P.C. 1.3	Range statement states "includes but is not limited to cloning"	It is considered that cloning is not a particularly important development in commercial breeding programmes (although probably looked like it might be when the unit was reviewed). Other developments such as sexed semen or genetic modification could also be considered. Expectation would be that the trainee can cover one technological advancement in this area, of which cloning could be one, but could choose another if they wanted to.	Expiring Dec 2020 Replaced by Unit Std 28857 & 28858
						Elements 1 and 2	There is not any significant distinction between breeding methods and programmes in this context. Some of the breeding programmes listed in the range statement for 2.1 and 2.1 are not particularly relevant for commercial breeding on most NZ farms.	Assessors can treat breeding methods and programmes as the same thing and assess both these elements together. Assessments should concentrate on issues that are important for the industry(s) they are assessing for.	
Cattle Farming	26417	2	1	Assist with handling cattle in yards	6 July 2010	Element 1	PC 1.5 requires trainees to be assessed in loading and unloading cattle from a truck. There is concern that this is a potential barrier as this operation (especially unloading) maybe infrequent, especially on dairy farms.	If at all possible, trainees should be given the opportunity to perform this task, however if this is not possible, assessors should make a judgment on the trainees ability to perform this task, based on their cattle handling abilities, stockmanship and general behaviour around cattle.	1/01/2020
Dairy Farming	23786	12	1	Demonstrate Knowledge of milking machine components and cleaning procedures	July, 2013	Whole unit	The 2013 National Moderation panel identified that a number of providers were treating this unit as a theoretical exercise.	Although elements 1 and 2 are DKO, element 3 requires an actual milking machine hygiene inspection. Good practice assessment would be to assess elements 1 and 2, as much as possible, in a practical manner also. Certainly any assessment should be done in context, with reference to an actual milking shed, not just as a theory exercise.	1/01/2020
General Agriculture	19373	2	2	Demonstrate knowledge of fertiliser, and the implications for handling and spreading fertiliser	1 August 2013	P.C. 1.3	The range statement currently requires evidence for 9 nutrients and 6 trace elements.	There are only 6 major nutrients in fertiliser, N,P,K,S,Ca and Mg. Assessment covering this PC need only require evidence for these 6 major nutrients.	1/01/2020
						Element 2	The element, and range statement differentiates between fertiliser compounds, blends and mixtures.	Blends and mixtures are effectively the same thing and for the purposes of assessment of this element, evidence should be required for at least two compounds and at least two blends and/or mixtures.	
Veterinary Nursing	5178	4	4	Assist to take radiographs of animals, and process	12 November 2010	Element 3 and Element 4	Difficulty in assessing both manual and automatic processing techniques as many students have access to one method only.	Attestation forms completed by a veterinarian or veterinary nurse would be adequate method of practical assessment for either techniques. It was decided that assessing practical competence in one process only was acceptable but underlying knowledge regarding the other technique needs to be documented.	1/01/2020
Animal Care	21380	5	2	Demonstrate and Apply Knowledge relating to animal facility environmental hygiene	12 November 2010	PC 1.3	Interpretation of the meaning of drainage	Drainage does not refer to wound drainage.	1/01/2020
Veterinary Nursing	5158	18	6	Assist the veterinarian with animal anaesthetic and analgesic procedures	1 April 2010	Element 1	Difficult to assess practically	Will accept theory only knowledge for PC 1.2/1.3 on local anaesthetics	1/01/2020
						Element 4	Intubation must be performed	Need to assess intubation practically	
						Element 5		PC 5.4 Immediate response to an anaesthetic emergency - as well as covering the range, please don't do this in piece- meal fashion, moderators are looking for the sequence of actions in response to an emergency	
						Element 7	Difficulty in assessing "maintaining"	PC 7.4 - Will accept theory knowledge of how an anaesthetic emergency kit is maintained	

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Animal Care	5200	4	5	Prepare for an intravenous drip, and monitor an animal while on fluid therapy	1 April 2011	Element 1		PC 1.1 There are 5 routes of fluid administration but as a minimum - subcutaneous, oral and intravenous routes should be covered	1/01/2020
								PC 1.2 3 types of fluids to be assessed are: crystalloid, colloid and blood.	
								It is also appropriate to assess the difference between NaCl and Hartman's as a choice of crystalloid fluid	
						Element 2		PC 2.1 General use giving set and paediatric giving sets have the same set up so not to assess them both but infusion pump and gravity giving sets need to BOTH be assessed	
						Element 3		PC 3.2 Expect to see knowledge of fluid overload assessed here	
								OVERALL - A minimum of 8 hours monitoring a patient in order to gain competency in this unit is required	
Animal Care	5189	4	5	Follow safe working practices and standards in the animal facility	1 April 2011	Element 1		PC 1.4 How is an accident reported? - this can be scenario based	1/01/2020
							An accident doesn't need to happen for PC 1.4 to be assessed	At Level 3, on-going and consistent safe working practices need to be demonstrated - Element 1 and 2 can be assessed before going into the work place but Element 3 needs industry verification of safe working practices	
Animal Care	5151	3	7	Monitor health and provide husbandry for caged birds	8 November 2013	Element 2	Practical aspects too advanced for Level 2	PC 2. 1 Leg banding and wing feather clipping - assess in theory only	1/01/2020
						Element 4	Knowledge not necessary for basic husbandry	PC 4.2 Remove regurgitation	
								PC 5.2 Range: trimming beak, wing feather clipping to remove - parasite control, trimming claws, oral medication - Evidence of 2	
						Element 5	Practical aspects too advanced for Level 2	Consecutive REMOVED	
Animal Care	21358	8	2	Demonstrate knowledge of parasites affecting horses and production animals	8 November 2013	Element 1	Range too much information, key life cycles differences important	PC 1.1 - 1.5 Parasites affecting.....are described in terms of the key life cycle differences between the following: Range..... Evidence of 3 (except 1.1 - evidence of 4)	1/01/2020
Veterinary Nursing	5208	6	4	Nurse companion animal patients with an infectious disease	8 November 2013	Element 1	Some of the range isn't infectious and some infectious diseases not included	Range: REMOVE from bacterial diseases - pyoderma, bronchitis, pleuritis,cystitis, bacterial enteritis - ADD Leptospirosis	1/01/2020
Animal Care	5171	6	5	Collect, prepare and examine blood samples from animals	8 November 2013	Element 3	Carry out tests on whole blood using appropriate equipment or kits - equipment not available in clinic	REMOVE from range: heartworm microfilaria, platelet count, differential white count, reticulocyte count, progesterone, plasma protein analysis	1/01/2020
								PC 3.1 Range: REMOVE colorimeter	
								PC 3.3 REMOVE this PC (no heartworm in NZ)	
						Element 4	Perform in house tests - some tests not available	Range: REMOVE progesterone	
Veterinary Nursing	5157	5	6	Assist with animal surgery as a surgical veterinary nurse	8 November 2013	Element 2	Too much detail for Cert VN	PC 2.3 Range: DKO of irrigation, suction, organ packing	1/01/2020
								PC 2.5 Suturing methods and patterns are described - evidence of 2	
Veterinary Nursing	5155	5	6	Prepare animal patients for surgery	8 November 2013	Element 2	Drug changes	PC 2.1 Range: REMOVE xylazine and ADD Medetomidine	1/01/2020
						Element 3	Prepare the patient for surgery, and transport and position the patient - change on focus needed for the PC	PC 3.5 DKO of the potential problems associated with poor positioning and appropriate action Range: same	
Animal Care	5148, 7337, 5149, 21382, 21383, 5152, 5153, 5154, 21360			Monitor health and provide husbandry for cats, dogs, rabbits and rodents, fish, reptiles, horses, ruminants, pigs and poultry	8 November 2013	Special notes	For this unit standard, the candidate is expected to be involved in the care of a ..... over at least two days	Consecutive REMOVED	1/01/2020

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Meat Processing	27751	25	4	Demonstrate understanding of post-mortem examination of animal products used for human consumption	13-Mar-18	Outcome 5	Outcome is about understanding disease states. PCs 5.1 and 5.2 should read "disease states" and NOT just diseases.	PCs 5.1 and 5.2 are about describing the features and effects of disease states NOT diseases. Assessments should reflect disease states.	1/01/2020
Production Horticulture	29832	5	1	Demonstrate knowledge of workflow management in a horticulture operation	11-Apr-18	Outcome 1	Outcome 1 states systems which implies more than one.	The word systems implies more than 1. However in terms of assesment there is only one system required for outcome 1 and 2. Assessment should show this.	1/01/2020
						Outcome 3	It is not expected that a trainee at level 3 will know the whole workflow system documentation and/or software system.	Replace workflow system with Demonstrate understanding of record keeping documentation and/or software used in a work role in a horticulture workplace for the purpose of assessment.	
Production Horticulture	29833	10	1	Grade produce to pre-determined criteria using a computerised system	11-Apr-18	Outcome 1	The grade standards specified in LO1.1, 1.2 &1.3 are those that are that are done by a human, not those assessed by a computer.	Assessment of Outcome 1 is by way of a computerised system for a horticulture crop.	1/01/2020
						Outcome 2	Range is incorrect.	Replace the word markets with lines, assessment should reflect this.	
Production Horticulture	22194	5	2	Demonstrate understanding of plant anatomy and morphology and how plants adapt to different environments	11-Apr-18	Evidence Requirement 1.3	Range is incomplete.	Insert flowers in Range. Assessment should reflect this.	1/01/2020
Production Horticulture	831	5	5	Train and prune young and mature vine crops	11-Apr-18	Outcome 2	Range states; pruning of vines one, two and 3 years of age. ER 2.4 refers to canes and 2.5 refers to wood	For the purposes of assessment it is also acceptable for indoor herbaceous vines less than one year. Use appropriate terms for removal of unwanted growth appropriate to the species being assessed.	1/01/2020
						Outcome 3	ER 3.3 states; Set up replacement cycles for framework wood.	For the purposes of assessment this does not apply to herbaceous vines.	
Production Horticulture	29884	6	1	Demonstrate understanding of operations and continuous improvement in a post-harvest workplace.	11-Apr-18	Outcome 2	Demonstrate understanding of continuous improvement in a post-harvest workplace.	If the workplace is not using competitive manufacturing systems and practices, then the word continuous may be replaced by improvement of process.	1/01/2020
Production Horticulture	29885	5	1	Demonstrate understanding of plant biology in a production horticulture context.	11-Apr-18	Outcome 1	ER 1.1 includes life cycle and 'significance in plant production. Production cycle is the relevant description relating to the production horticulture context, life cycle is not relevant. Plant production is limiting as the purpose of the outcome is production of a crop.	Remove all reference to life cycle and replace <i>plant</i> production with <i>crop</i> production.	1/01/2020
							ER 1.2 includes significance for commercial plant production.	Plant production is to be replaced by crop production	