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# Certificate III in Aquaculture

Tasmanian aquaculture is at the cutting edge of innovation and technology in Tasmania, providing significant employment opportunities from farm hands, through to environmental scientists, and right through to high level management positions.

In total, 2,095 people are directly employed by aquaculture businesses, and a further 3,233 people are indirectly employed through the aquaculture industry. That's 5,328 people with jobs in aquaculture<sup>1</sup>.

The total value of production from aquaculture in Tasmania is \$930.7 million (2019/20)<sup>2</sup>.

## RESPONSE FROM AQUACULTURE INDUSTRY FOCUS GROUP

There is a lack of awareness and knowledge about the seafood labour market and the type of work available both currently and into the future. This challenge is further exacerbated by a mismatch between education pathways and career aspirations of young people and the status and expectations attached to pursuing higher education. While vocational careers may be attractive to some young Australians, particularly men, pursuing vocational or technical education and training does not rate highly for the future generation of workers. There are significant employment opportunities for occupations with this level of educational attainment within the seafood industry.

Thinking about jobs and careers starts at a very early age in a person's life. Students need multiple opportunities to engage with the industry throughout their schooling to be aware of the opportunities that exist. This creates some challenge for a largely regionally based seafood industry.

### Preferred skills for school leavers entering the sector:

- Engagement in programs such as *Working on Water* (WoW) to help shape their career aspirations in the seafood industry and the vast number of opportunities that are available. [Seafood Jobs Tasmania](#) is a place for students to learn about the jobs, skills and training opportunities in Tasmania.
- A drivers licence is helpful as, transport to work can be a challenge for young Tasmanians, particularly in this regionally based industry.
- Students are encouraged to have a basic understanding of WHS before work placement as to not limit activities they can undertake. The *Working on Water Card* is a basic entry level course for anyone interested in a career on the water.

<sup>1</sup> Tasmanian Fisheries and Aquaculture Industry 2018/19 Economic Contributions Technical Report. IMAS.

<sup>2</sup> ABARES Fisheries and Aquaculture Production, Tasmania 2019-20.

- Work placement is valued, however, rigorous risk management processes will need to be applied to many placements.

#### Preferred pathways for school leavers entering the sector:

- Minimum training requirements are mapped to career pathways on [Seafood Jobs](#). This portal also has a Jobs section for job seekers to apply for positions that have been advertised on the site.
- Industry's preferred qualification level for secondary students is Certificate I / II or a school-based traineeship pathway.
- Access to quality and relevant work placements is strongly recommended.

#### The sector has concerns for the completion of Certificate III Aquaculture in school/college for the following reasons:

- The sector and employers are actively engaging school aged learners in full-time and school-based apprenticeships in Certificate III Aquaculture. If this qualification is completed at school, this option is no longer available for the student in a valued workplace setting.
- A Cert III offered in a school environment could not replicate a workplace environment and provide the workplace context which is expected by employers.
- Employers with their industry based RTO have developed a Tasmanian Cert III in Aquaculture program which is recognised nationally as best practice. The industry is therefore concerned with Cert III Aquaculture training delivered in Tasmania that doesn't meet this standard and therefore can dilute the reputation of Tasmanian trained recipients of a Cert III in Aquaculture.
- The elective units offered must be relevant to the potential employers for the outcome to be valued, hence the development of a training plan without employer input will result in a negative outcome for those seeking work in the industry
- Vocational education and the training packages that underpin it have been developed to align workplace tasks completed in a workplace environment. With the Certificate III Units of Competences being developed to reflect the level of autonomy required of a competent farm hand, It is not appropriate nor plausible that these can be offered in a school based context.

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