



**Beekeeping - Certificate III  
Participants Learning Guide**

**BSBCMN304A Contribute to personal skill  
development and learning**



**Australian Government**  
**Department of Agriculture,  
Fisheries and Forestry**



**Australian Honey Bee  
Industry Council**

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Judith Nettleingham and Bruce White assert their moral rights to be identified as the authors of this publication.

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## What this learning guide covers

This learning guide will help you meet the requirements of one unit of competency:

- *BSBCM304A Contribute to personal skill development and learning*

## Resources you will need for this unit

For this unit of competency, you should have:

- Participants Learning Guide (this booklet)
- Participants Assessment Worksheets
- an advisor or 'critical friend' with whom you can discuss the activities in this learning guide
- access to the internet is very helpful to research learning options.

**The Participants Learning Guide** is designed to introduce the topics and to provide you with some practical and written activities which will allow you to develop both your knowledge and skills in each area.

**The Participant Assessment Worksheets** includes activities that you will be completing as part of your formal assessment for this unit.

Please record as much detail as you can as your responses to these activities will form part of your assessment.

You will need to send the Participants Assessment Worksheets to your assessor. Check with your assessor to find out if they need you to submit this Participants Learning Guide as well.

## Introduction to this unit

### **In this unit, you will learn about:**

- identifying your own learning needs for skill development
- undertaking personal skill development
- monitoring your learning effectiveness.

### **Before you start this training you should be confident about your skills to:**

- interpret written and oral information about training requirements, company policies and procedures
- communicate including giving, receiving and analysing feedback
- plan and organise learning related activities
- work effectively with teams/groups
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

### **You should know about:**

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- your organisation's training policies, plans and procedures
- relevant competency standards and assessment processes
- the principles and techniques of measuring performance and self-assessment
- methods to identify and prioritise personal learning needs
- systems and processes to direct personal learning.

# 1. Identifying your own learning needs

## What is your goal?

You may have one or many reasons for wanting to identify your learning needs:

- personal interest
- develop new skills or gain new knowledge in a specific area
- to get a (better) job
- comply with legislative requirements
- get a licence
- satisfy your employer's requirements or expectations.

If, for example, you need a forklift operator's licence, then your learning needs will be quite specific. On the other hand, if you want to be able design and implement an environmental management system for your business, then your learning needs may be less easy to define and there may be many, varied options available to you.

### Activity

Develop a learning plan – answer the questions below:

#### What is your goal?

Identify the most important thing that you want to do in the next 12 months.

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#### Who can help you find out if this is realistic?

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#### What do they suggest that you need to do to achieve this goal?

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**Do you agree with them?**

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**What do you need to know to be able to achieve this goal?**

Try to list, as precisely as possible, what you need to know. Then discuss with your advisor how much you already know and what you still need to know.

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**What skills do you need to have to achieve this goal?**

Try to list as precisely as possible what skills you need to have. Then discuss with your advisor your current level of skill and whether you need more practice or training to get to the standard you will need.

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**Summary**

Finally, summarise what you want to achieve and what you need to learn to help you get there. Try to be very specific and capture your thoughts in about two sentences.

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**Here is an example so you can see the start of a learning plan.**

## **My goal**

To be able to produce comb honey for the catering trade (breakfast bar).

## **Who should I talk to?**

Potential customers to find out their specific requirements – eg a major top end hotel chain or local café.

Other beekeepers who might be willing to share information.

AUSTRADE for export market information.

## **What I need to know**

I need to know how to supply very high-quality attractive honey-filled comb year round.

I need to know how to maintain very strong colonies without having them swarm.

During storage, how to protect the comb sections from wax moth infestation as I won't be able to use fumigation.

## **What I need to be able to do**

Store filled comb sections so that I can supply all year round

Obtain/breed and maintain a strain of bees that produce white caps on the sealed honey comb

Control swarming behaviour.

Manage diseases and pests.

## 2. Developing your skills

Depending on the skills and knowledge you wish to develop, you can choose from a very wide range of possible learning activities, such as:

- attending short courses and participating in extension activities, such as those offered by your local department of primary industries (DPI)
- attending seminars organised by a local beekeeping association or branch
- reading industry magazines and technical journals
- reading DPI publications and Prime Facts etc
- checking beekeeping websites regularly
- subscribing to news services through web sites such as (ask Jenny A)
- watching TV programs such as Landline
- attending conferences, such as those organ side by your state/territory apiary/beekeeping association
- presenting at conferences
- joining a special interest group – for example, the queen bee breeding project
- joining a working group to address a new problem or develop new solutions to old problems – for example, crop pollination
- participating in research or project steering committees
- attending field days
- undertaking longer courses of study – for example this program
- participating in a leadership program
- joining a study group tour or planning your own.

What ever you choose, it is wise to do some research before committing your time and money.

You will find some websites and other details about some of these options in the 'Useful References' section at the end of this learning guide. However, as

this information can become out of date quickly, you will need to check for the most current information.

Details of the main commercial beekeepers associations can be found on the Australian Honey Bee Industry Council website <http://www.honeybee.org.au>

### **Beekeeping journals**

In addition to the newsletters and journals published by the state/territory beekeeping associations, the main Australian journal is *Australasian Beekeeper* (ABK). Subscription details are in the references section of this learning guide.

Some beekeepers also subscribe to overseas publications, such as *Bee Culture* and the *American Bee Journal*, both American journals.

### **Activity**

Identify at least two options that will help you develop and maintain your skills and knowledge in the areas you identified earlier.

In the space below, note down the details of how to access these options and what the costs will be – in both time and money.

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### **Leadership programs**

There are a number of leadership programs that you might consider. The most well-known are:

#### Marcus Oldham College Rural Leadership and Youth Leadership programs

The Marcus Oldham Rural Leadership Program has had participants from livestock grazing for meat and wool, broad acre summer and winter cropping, dairy production, poppy production, cotton production, horticulture, apiarists and agribusiness support agencies. There are about 30 places each year.

The objective of the program is to develop the skills and knowledge of participants to enable them:

- to undertake a leadership role in their industry or community
- to competently represent their industry or community in decision making forums
- to understand and address the issues facing rural industries and rural communities.

#### Australian Rural Leadership Program

The objective of the Australian Rural Leadership Program is to identify, develop and support committed rural and regional leaders to become inspired and highly effective industry players at regional, state, national and international levels.

Sessions, held in different locations each time, involve a combination of discussions, presentations, workshops, debates and visits. The Kimberley session is an outdoor, experiential leadership development activity. There is also an overseas study tour. Each course is made up of 30-35 participants.

#### Australian Nuffield Farming Scholarships

The Australian Nuffield Farming Scholars Association (Nuffield) awards scholarships each year to farmers in Australia. The objective is to increase practical farming knowledge, management skills and techniques and provide opportunities for the further development of leadership attributes and skills. Nuffield scholarships give the opportunity to study farming practices in Europe, Asia and North America and those countries best suited to the Scholar. They also promote a closer understanding between farmers in the countries visited.

Upon returning to Australia it is expected that Scholars will actively spread the knowledge and understanding they have gained among their fellow farmers and others.

### Other opportunities

Other organisations sponsor or arrange leadership programs from time to time. These opportunities are advertised in farming magazines and newspapers or through industry associations.

Local TAFE colleges and other registered training organisations also offer accredited leadership programs, such as 'Frontline management'.

Your local Rotary or service association may also offer leadership and other development programs.

### 3. Monitoring your progress

The most useful way to monitor your progress may be to write a curriculum vitae (CV) and keep it up to date.

#### **What is a curriculum vitae?**

Basically, 'curriculum vitae' means 'story of your life'.

What's the difference between that and a resume? The main differences are the length, the content and the purpose. A resume is a one or two page summary of your skills, experience and education. A goal of resume writing is to be brief and concise since, at best, the resume reader will spend a minute or so reading it.

A curriculum vitae, commonly referred to as CV, is longer and more detailed. It includes a summary of your educational and employment background as well as other relevant experience, publications, presentations, awards, honours, prizes, memberships and other details.

#### **Why should you have a CV?**

- applying for a new job
- applying for a place on a training or learning program that has limited places
- applying for business finance
- providing information to conference organisers if you are invited to be one of the presenters
- keeping a record of your main work related events and interests.

#### **What should you include in your CV?**

Your CV will need to be tailored for each job you apply for, but as a general rule, you should include the following sort of information and make sure it is always up to date:

- Personal details - Full name and contact details including address, telephone number(s) and email address. You should make sure that your email address is current and that it sounds sensible. Cute or funny email addresses do not sound very professional!

- Education and training - A summary of your education and training history, starting with your most recent studies, making sure you include all training programs that you have completed as well as any courses that you are currently doing.

If you have Statements of Attainment or full qualifications, then you should list their full names and codes.

- Employment history - Start with your most recent job or position and work backwards chronologically, listing the name of the employer, your job title, the dates you worked there, and your responsibilities, tasks and achievements.

Make sure you include everything that's relevant and that you only include things that you have done yourself. You should assume that someone will check.

- Skills - a list of the things you're good at. These can be general skills or skills specific to a particular job for example, beekeeping or honey production. List them under broad headings such as 'communication', 'teamwork' or 'technical skills'.

The sort of technical skills you might want to include could be things like queen bee breeding, prizes won for your honey, computer skills.

- Membership of associations – including any positions that you have held, such as committee member, secretary and so on. If you have been responsible for an event, such as organising a conference or field day, then you should mention it.
- Career objective – this section is a useful one to include. Tell the employer what type of job you want end up with; this shows that you've given thought to your future career.
- Interests - (*optional*) a list of your hobbies and interests; this gives employers more information about you and also shows other areas of your life where you've gained experiences such as teamwork and commitment

- **Referees** - list people who can talk about how good a worker you are. Make sure you get their permission before including them on your resume. List their name, company name occupation, and contact details.

### **Activity**

Now write your own curriculum vitae.

After you've written your CV, go through this checklist:

- Proofread it. Make sure there aren't any spelling or typing mistakes or grammatical errors. Don't just rely on the computer's spell checker. You can make some embarrassing mistakes that way!
- If you are applying for a particular job, check that the CV is tailored for that purpose. Make sure everything you mention shows how well-suited you are for the job you're applying for.
- Check the presentation. Make sure your CV is well laid out, easy to read and printed on clean, white paper in a standard font (like Times New Roman, Arial or Verdana) and at a standard size (10 or 12 point).
- Is there enough detail? - Make sure you've provided specific examples of your achievements and how you've used the skills you have.

### **Samples of your work**

You should begin a collection of samples of your work. For those things that are not easily kept, take a digital photo that you can use to demonstrate your achievements



*A photo of your work is almost as good as the real thing!*

## Final activities and assessment

Now that you have completed all the activities in this Learning Guide, research and develop your personal learning plan.

When you are ready, you can complete the assessment tasks that are listed in the Participants Assessment Workbook for this unit of competency.

## Useful references

*Bee Agskills: A Practical Guide to Farm Skills*, NSW Department of Primary Industries 2007

*The Bee Book: Beekeeping in Australia*, Peter Warhurst and Roger Goebel  
2nd edition Queensland Department of Primary Industries and Fisheries

*Australasian Beekeeper*, Pender Beegoods Pty Ltd, 34 Racecourse Rd,  
Rutherford 2320, E-mail [penders@nobbys.net.au](mailto:penders@nobbys.net.au)

*American Bee Journal*, [www.dadont.com](http://www.dadont.com)

*Bee Culture*, <http://www.beeculture.com/>

*Youth Central*, for samples of different types of CVs and cover letters <http://www.youthcentral.vic.gov.au/Jobs+%26+Careers/Applying+for+jobs/Sample+resumes+%26+cover+letters/>