

Case for endorsement
Part 1 AHC
Agriculture, Horticulture and
Conservation and Land
Management Training Package
Version 6.0

Submitted by Skills Impact
on behalf of
Agriculture and Production Horticulture
Industry Reference Committee

July, 2020

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A. Administrative details

This section provides an overview of the relevant organisations, the case for change and training package components for endorsement.

Organisational details

This submission is made by the Agriculture and Production Horticulture Industry Reference Committees (IRC).

Skills Impact Ltd is the Skills Service Organisation (SSO) supporting this submission.

Component details

The Case for Endorsement comprises 2 qualifications, 19 units of competency and their associated assessment requirements for endorsement as part of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*.

Project Name	Components
Agronomy	<ul style="list-style-type: none">• 1 new qualification• 2 new units of competency• 6 revised units of competency (equivalent, with code change)• 1 new skill set (not for endorsement)
Sales and Merchandising	<ul style="list-style-type: none">• 1 revised qualification• 11 revised units of competency

A full list of components proposed for endorsement appears in **Appendix 1: Components for Endorsement**. Qualifications reviewed as minor updates appear in Part 3 Case for Endorsement for *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*.

Case for Change details

Agronomy

The Case for Change (Reference number: Skills Impact/TPD/2018-19/005) was approved on 26 March 2019. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

- Develop a nationally endorsed Diploma of Agronomy based on the current Victorian accredited qualification 22273VIC Diploma of Agronomy
- Review of 13 units of competency
- Development of up to 2 units of competency.

Sales and Merchandising

The Case for Change (Reference number: Skills Impact/TPD/2018-19/005) was approved on 26 March 2019. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

- Review of 1 qualification
- Review of 12 units of competency.

B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC. The components submitted for endorsement have been reviewed as part of the following projects:

- Agronomy
- Sales and Merchandising.

Work undertaken and why

The following points are covered for each project.

- All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2019* and the *Training Package Development and Endorsement Process Policy, 2019*.
- Evidence of consultation with states and territories is provided in Appendix 2: Industry support.

Agronomy

Skill Description:

Agronomy is the science and technology for producing and using plants for food, fuel, fibre, and land reclamation by looking at agriculture from an integrated, holistic perspective. It encompasses work in the areas of plant genetics, plant physiology, meteorology, and soil science. Agronomists are skilled at considering all environmental factors and asking the right questions to provide advice to growers and farmers on how to maximise their production.

Practical skills in agronomy are currently in demand in Australia. To help agricultural enterprises achieve the best long-term results from the land, agronomists need to know how the environment, soil, nutrition, weather and cultivation techniques can affect crops and/or pastures.

Driver for this project:

In a country that experiences recurring extreme weather events such as drought and bush fires, being able to anticipate and adapt to weather events is paramount. The science of agronomy plays a pivotal role in ensuring the productivity and sustainability of agricultural practices during all seasons. Implementing agronomic practices can reduce the unintended consequences of modern agriculture on the environment.

Agronomists must consider the entire farming system and how all factors can impact the development and growth of animals and plants for food, fibre, fuel and land reclamation. Practical skills in agronomy can help put research into practice to achieve this, but there is a shortage of people with the technical expertise.

Agricultural and production horticulture industries are looking for a more applied approach to training/education rather a bachelor-level degree in agricultural science or agriculture and technology. Farmers and horticulturalists seek advice to make informed decisions regarding their production system/s, and by consulting with agronomists (often employed by retail-based companies) who have undertaken an agronomy qualification, they can make analytical and evidence-based product and business decisions.

The 2019-2022 Skills Forecast submitted to the Australian Industry Skills Committee (AISC) by the Agriculture and Production Horticulture Industry Reference Committee approved the agronomy project. The purpose of this project was to establish a nationally recognised Diploma of Agronomy and the units within it, and to broaden the training opportunities in this field.

Work undertaken:

Initial work involved identifying the skills and knowledge required for an agronomist and their job roles and checking whether any existing units of competency may be suitable for inclusion in the proposed new qualification. The existing Victorian Accredited Course, *22273VIC Diploma of Agronomy* (VIC accredited course), is the only vocational course covering similar content and is due to expire in June 2020. Consultation with Longernong College who deliver the existing VIC accredited course provided an opportunity to Skills Impact to learn what is working well in the existing accredited course and what areas could be improved for the development of the nationally accredited course. Staff at the college also highlighted the demand for skilled workers in this area and stated that approximately 15 students are enrolled per year in this course. In 2017 all but one of the graduates were employed and in 2018 all graduates were employed. Although the current VIC accredited course has been well received in Victoria, the lack of agricultural technology and data skills (i.e. what data is available and how to use the data to assist with decision making), has been identified as a knowledge and skills gap by both industry and trainers nationwide. Currently there are no available units addressing these skills specifically in Agriculture.

Site visits to talk to employers and employees on farms and in agricultural businesses in regional Victoria and Queensland reinforced the need for skilled Agronomists. Throughout all sites visited, every grower and/or owner confirmed they consult with an Agronomist at least once or twice a week, with most wanting a skilled Agronomist as an employee permanently. Emphasis was placed on Agronomists having the knowledge and understanding of farming systems as a whole environment and the many factors that can be influenced when capturing and interpreting agricultural data. One example provided by industry is the Agronomist undertaking 'ground truthing' whereby they confirm the accuracy of captured data through direct observation out in the field. Through this inspection the Agronomist confirms the reliability of the data, which instils confidence in their decision making and recommendations to the farmer/farm manager.

A group of subject matter experts (SMEs) from around the country, comprising key industry employers, associations, union representatives, employees and peak training bodies, were identified to provide advice throughout the project. The first SME working group (SME WG) meeting was held in early August 2019 in Melbourne. There was unanimous agreement that the skills identified for the

proposed new diploma would produce practical agronomic knowhow and that there is a real industry demand for these skills.

Individuals completing this course would be recognised as people who have agricultural or horticultural industry experience and can undertake complex work autonomously. The title of Diploma of Applied Agronomy was decided upon to reinforce this messaging. Further dissection of the VIC accredited course by the SMEs opened discussions on which units of competency should be considered in the core when applying the qualification nationwide. Initial discussions and workshopping with the SMEs led to a proposal of 12 units of competency to be completed in order to achieve competency for this job role within the proposed new qualification. The first draft was created with the packaging rules stipulating that individuals would have to complete 8 core units that had been identified as the core skills all Agronomists required with the flexibility to choose any 4 electives from an agreed selection of elective units. Feedback received from stakeholders in Vic, NSW, Tas, Qld, NT and WA during both the first draft consultation and validation stages was discussed at great length by the SME WG and saw the ratio modified to 7 core and 5 electives, with the ability to select up to 2 units from any currently endorsed Training Package or accredited course packaged at Certificate IV, Diploma or Advanced Diploma. The reduction in packaging rules also took into consideration the feedback from some project contributors that the qualification was too large, without forfeiting the required skills and knowledge an agronomist requires. It is noted that representatives from Longernong College had initially expressed their concerns with the increase in packaging rules, when comparing to the VIC accredited course; however, they understood and accepted that industry has agreed that the 7 core units are the underpinning and essential skills and knowledge required for an Agronomist.

During the consultation workshops and at site visits to farmers, growers and other agricultural organisations, competency gaps were identified for the skills and knowledge to address:

- emerging changes in technology
- planning, capturing and interpreting data, and
- preserving natural resources.

This was discussed at one of the SME meetings and it was agreed that there is a recognised skills gap as agronomists are responsible for the interpretation and implementation of agricultural data and therefore require the necessary skills to distinguish the difference between valid and invalid data, as well as how to clean the data. Skills Impact carried out a search on the national register which identified that there were only BSB Business units covering data capturing and analysis; however, when these were analysed for their suitability for contextualisation for this sector it was found that these units focused on market research and numerical datasets, which do not adequately address the specialist skills required for the Agricultural sector. Therefore, a new unit *AHCAGB532 Interpret and use agricultural data*, has been developed to fill the skill gaps. It has been written in a way that is conducive to contextualisation to meet industry needs.

The skill set developed in this project *AHCSS00106 Digital Agronomy Skill Set*, enables acquisition of specific digital agronomic advice and expertise on system types, purchase, and use for the agricultural industry. This new skill set has been designed to build on the skills and knowledge attained in *AHC51920 Diploma of Applied Agronomy*. Feedback has indicated the new skill set will be useful for not only Agronomists but also experienced farm workers looking to upskill their digital agricultural skills. Therefore, the project contributors from this industry recognise such benefits as creating common language between farmer/grower and Agronomist so that skilled workers can complete this skill set.

The accredited unit *VU21627 Design and manage a crop and pasture nutrition program* which formed part of the core within the VIC accredited course was reviewed, updated and transitioned into the Standards for Training Packages, unit of competency template. This new unit is titled *AHCBAC514 Design and manage a crop or pasture nutrition program*. Feedback from consultation with industry and peak training bodies indicated that not every piece of agricultural land that an agronomist may

consult on would contain both crops and pastures, and therefore, there is a need for flexibility in the delivery to crops and/or pastures. This advice was confirmed through nationwide consultation and has seen the reviewed accredited unit changed from “crops and pastures” to “crops or pastures” in title and throughout the unit of competency. In conjunction with this change, the reviewed unit *AHCBAC507 Develop production plans for crops and pastures* has had its code and title changed to *AHCBAC512 Develop production plans for crops or pastures* to reflect industry requirements for adaptable delivery.

The other 6 existing AHC units in this project have been reviewed to enable use by multiple industry sectors. Changes were made to strengthen the Application, Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions, with Foundation Skills added. Due to the significance of these changes new codes have been assigned, as per the Training Package Products Policy. Some units received additional title changes to better reflect the content. One example of this work is *AHCWRK513 Write and present reports*, formerly known as *AHCWRK503 Prepare reports*. Feedback from industry highlighted a communication skills gap, so this unit has been enhanced with an added focus on delivering reports with language appropriate for the task and audience to meet that industry need.

Further feedback was provided after the validation SME meeting. This feedback was then reviewed by the SMEWG with minor edits made to *AHCAGB532 Interpret and use agricultural data* including language used, ordering of performance criteria and clarification of knowledge evidence. In the *AHCSS00106 Digital Agronomy Skill Set*, *AHCAGB521 Select and use agricultural technology* was removed to reduce duplication of skills and knowledge already obtained in the other listed units.

Sales and Merchandising

Skill Description:

Rural merchandising workers are usually the first point of contact for farmers looking to invest in machinery and technology; hence, it is vital that service delivery training is up-to-date and accessible.

Rural merchandising positions involve advising on merchandise, inventory control, order processing and warehousing duties. These retail employees are often in customer-facing service and sales roles requiring specific skills and product knowledge, including for services associated with livestock auctioneers, stock and station agents, real estate agents to business managers and agronomists.

Driver for this project:

Every year, Australian farmers and horticulturalists spend billions of dollars on products and services to make their operations efficient and economically viable in often-inhospitable environments.

The 2019-2022 Skills Forecast submitted to the Australian Industry Skills Committee (AISC) by the APH IRC approved the Rural Merchandising and Sales project.

The aim of this project was to review the technical, nationally-endorsed units of competency that align with the industry sectors associated with Rural Merchandising. There are 12 AHCMER units covering sales and merchandising in rural industries and products, spread across Certificate III, Certificate IV and Diploma levels.

These units were transitioned in June 2016, but there is no indication that they have been reviewed to ensure current relevance or updated industry requirements, and review is recommended, particularly given AISC priorities relating to minimising duplication of units of competency and importing units from external Training Packages.

Work undertaken:

This project required the establishment of a Merchandising Operations and Sales Subject Matter Expert Working Group (SMEWG), and it was agreed that a Merchandising Operations and Sales SME WG be established.

As part of this project a Workforce Functional Analysis (WFA) was required to be undertaken to provide up-to-date research and analysis in order to clearly identify the required scope for this project. Therefore, for this part of the process it was determined that a preliminary desktop WFA was required followed by a site visit to a rural sales and service business.

The site visit to O'Connors Case IH, was conducted on the 11 June 2019, hosted by the Branch Manager and included a tour of the workshop facilities.

O'Connors Case IH is an Agricultural Machinery sales and service company distributor for Case IH Machinery in the Horsham region. There are approximately 30 employees including sales, service and repair staff. Currently there is no formal training for sales staff carried out with local or national RTOs; however, they do receive bespoke on-site product training for the agriculture machinery that they sell.

During the visit it was identified that the typical work of the sales staff can be summarised under the following headings:

- Customer service
- Sales
- Dealing with difficult customers
- Budgeting – an understanding of finance, balloon payments, etc. to provide advice to customers on purchase of large agricultural machinery, return on investment (ROI), etc.
- Networking and establishing trust with customers
- After sales support.

The Branch Manager did mention that sales are generally done off site at the customers' farm and can include elements of cold calling/door knocking and that a good sales representative needs to understand how to 'hunt' for the sale. The Branch Manager was uncertain if this is a skill acquired via training and/or a natural talent some people have. The Branch Manager thought that this 'soft skill' is intrinsically linked to the individual's motivation, i.e. – bonuses through the meeting of key performance indicators (KPIs), etc.

The Branch Manager also stated that he was unsure of whether there is a need for a qualification in Agricultural Merchandising; however, he did see the value and benefits for the use of the units of competency.

Following this visit, an initial meeting of the Merchandising Operations and Sales SMEWG was conducted on 16 July 2019, at the Qantas Meeting Rooms, Sydney Airport, NSW.

The findings of the desktop analysis and the site visit were presented at the initial meeting. Following in depth discussions and considerations of the evidence provided, the SMEWG agreed that the qualification was out of date with a number of units no longer valid or available on the national register, training.gov.au. It was also agreed that the qualification was required for general merchandising operations and sales in the industry; however, the packaging rules and listed units needed a major review and updating.

The Merchandising Operations and Sales SMEWG also identified that the AHCMER coded AQF level IV units should be included in the elective units list of the Certificate III in Rural Merchandising and that these units may need to be recoded to better align with the relevant industry sector of the AHC training package. For example; *AHCMER407 Provide irrigation sales and service* to be recoded to *AHCIRG446*.

The occupations identified as job roles relating to the qualification included the following:

- Rural Merchandiser
- Rural Sales Assistant.

The meeting also identified the tasks and sub tasks for these job roles, which assisted the SMEWG in developing the first draft of the qualification with regards to suitable core and elective units.

During the first round of public consultation, 16 September – 20 October 2019, feedback was collected via the online feedback hub, eight face-to-face consultation workshops, one webinar, and

email. The public consultation workshops were held between the 26 September and 16 October 2019, and saw events held in Mildura, Adelaide, Sydney, Brisbane, Cairns, Melbourne, Darwin and Perth.

As a direct result of feedback received during this period, the changes that were proposed were considered and updates made with the most notable changes being made to the following units of competency:

- *AHCBAC409 Provide advice on agronomic products* –edits to knowledge evidence and assessment conditions
- *AHCCHM406 Provide advice and sell farm chemicals* –edits to performance evidence and knowledge evidence
- *AHCIRG349 Recommend irrigation products and services* –edits to performance criteria and knowledge evidence
- *AHCIRG446 Provide irrigation sales and service* –edit to knowledge evidence
- *AHCLSK420 Provide advice on livestock products* –edits to performance evidence, knowledge evidence and assessment conditions
- *AHCMER305 Provide information on hardware products* –edit to knowledge evidence
- *AHCMER306 Sell products and services* –edit to knowledge evidence
- *AHCMER408 Coordinate customer service and networking activities* –edits to knowledge evidence
- *AHCMER502 Develop a sales strategy for rural products* –edits to performance criteria, knowledge evidence and assessment conditions
- *AHCMOM403 Provide advice and sell machinery* –edits to performance criteria, performance evidence, knowledge evidence and assessment conditions
- *AHCSOL405 Provide information on fertilisers and soil ameliorants* –edits to elements, performance criteria, performance evidence, knowledge evidence and assessment conditions.

The final drafts for validation were made available from the 20 December 2019 – 28 January 2020 on the Skills Impact website with feedback available via email, phone and online survey with a validation meeting held in Adelaide on the 22 January 2020. However, the validation period was not without its challenges due to the number of people impacted by the bushfires over the summer. It should be noted that despite the best efforts of everyone involved in this project, there were several people who were booked to attend the validation meeting who were last minute cancellations and unable to log into the accompanying webinar due the direct impact the bushfires were having on their livelihoods at this time. Feedback for these individuals was extended so they could provide their feedback for the work undertaken by the 7 February 2020.

Despite these challenges, a representative group of experts from the industry were able to agree on minor updates to the final components and validation was achieved via the face-to-face meeting, - online surveys, phone calls and/or email.

Decision being sought

This submission puts forward the Case for Endorsement for the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package version 6.0*.

Agronomy

The draft components submitted for endorsement by the AISC are:

- 1 new qualification *AHC51920 Diploma of Applied Agronomy*
- 2 new units of competency; *AHCAGB523 Interpret and use agricultural data* and *AHCBAC514 Design and manage a crop or pasture nutrition program*
- 6 revised units of competency; *AHCBAC510 Manage integrated crop and pasture production*, *AHCBAC511 Plan and manage a stored grain program*, *AHCBAC512 Develop production plans*

for crops or pastures, AHCBAC513 Apply plant biology to agronomic practices, AHCWRK513 Write and present reports and AHCWRK514 Manage trial and research material

- 1 new skill set AHCSS00106 Digital Agronomy Skill Set (non endorsed).

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**.

Sales and Merchandising

The draft components submitted for endorsement by the AISC are:

- 1 revised qualification; AHC32720 Certificate III in Rural Merchandising
- 11 revised units of competency; AHCMER305 Provide information on hardware products, AHCMER306 Sell products and services, AHCIRG349 Recommend irrigation products and services, AHCMER408 Coordinate customer service and networking activities, AHCMOM403 Provide advice and sell machinery, AHCCHM406 Provide advice and sell farm chemicals, AHCBAC409 Provide advice on agronomic products, AHCLSK420 Provide advice on livestock products, AHCSOL405 Provide information on fertilisers and soil ameliorants, AHCIRG446 Provide irrigation sales and service, AHCMER502 Develop a sales strategy for rural products

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**.

C. Evidence of Industry support

This section provides evidence that the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0 is supported by industry.

Support by IRC

The Amenity Horticulture, Landscaping and Conservation & Land Management IRC is responsible for the AHC Agriculture, Horticulture and Conservation and Land Management Training Package. IRC members supported the SMEWGs recommendation to put forward the proposed training package products to the AISC for endorsement. Please refer to **Section I. IRC support** for written evidence of support.

Consultation with stakeholders

During development of the training package products, the following communication strategies were used for consultation with stakeholders:

- A project page was set up on the Skills Impact website at the start of each the projects, containing information about the project together with progress updates. Project pages remained on the website throughout the duration of the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.
 - Agronomy project page:
<https://www.skillsimpact.com.au/agriculture/training-package-projects/agronomy-project/>
 - Sales and Merchandising project page:
<https://www.skillsimpact.com.au/agriculture/training-package-projects/rural-merchandising-and-sales-project/>
- IRC member communications with their industry networks
- Draft materials were hosted on the Skills Impact website for a minimum four-week period. Final drafts were hosted for an additional minimum two-week period for validation of final drafts.
- Stakeholders provided feedback via the Skills Impact Feedback Hub, online questionnaires/surveys, emails or telephone calls, or during consultation workshops.

- Emails and newsletters were sent to state and territory training authorities (STAs/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, organisations and individuals consulted, together with letters of support.

In addition to these activities, the following specific stakeholder engagements took place for each project.

Agronomy

- SMEWG was formed to provide input on the development of draft materials. This group also provided advice and feedback throughout all stages of project development.
- SMEWG meeting held in Melbourne, in addition to a teleconference and ongoing emails and telephone calls.
- Nine public face-to-face consultation workshops were held in Mildura, Launceston, Darwin, Melbourne, Brisbane, Sydney, Adelaide, Perth and Cairns. Workshops were scheduled and promoted for all locations; however, no registered participants attended in Adelaide or Cairns.
- One consultation webinar was held to cater for people who could not attend any of the face-to-face consultation workshops.
- Ten site visits were held with industries involved with Agronomy in regional Victoria and Queensland.
- Stakeholders that were identified as potentially having an interest in the project were contacted via phone and email at the start of the project in June 2019 and continuously throughout as the project developed.
- Additional feedback was gathered from stakeholders via face-to-face meetings, emails and telephone calls.
- Validation meeting held in Melbourne on 17 December 2019 with SMEWG to provide advice on feedback received during the two-week public validation period and to review and validate final drafts.
- Additional feedback on *AHCAGB523 Interpret and use agricultural data* and *AHCSS00106 Digital Agronomy Skill Set* was received after validation was circulated out to SMEWG for their feedback. The drafts were revised and supported by SMEWG.

Sales and Merchandising

- Subject Matter Expert Working Group (SMEWG) was formed to provide input on the review and revision of draft materials. This group also provided advice and feedback throughout all stages of project development.
- SMEWG meeting held in Subject Matter Expert Working Group 16th July 2019 in Sydney, NSW, in addition to a teleconference and ongoing emails and telephone calls.
- Four public face-to-face consultation workshops were held in Darwin, Brisbane, Sydney, and Perth. Workshops were scheduled and promoted for all locations; however, no participants registered in Adelaide.
- One consultation webinar was held to cater for people who could not attend any of the face-to-face consultation workshops.
- Extended public feedback periods for both first draft consultation and validation via Skills Impact webpage.

- One site visit to O’Connors Case IH 11th June 2019 Horsham, VIC. Skills Impact were given an opportunity to discuss job roles and observe tasks at their workplace.
- Stakeholders that were identified as potentially having an interest in the project were contacted via phone and email at the start of the project in July 2019 and continuously throughout as the project developed.
- Additional feedback was gathered from stakeholders via face-to-face meetings, emails and telephone calls.
- Validation meeting held in Adelaide on 22nd January 2020 with SMEWG to provide advice on feedback received during the validation period and to review and validate final drafts.

State/Territory and key stakeholder engagement

A wide range of stakeholders have been engaged across Australia and from all states and territories. Stakeholders have included national and state-based industry associations, government departments, peak national committees, union, enterprises, key training providers and a range of individuals who are considered to be subject matter experts. Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted.

Reports by exception

There are no reports by exception.

D. Industry expectations about training delivery

This section explains the advice provided in the Companion Volume Implementation Guide for the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*, together with recommendations for delivery of qualifications as traineeships/apprenticeships.

Companion Volume Implementation Guide

The companion volume details information that covers key industry expectations about:

- qualifications suitable for vocational education and training delivered to secondary students
- qualifications suitable for delivery as apprenticeships or traineeships
- amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge
- key legislative requirements
- essential knowledge requirements.

Delivery as apprenticeship/traineeship

The Agriculture and Production Horticulture (APH) IRC recommends that each qualification listed in the following table could be the basis for a traineeship or apprenticeship.

Qualification	Delivery recommendation
AHC32720 Certificate III in Rural Merchandising	Traineeship
AHC51920 Diploma of Applied Agronomy	Traineeship

E. Implementation of the training package components

This section explains how the training package meet occupational and/or licensing requirements and identifies particular implementation issues and strategies to manage these issues.

How training package components meet occupation and licensing requirements

At this point in time, no licensing requirements apply to the AHC Agriculture, Horticulture, and Conservation and Land Management Training Package components being submitted.

Implementation issues and management strategies

Agronomy

It is envisaged that *AHC51920 Diploma of Applied Agronomy* would be delivered either off the job or on the job with access to the types of resources, machinery and equipment that are present in the typical agronomy workplace.

Sales and Merchandising

It is envisaged that a significant number of graduates of *AHC32720 Certificate III in Rural Merchandising* would most likely gain rural merchandising entry level jobs in the agricultural industry and then progress to *AHC40716 Certificate IV in Retail Nursery*, *AHC41119 Certificate IV in Irrigation Management* or *AHC40620 Certificate IV in Nursery Operations*, which provides the skills and knowledge to perform higher skilled and autonomous operational roles.

F. Quality assurance reports

Skills Impact declares that the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version No 6* meet the requirements of the *Standards for Training Packages 2019* and the *Training Package Development and Endorsement Process Policy 2019*.

The table provides a statement of evidence that the components meet the Training Package Quality Principles.

Principle	Evidenced by:
1. Reflect identified workforce outcomes	<ul style="list-style-type: none">Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs.Training package components are compliant with the Standards for Training Packages 2019, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy 2019Evidence that the training package components respond to Ministers' policy initiatives, in particular the CISC 2015 training package reformsOpen and inclusive consultation and validation commensurate with scope and impact has been conducted
2. Support portability of skills and competencies including	<ul style="list-style-type: none">Packaging rules, qualifications framework, and pathways support movement within and across sectors

reflecting licensing and regulatory requirements	<ul style="list-style-type: none"> • Identification of skill sets that respond to client needs • Other national standards for skills are considered
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	<ul style="list-style-type: none"> • Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC. • Best use is made of cross-industry and work and participation bank units
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	<ul style="list-style-type: none"> • Provide flexible qualifications that enable application in different contexts • Provide multiple entry and exit points • Pre-requisite units of competency are used only when required
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	<ul style="list-style-type: none"> • Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	<ul style="list-style-type: none"> • Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package • Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth • Compliance with the TGA/National Register requirements for publication • Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package

The declaration and statement of evidence is confirmed by the independent Quality Report which is provided in **Appendix 4: Quality Report**.

The *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide Parts 1 and 2* have been quality assured through Skills Impact's quality processes and is available.

G. Implementation of COAG Industry Skills Council reforms to training packages

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages. Completion of training package development work, together with extensive consultation with relevant stakeholders, confirms that the submission:

Agronomy

- *AHC51920 Diploma of Applied Agronomy* has been designed to align with current industry roles and work functions. The number of core units in the qualification provide clear alignment with the job role outcomes of the qualification, whilst the number of elective units available in the qualification design enables flexibility in achieving the qualification and ensuring that the breadth of occupational outcomes within the industry are serviced by this qualification. There are no entrance requirements for this qualification.
- The units in this project have been reviewed/developed to enable use by multiple industry sectors. Whilst the qualification has relied on units currently in the system to ensure that there is no duplication of current units of competency and to enable the recognition of skills for workers transitioning from other industries into the agriculture and horticulture industry and between sectors in the industry.
- The *AHCSS00106 Digital Agronomy Skill Set* developed in this project, enable acquisition of specific digital agronomic advice and expertise on system types, purchase and use for the agricultural industry. The skill set builds on the skills and knowledge attained in *AHC51920 Diploma of Applied Agronomy*.

Sales and Merchandising

- *AHC32720 Certificate III in Rural Merchandising* has been designed to align with current industry roles and work functions. The number of core units in the qualification provide clear alignment with the job role outcomes of the qualification, whilst the number of elective units available in the qualification design enables flexibility in achieving the qualification and ensuring that the breadth of occupational outcomes within the industry are serviced by this qualification. There are no entrance requirements for this qualification.
- The units in this project have been reviewed/developed to enable use by multiple industry sectors. The qualification has relied on units currently in the system to ensure that there is no duplication of current units of competency and to enable the recognition of skills for workers transitioning from other industries into the rural merchandising sector of the agricultural industry and between sectors in the agricultural industry
- It is proposed that the unit of competency *AHCMER301 Process customer complaints* be replaced by the unit *BSBCMM301 Process customer complaints* as it is a duplicate of the BSB unit.
- There were no skill sets developed in this project, however the qualification has no entrance requirements and as such this enables recognition of skills sets for those individuals transitioning into the occupations listed for this qualification.

H. Evidence of completion

Skills Impact confirms that the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version No 6* have been completing according to the work assigned by the AISC in the Case for Change and the subsequent Activity Order.

The developed training package components are listed in **Appendix 1: Components for Endorsement**. Full copies of the listed training package components are provided with this Case for Endorsement.

Evidence that training package component(s) are prepared for publication.

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2019*.

All components have been created to comply with the National Register requirements for publication. The **Mapping Summary** and **Training Package Modification History** provided in **Appendix 1 Components for endorsement** provide details of the changes to the training package components that are required to allow them to be published on the National Register.

I. IRC support

The Agriculture and Production Horticulture Industry Reference Committee supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Agriculture and Production Horticulture Industry Reference Committee by its appointed Chair.

Name of Chair:

Geoff Harvey



Signature of Chair:

Date:

27 July 2020

Appendix 1: Components for endorsement

a. List of qualification titles and codes

AHC Agriculture, Horticulture and Conservation and Land Management Training Package <i>Version No 6</i> Qualifications	
Code	Title
AHC32720	Certificate III in Rural Merchandising
AHC51920	Diploma of Applied Agronomy

b. List of unit titles and codes and associated assessment requirements

AHC Agriculture, Horticulture and Conservation and Land Management Training Package <i>Version No 6</i> Units of competency	
Code	Title
AHCAGB523	Interpret and use agricultural data
AHCBAC409	Provide advice on agronomic products
AHCBAC510	Manage integrated crop and pasture production
AHCBAC511	Plan and manage a stored grain program
AHCBAC512	Develop production plans for crops or pastures
AHCBAC513	Apply plant biology to agronomic practices
AHCBAC514	Design and manage a crop or pasture nutrition program
AHCCHM406	Provide advice and sell farm chemicals
AHCIRG349	Recommend irrigation products and services
AHCIRG446	Provide irrigation sales and service
AHCLSK420	Provide advice on livestock products
AHCMER305	Provide information on hardware products
AHCMER306	Sell products and services
AHCMER408	Coordinate customer service and networking activities
AHCMER502	Develop a sales strategy for rural products
AHCMOM403	Provide advice and sell machinery
AHCSOL405	Provide information on fertilisers and soil ameliorants
AHCWRK513	Write and present reports
AHCWRK514	Manage trial and research material

c. Skill sets (not for endorsement)

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version No 6 Skill sets	
Code	Title
AHCSS00106	Digital Agronomy Skill Set

d. Mapping information

Mapping of qualifications

Mapping of qualifications between AHC Agriculture, Horticulture and Conservation and Land Management Training Package Versions 5.0 and 6.0.			
Code and title AHC V5.0	Code and title AHC V6.0	Comments	Equivalence statement
AHC32716 Certificate III in Rural Merchandising	AHC32720 Certificate III in Rural Merchandising	Amended packaging rules, new core and elective units	Not equivalent
Not applicable	AHC51920 Diploma of Applied Agronomy	The qualification has been created to address an occupational outcome required by industry	Newly created

Mapping of units of competency

Mapping of units of competency between AHC Agriculture, Horticulture and Conservation and Land Management Training Package Versions 5.0 and 6.0.			
Code and title AHC V5.0	Code and title AHC V6.0	Comments	Equivalence statement
Not applicable	AHCAGB523 Interpret and use agricultural data	The unit has been created to address an emerging skill or task required by industry	Newly created
AHCBAC503 Manage integrated crop and pasture production	AHCBAC510 Manage integrated crop and pasture production	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCBAC504 Plan and manage a stored grain program	AHCBAC511 Plan and manage a stored grain program	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent

Mapping of units of competency between AHC Agriculture, Horticulture and Conservation and Land Management Training Package Versions 5.0 and 6.0.			
Code and title AHC V5.0	Code and title AHC V6.0	Comments	Equivalence statement
AHCBAC507 Develop production plans for crops	AHCBAC512 Develop production plans for crops or pastures	Title updated Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCBAC508 Apply plant biology to agronomic practices	AHCBAC513 Apply plant biology to agronomic practices	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
Not applicable	AHCBAC514 Design and manage a crop or pasture nutrition program	The unit has been created to address an emerging skill or task required by industry	Newly created
AHCMER302 Provide advice on hardware products	AHCMER305 Provide information on hardware products	Title updated Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER303 Sell products and services	AHCMER306 Sell products and services	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER304 Recommend irrigation products and services	AHCIRG349 Recommend irrigation products and services	Unit code and sector changed Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER401 Coordinate customer service and networking activities	AHCMER408 Coordinate customer service and networking activities	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER402 Provide advice and sell machinery	AHCMOM403 Provide advice and sell machinery	Unit code and sector changed Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent

Mapping of units of competency between AHC Agriculture, Horticulture and Conservation and Land Management Training Package Versions 5.0 and 6.0.			
Code and title AHC V5.0	Code and title AHC V6.0	Comments	Equivalence statement
AHCMER403 Provide advice and sell farm chemicals	AHCCHM406 Provide advice and sell farm chemicals	Unit code and sector changed Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER404 Provide advice on agronomic products	AHCBAC409 Provide advice on agronomic products	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER405 Provide advice on livestock products	AHCLSK420 Provide advice on livestock products	Unit code and sector changed Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER406 Provide information on fertilisers and soil ameliorants	AHCSOL405 Provide information on fertilisers and soil ameliorants	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER407 Provide irrigation sales and service	AHCIRG446 Provide irrigation sales and service	Unit code and sector changed Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCMER501 Develop a sales strategy for rural products	AHCMER502 Develop a sales strategy for rural products	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCWRK503 Prepare reports	AHCWRK513 Write and present reports	Title updated Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent
AHCWRK505 Manage trial and research material	AHCWRK514 Manage trial and research material	Performance criteria clarified Foundation skills added Assessment requirements updated	Equivalent

Skill sets mapping information (not for endorsement)

Mapping of skill sets between AHC Agriculture, Horticulture and Conservation and Land Management Training Package Versions 5.0 and 6.0.			
Code and title AHC V5.0	Code and title AHC V6.0	Comments	Equivalence statement
Not applicable	AHCSS00106 Digital Agronomy Skill Set	Skill set has been created to address a defined industry need	Newly created

Credit arrangements

Credit arrangements for AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version No 6		
Qualification Code	Qualification Title	Credit Arrangement Details
AHC32720	Certificate III in Rural Merchandising	At the time of endorsement of this training package, no national credit arrangements exist.
AHC51920	Diploma of Applied Agronomy	At the time of endorsement of this training package, no national credit arrangements exist.

Appendix 2: Industry support

Consultation activities

A range of strategies were used for consultation with stakeholders during development of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*.

Agronomy

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle
<https://www.skillsimpact.com.au/agriculture/training-package-projects/agronomy-project/>
- News articles and stories in Skills Impact newsletters and other external publications – throughout project
- SME Working group and functional analysis workshops – 6 August 2019
- Site visits and face-to-face meetings – throughout project
- Consultation draft 1 – feedback hub, face-to-face workshops and webinar – 16 September to 20 October 2019
- Validation survey – 29 November to 15 December 2019
- Validation SMEWG meeting – 17 December 2019.

Stakeholders engaged during the project are described in the matrix below, with a full list of all engaged stakeholders available below.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)	*								
Industry association									
Union									
Registered Training Organisation (RTO)	*								
Government department	*								

**Note: Feedback received from Industry and associated training organisations have advised no relevant stakeholders in the Australian Capital Territory.*

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

Agronomy project page: <https://www.skillsimpact.com.au/agriculture/training-package-projects/agronomy-project/>

Publications

As part of communication activities to inform stakeholders of the project's progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers. External publications were distributed to the relevant publisher's subscriber lists.

Skills Impact newsletters and website news articles

Distributed to the Skills Impact database of subscribers.

- Update on Activities; new Agronomy project - 29 May 2019
- Update on Activities; new projects underway Agronomy project - 24 July 2019
- New Projects in Agriculture and Horticulture; Agronomy project - 21 August 2019
- Qualifications for Feedback; Agronomy project drafts available - 16 September 2019, 4 October 2019 & 24 October 2019
- Taking your feedback on board; Agronomy project – 30 October 2019 & 7 November 2019
- Feedback on Agronomy skills standards; validation drafts – 29 November 2019
- Year in Review & Australian Training Awards – 12 December 2019
- Next steps for Agronomy Skills Standards – 20 December 2019, 31 January 2020, 11 February 2020 & 21 February 2020.

In addition to these publications, an *Update on Skills Impact Projects* Newsletter was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the Agronomy project.

External publications

- Society of Precision Agriculture Australia website, SPAA Staff and Committee involved in Precision Ag training material development – 19 November 2019
- Velg Training - 30 May 2019
- FFTI Nimble News - 12 July 2019
- FFTI Nimble News - 8 September 2019
- VET PD Group - September 2019
- AusVeg - 17 September 2019.

Industry Feedback – Agronomy

Subject Matter Expert Working Group – SME meeting 6 August 2019 Melbourne

Name	Organisation	Position	Organisation Type / Size	State
Andrew Weidemann	Grain Producers Australia	Chair	Industry	NAT
Bryan Granshaw	Vantage BMS	Precision Agriculture Agronomist	Industry	QLD

Bryan Matuschka	Longerenong College	Diploma of Agronomy Course Coordinator	RTO	VIC
Damien Erbacher	Dawson Ag Consulting Pty Ltd	Director / Consultant	Industry	QLD
Dr Doris Blaesing	RM Consulting Group	Associate	Industry	NAT
Dr John Evans	Thomas Elder Institute	Head of Thomas Elder Institute	Industry	NAT
Nicole Dimos-Byrnes	Society of Precision Agriculture Australia (SPAA)	Executive Officer	Industry	NAT
Gordon Verrall	Corporate Agriculture Australia Pty Ltd.	Managing Director	Industry	WA
Kent Wooding	AGRIvision Consultants	General Manager	Industry	VIC
Mark Stanley	Regional Connections	Executive Officer	Industry	SA
Matt Notley	Total College	Precision Agriculture Coordinator	RTO	NSW
Shane Roulstone	Australian Workers Union	National Organiser	Union	NAT
Terry Brient	Tasmanian Agricultural Productivity Group (TAPG)	Executive Officer	Industry	TAS

Consultation Webinar Participants – 16 October 2019

Name	Organisation	Position	Organisation Type / Size	State
Amy Williams	Horticulture Coalition of South Australia	Executive Officer	Industry Association	SA
Anne Wiltshire	Department of Agriculture, Animal and Equine Studies	Primary Industries Curriculum Maintenance Manager	RTO	VIC
Catherine Kirk	Melbourne Polytechnic	Agronomist	RTO	VIC
Hamish Mines	Longerenong College	Crop Agronomy Teacher	RTO	VIC

Louise Underhill	TAFE Gippsland	Program Manager Agriculture & Animal Studies	RTO	VIC
Mark Townsend	TAFE NSW	Industry Relationship Lead - Agribusiness SkillsPoint	RTO	NSW
Matt Notley	Tocal College	Precision Agriculture Coordinator	RTO	NSW
Nickie Berrisford	Partners in Ag	Executive Officer	Industry	VIC
Shweta Singh	University of Queensland	Lecturer	RTO	QLD
Sophie Lapsley	RM Consulting Group	Education & Training Initiative Coordinator	Government Department	TAS
Tony Filippi	Greenlife Industry Australia	Biosecurity Certification Officer	Industry Association	VIC

Consultation Workshop Participants – 17 September 2019 Mildura

Name	Organisation	Position	Organisation Type / Size	State
Ross Humphrys	SuniTAFE	Manager Industry Engagement	RTO / Large	VIC
Josephine Bennett	SuniTAFE	Senior Education Development Advisor	RTO / Large	VIC
Nicole Dimos-Byrnes	SuniTAFE	Manager Industry Engagement	RTO / Large	VIC
	Society of Precision Agriculture Australia (SPAA)	Executive Officer	Industry / Small	
Phil Matthews	Matthews & Associate One on One Training	Director	RTO / Small	VIC

Consultation Workshop Participants – 23 September 2019 Launceston

Name	Organisation	Position	Organisation Type / Size	State
Nathan Cox	TAS TAFE	Trainer	RTO / Large	TAS
Tracey Taylor	Skills TAS	Regulator, Training Authority	Government Department / Large	TAS

Terry Brient	Tasmanian Agricultural Productivity Group Ltd.	Executive Officer	Industry / Large	TAS
Rachel Holland	TAS TAFE	Education Manager	RTO / Large	TAS

Consultation Workshop Participants – 25 September 2019 Adelaide
0 registrations with no attendees

Consultation Workshop Participants – 26 September 2019 Sydney

Name	Organisation	Position	Organisation Type / Size	State
Jennifer Shillubeer	NSW Environment Protection Authority (EPA)	Senior Operations Policy Manager	Government Department / Large	NSW
Martin Bowles	NSW Environment Protection Authority (EPA)	Principal Policy Officer	Government Department / Large	NSW
Tony McAlary	SOS Macquarie Valley	Chairman	Industry / Large	NSW
David McKechnie	Individual	Irrigation Agronomist	Industry / Small	NSW

Consultation Workshop Participants – 8 October 2019 Brisbane

Name	Organisation	Position	Organisation Type / Size	State
Rick Whistler	Queensland Agricultural Training Colleges	Manager	RTO / Large	QLD
Diana Saunders	Queensland Farmers Federation	Project Manager	Industry Association / Small	QLD

Consultation Workshop Participants – 9 October 2019 Cairns
2 registrations with no attendees

Consultation Workshop Participants – 10 October 2019 Melbourne

Name	Organisation	Position	Organisation Type / Size	State
Belinda Watson	Melbourne PolyTech	Teacher/Project Officer	RTO / Large	VIC

Stephen Drum	Longerenong College	Teaching coordinator	RTO / Medium	VIC
Bryan Matuschka	Longerenong College	Diploma of Agronomy Course Coordinator	RTO / Medium	VIC

Consultation Workshop Participants – 15 October 2019 Darwin

Name	Organisation	Position	Organisation Type / Size	State
Neda Aleksic	Industry Skills Advisory Council Northern Territory	Industry Skills Advisory Council	Industry Association / Small	NT
Debbie Knight	Industry Skills Advisory Council Northern Territory	Industry Skills Advisory Council	Industry Association / Small	NT

Consultation Workshop Participants – 17 October 2019 Perth

Name	Organisation	Position	Organisation Type / Size	State
Prue Jenkins	Muresk Institute	General Manager	RTO / Small	WA
John Smoker	Muresk Institute	Business Manager	RTO / Small	WA
Jessica Wallace	Western Australia Farmers	Executive Manager	Industry / Medium	WA
Floyd Sullivan	Alosca Technologies	Business Development Manager	Industry / Small	WA
Gordon Verrall	Corporate Agriculture Australia Pty Ltd.	Managing Director	Industry / Small	WA
Paul Etheredge	Food, Fibre and Timber Industries Training Council	Project Manager	Industry Association / Small	WA

Consultation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Bryan Matuschka	Longerenong College	Diploma of Agronomy Course Coordinator	RTO	VIC
Barry Ray	Longerenong College	Training Manager	RTO	VIC

David McKechnie	Individual	Irrigation Agronomist	Industry / Small	NSW
Hamish Mines	Longerenong College	Crop Agronomy Teacher	RTO	VIC
Matthew Pearson	Central Queensland University	Teacher	RTO	QLD
Phil Matthews	Matthews & Associate One on One Training	Director	RTO / Small	VIC
Rick Whistler	Queensland Agricultural Training Colleges	Manager	RTO / Large	QLD
Stephen Drum	Longerenong College	Teaching coordinator	RTO / Medium	VIC
Neda Aleksic	Industry Skills Advisory Council Northern Territory	Industry Skills Advisory Council	Industry Association / Small	NT
Withheld	E.E Muir and Sons	Withheld	Industry	NT
Withheld	Landmark Operations	Withheld	Industry	NT
Withheld	Department of Primary Industry and Resources	Withheld	Government	NT
Nathan Cox	TAS TAFE	Trainer	RTO / Large	TAS
Nicole Dimos-Byrnes	Society of Precision Agriculture Australia (SPAA)	Executive Officer	Industry	NAT
Anne Wiltshire	Department of Agriculture, Animal and Equine Studies	Primary Industries Curriculum Maintenance Manager	RTO	VIC
Paul Etheredge	Food, Fibre and Timber Industries Training Council	Project Manager	Industry Association / Small	WA
Mark Townsend	TAFE NSW	Industry Relationship Lead – Agribusiness Skills Point	RTO	NSW
Debbie Knight	Industry Skills Advisory Council Northern Territory	Industry Skills Advisory Council	Industry Association / Small	NT
Shweta Singh	University of Queensland	Lecturer	RTO	QLD

Gordon Verrall	Corporate Agriculture Australia Pty Ltd.	Managing Director	Industry / Small	WA
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SME Validation Forum Participants – 17 December 2019 Melbourne

Webinar facilities were available with invites sent to STA's, ITAB's, CMM, ISB and SAC

Name	Organisation	Position	Organisation Type / Size	State
Bryan Granshaw	Vantage BMS	Precision Agriculture Agronomist	Industry	QLD
Bryan Matuschka	Longerenong College	Diploma of Agronomy Course Coordinator	RTO	VIC
Damien Erbacher	Dawson Ag Consulting Pty Ltd	Director / Consultant	Industry	QLD
Dr Doris Blaesing	RM Consulting Group	Associate	Industry	NAT
Nicole Dimos-Byrnes	Society of Precision Agriculture Australia (SPAA)	Executive Officer	Industry	NAT
Gordon Verrall	Corporate Agriculture Australia Pty Ltd.	Managing Director	Industry / Small	WA
Mark Stanley	Regional Connections	Executive Officer	Industry	SA
Matt Notley	Tocal College	Precision Agriculture Coordinator	RTO	NSW

Validation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Nelson Brown	Industry Skills Advisory Council Northern Territory	Policy Officer	Industry Association / Small	NT
Anne Wiltshire	Department of Agriculture, Animal and Equine Studies	Primary Industries Curriculum Maintenance Manager	RTO	VIC
Matthew Pearson	Central Queensland University	Teacher	RTO	QLD
Stephen Targett	NSW Apiarists Association	President	Industry Association	NSW

Other consultation activities

In addition to regular email and telephone contact with relevant stakeholders and Subject Matter Experts, the following face-to-face and teleconferencing consultation activities have taken place as part of this project.

Date 10 & 11 June 2019 – Longernong & Horsham, Victoria

Name	Organisation	Position	Organisation Type / Size	State
John Goldsmith	Longerenong College	General Manager	RTO	VIC
Barry Ray	Longerenong College	Training Manager	RTO	VIC
Greg Bowey	BASF Wheat & Canola Breeding Centre	Agronomy Manager	Industry / Medium	VIC
Tim Rethus	Rethus Farm	Broadacre Farmer, Crop Production Manager	Industry / Small	VIC

Date 26 June 2019 – Melbourne Polytechnic teleconference

Name	Organisation	Position	Organisation Type / Size	State
Anne Wiltshire	Department of Agriculture, Animal and Equine Studies	Primary Industries Curriculum Maintenance Manager	RTO	VIC
Kate Bryce	Melbourne Polytechnic	Horticulture and Landscape Department School of Food, Plant & Animal Industries	RTO	VIC

Date 26 & 27 August 2019 – Ayr, North Queensland

Name	Organisation	Position	Organisation Type / Size	State
Bryan Granshaw	Vantage	Precision AG Agronomist	Industry / Small	QLD
Talbot Cox	Rocks Farming Co.	Farmer/Owner	Industry / Small	QLD
Tom Pontarelli	Pontarelli Farms	Farmer/Owner	Industry / Small	QLD

Terry Granshaw	Burdekin Productivity Services	Extension Officer	Industry / Small	QLD
Peter Larsen	Wilmar Sugar	Head Agronomist	Industry / Small	QLD
Simon Chapman	Rushel Produce	Farmer/Owner	Industry / Small	QLD

Letters of Support

Lucinda,

I would like to express my support for the submission for a national standard in Diploma of Agriculture as we have worked on in the previous year. It is imperative in this world of “Data “that we have suitably informed participants that can provide sound practical advice, given the complexities of modern agriculture. To this end I am very pleased to have been invited to contribute in putting together such a robust training proposal to be carried forward for approval and to be rolled out in the near future.

Over the last 5 years I have been in touch with hundreds of farmers across Australia and a common thread is the need for “Independent Trusted Advisors” at the moment the title “Agronomist “is bandied around with no real understanding of what level of knowledge the person has, a National standard will at least give farmers and land managers some assurance of the standard of advice that is being given.

Best Regards,

Bryan Granshaw

2010 NFF Sustainable farmer of the Year.

2012 Nuffield Scholar.

Vantage-NEA

Soil Information Systems , product specialist

Mob 0419 508 692

Office 47839026

<https://twitter.com/sisdirtdoctor>

https://www.linkedin.com/in/bryan-granshaw-77382441?trk=nav_responsive_tab_profile

<http://bryan-granshaw.blogspot.com.au/>



Monday, 20 January 2020

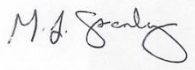
To whom it may concern

I have recently been engaged by Skills Impact as a subject matter expert providing input into the development of the diploma in applied agronomy. I found the process to be very thorough, and accurately reflects a significant need in the broad acre farming industries which I represented.

Having a qualification that reflects the professional standards of agronomists working in the field will be of significant benefit to the industry in ensuring advice is well informed and communicated.

I highly recommend this qualification to agricultural industry players who want to have staff that have a solid grounding in the principles of a career in applied agronomy.

Yours sincerely



Mark Stanley

Director

Regional Connections Pty Ltd



To Whom It May Concern,

My name is Damien Erbacher from Dawson Ag Consulting Pty Ltd, based in Theodore, Central Queensland. I was part of the SME Team put together to establish a national Diploma of Agronomy. I was representing Crop Consultants Australia. The process was extremely well done and I believe the course we came up with, will provide great value to not only future agricultural students but also agronomic businesses such as my own and hence my clients. I look forward to the time when students graduate from this course.

Yours Sincerely,

A handwritten signature in black ink that reads "D Erbacher".

Damien Erbacher

Managing Director/Head Consultant
Dawson Ag Consulting Pty Ltd

23 January, 2020



Lucinda O'Brien
C/- Skills Impact
559A Queensberry St.
North Melbourne, VIC, 3051

17th February, 2020

Letter of Support

Dear Lucinda,

I am writing to you regarding the new Diploma of Applied Agronomy. As you would be aware, Skillinvest/Longerenong College (RTO 4192) has been offering the Victorian accredited Diploma of Agronomy since its inception and has been one of the main providers of this qualification for the past decade.

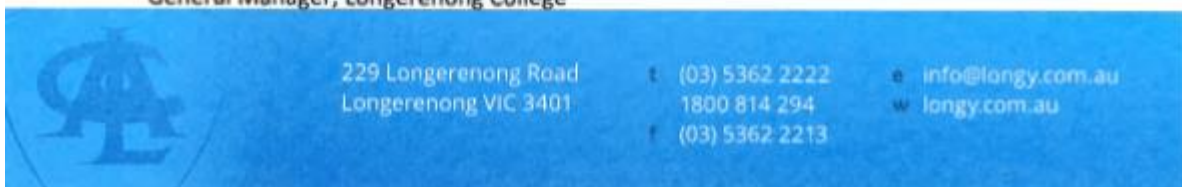
A number of Longerenong College staff have provided feedback through the development phase of the Diploma of Applied Agronomy and as the project nears completion and on behalf of Skillinvest/Longerenong College, please accept this letter of support for the finalisation of the Diploma of Applied Agronomy. We have been appropriately consulted during the process and certainly see the benefit in having a nationally accredited agronomy qualification.

Notwithstanding our overall support for the development of the national qualification and as per previous submitted feedback, I do however wish to have our concerns noted regarding the proposed packaging rule requirement for completion of 12 units. This compares to the 10 units currently required to obtain the Victorian Diploma of Agronomy.

Please feel free to contact me if you require further information.

Yours Sincerely,

John Goldsmith
General Manager, Longerenong College



Sales and Merchandising

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle
<https://www.skillsimpact.com.au/agriculture/training-package-projects/rural-merchandising-and-sales-project/>
- News articles and stories in Skills Impact newsletters and other external publications – throughout project
- SME Working group and functional analysis workshops – 15th July 2019 – 31st August 2019
- Site visits and face-to-face meetings – throughout project
- Consultation draft 1 – feedback hub, face-to-face workshops, webinars – 15th September 2019 to 30th October 2019
- Validation survey and validation meetings – 15th January 2020 to 15 February 2020

Stakeholders engaged during the project are described in the matrix below, with a full list of all engaged stakeholders available below.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)									
Industry association									
Union									**
Registered Training Organisation (RTO)									
Government department									

**Note: Representatives from unions United Voice, National Union of Workers and Australian Manufacturing Workers' Union (AMWU) were informed of the project throughout its progress. Whilst they appreciated being kept informed of the projects, they stated they had only very few members affected by the outcome of this project.

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

Rural Merchandising and Sales project page: <https://www.skillsimpact.com.au/agriculture/training-package-projects/rural-merchandising-and-sales-project/>

Publications

As part of communication activities to inform stakeholders of the project's progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers.

Skills Impact newsletters and website news articles

Distributed to the Skills Impact database of subscribers.

- Next Steps for Agronomy, Horticulture, Nursery, & Rural Merchandising Skill Standards – 21 February 2020
- Next Steps for Agronomy & Rural Merchandising Skill Standards – 10 February 2020
- Final drafts for horticulture, nursery and rural merchandising – 29 November 2019

- Food, Fibre and Timber Industries Training Council – Update and links to new Skills Impact projects – 8 September 2019
- Food, Fibre and Timber Industries Training Council – Update and links to new Skills Impact projects – 9 August 2019
- Velg Training – 'Five Focus Areas in One New Project Alone' – 30 May 2019.

In addition to these publications, an *Update on Skills Impact Projects* Newsletter was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the 20-04 Rural Merchandising and Sales project.

Industry Feedback – Sales and Merchandising

Subject Matter Expert Working Group 16th July 2019 in Sydney, NSW

Name	Organisation	Position	Organisation Type / Size	State
Rick Whistler	Queensland Agricultural Training College	Manager Education Quality	RTO	QLD
Lisa Wallace	Central Regional TAFE	Lecturer-Animal Care & Agriculture	RTO	WA
Simon Treptow	Irrigear Stores	General Manager	Enterprise	VIC
Warren Vogel	Wodonga TAFE	Teacher-Agribusiness & Agriculture	RTO	VIC

Consultation Webinar Participants 14th October 2019 in Darwin, NT

Name	Organisation	Position	Organisation Type / Size	State
Debbie Knight	Industry Skills Advisory Council NT	Industry Support Officer	Industry Association / Small	NT
Anne Wiltshire	Melbourne Polytechnic	Curriculum Maintenance Manager	RTO	VIC

Consultation Workshop Participants 26th September 2019 in Sydney NSW

Name	Organisation	Position	Organisation Type / Size	State
Sun Christine	Kangaroo Net	Unknown	Unknown	NSW

Consultation Draft Feedback Contributors 8th October 2019 in Brisbane, QLD

Name	Organisation	Position	Organisation Type / Size	State
Rick Whistler	QATC	Manager Education Quality	RTO	QLD
Andres Jaramillo	Irrigation Australia	Training & Certification Officer	Enterprise	QLD

Consultation Draft Feedback Contributors received via email and feedback hub between 6th August and 28th October, 2019

Name	Organisation	Position	Organisation Type / Size	State
Rick Whistler	QATC	Manager Education Quality	RTO	QLD
Lisa Wallace	Central Regional TAFE	Lecturer – Animal Care & Agriculture	RTO	WA
Warren Vogel	Wodonga TAFE	Teacher-Agribusiness & Agriculture	RTO	VIC
Simon Treptow	Irrigear Stores	General Manager	Enterprise	VIC
Belinda Watson-Noblet	Dept Agriculture, Animal & Equine Studies Melbourne Polytechnic	Project Officer	RTO	VIC
Anne Wiltshire	Melbourne Polytechnic	Curriculum Maintenance Manager	RTO	VIC

Consultation Draft Feedback Contributors 15th October 2019 in Darwin, NT

Name	Organisation	Position	Organisation Type / Size	State
Neda Aleksic	Industry Skills Advisory Council NT	Training Package Development Officer	Industry Association / Small	NT

Consultation Workshop Participants 16th October 2019 in Perth, WA

Name	Organisation	Position	Organisation Type / Size	State
Frances Parnell	Dept Training and Workforce Development	Manager	Government/300+	WA
Lisa Wallace	Central Regional TAFE	Lecturer – Animal Care & Agriculture	RTO	WA
Paul Etheredge	Food, Fibre & Timber Industries Training Council WA (FFTITC)	Project Manager	Government/4	WA

Validation Meeting Participants 22nd January in Adelaide SA

Name	Organisation	Position	Organisation Type / Size	State
Lisa Wallace	Central Regional TAFE	Lecturer – Animal Care & Agriculture	RTO	WA
Rick Whistler	QATC	Manager Education Quality	RTO	QLD

Validation Draft Feedback Contributors 12th February 2020

Name	Organisation	Position	Organisation Type / Size	State
Anne Wiltshire	Melbourne Polytechnic	Curriculum Maintenance Manager	RTO	VIC

Other face-to-face consultation activities 11th June 2019 Horsham, VIC

In addition to regular email and telephone contact with relevant stakeholders and Subject Matter Experts, the following face-to-face consultation activities have taken place as part of this project.

Name	Organisation	Position	Organisation Type / Size	State
Zach Holmes	O'Connors Case IH	Branch Manager	Industry/ 30	VIC

Letters of Support

I've observed the development of the qualification with enthusiasm and was very happy to have contributed my very small part towards its creation. Irrigear's national group of specialist retailers are mainly based in rural and regional areas and have all built their success on superior levels of customer service. There are many talented people living outside Australia's main cities, but sadly, all too often they migrate to capital cities seeking career opportunities and recognised training. The Rural Merchandising and Sales qualification offers businesses such as Irrigear's member stores a chance to give their talented staff, opportunities to upskill and follow a career path that's tailored to living outside the cities. Additionally, I feel the qualification uniquely provides generalist training for people that do not want to follow a specialised, technical path but for whom no alternative was previously available.

I'm confident that many of Irrigear's 70+ member stores will encourage their staff to pursue the qualification when it becomes available.

Kind regards

Simon Treptow
General Manager



National Irrigation Marketing Group

Advice. Products. Solutions. Australia-wide.

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A. Level 1, 28 Milgate Drive, Mornington, VIC, 3931

I would like to thank you for the opportunity to be part of the review and upgrade to the Certificate III in Rural Merchandising. The process has been very thorough and a great 'eye-opener' to the processes involved. As an industry skills expert engaged from the beginning of the project, I have appreciated being able to consult both as an industry person and an assessor. Along with the Skills Impact team and other industry experts, it has been a process of information gathering, sorting, collating and reviewing, to ensure the qualification developed will meet industry needs.

I am grateful for the input of my own industry circle, as well as those from other states. As a result, I believe we have met the criteria we set out to achieve. The Qualification has a very good balance of generic units, as well as the ability to select more applicable electives to meet requirements of individuals and specialised businesses.

Though the uptake for this Qualification will be tested in our current climate, I am confident that, going forward, we have created a very applicable, useable and versatile Qualification for our Rural Merchandising workers.

I look forward to seeing the finished product available and for the opportunity to see the efforts pay off.

Kind regards,

Lisa Wallace
Animal care, Equine and Agriculture Lecturer
Construction and resource Industries
Central Regional TAFE
Locked Bag 103
GERALDTON WA 6531

T1: 08 9956 2878 | T2: 0427 051159

E: lisa.wallace@crtafe.wa.edu.au | W: centralregionaltafe.wa.edu.au

To whom it may concern

I have been involved in the consultation and review of the qualification and units related to the Rural Merchandising. These are part of the broader AHC Training Package and while not as broadly utilised as other areas of the package have still filled an important part for this sector of rural and related industries across Australia.

During the review of the qualification and the units wider input and discussion has been undertaken even within a specialised industry sector.

I am very happy to support the case for endorsement as it has now been finalised.

Regards

Rick



Rick Whistler

Manager, Training Facilities, Research Infrastructure

Agri-Science Queensland

Department of Agriculture and Fisheries

M 0418 804 827 **E** rick.whistler@daf.qld.gov.au **W** www.daf.qld.gov.au

Leslie Research Facility, 13 Holberton Street / PO Box 2282, Toowoomba Qld 4350

Appendix 3: Quality assurance report

Section 1 – Components

Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0.
Number of new qualifications and their titles	One new qualification: <ul style="list-style-type: none"> AHC51920 Diploma of Applied Agronomy.
Number of revised qualifications and their titles	One revised qualification: <ul style="list-style-type: none"> AHC32720 Certificate III in Rural Merchandising.
Number of new units of competency and their titles	Two new units: <ul style="list-style-type: none"> AHCAGB523 Interpret and use agricultural data AHCBAC514 Design and manage a crop or pasture nutrition program.
Number of revised units of competency and their titles	Seventeen revised units, see appendix: <ul style="list-style-type: none"> AHCBAC409 Provide advice on agronomic products AHCBAC510 Manage integrated crop and pasture production AHCBAC511 Plan and manage a stored grain program AHCBAC512 Develop production plans for crops or pastures AHCBAC513 Apply plant biology to agronomic practices AHCCHM406 Provide advice and sell farm chemicals AHCIRG349 Recommend irrigation products and services AHCIRG446 Provide irrigation sales and service AHCLSK420 Provide advice on livestock products AHCMER305 Provide information on hardware products AHCMER306 Sell products and services AHCMER408 Coordinate customer service and networking activities AHCMER502 Develop a sales strategy for rural products. AHCMOM403 Provide advice and sell machinery AHCSOL405 Provide information on fertilisers and soil ameliorants AHCWRK513 Write and present reports AHCWRK514 Manage trial and research material

Information required	Detail
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	Yes Yes Yes
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	Yes
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	Yes
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	Yes
Panel member's view about whether: <ul style="list-style-type: none"> the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing 	Yes
Name of panel member completing Quality Report	Lina Robinson
Date of completion of the Quality Report	6 July 2020

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes 		<p>The training products for this quality review consisted of:</p> <ul style="list-style-type: none"> • 2 qualifications • 19 units of competency • credit arrangements advising that 'at the time of endorsement of this training package, no national credit arrangements exist' • a companion volume implementation guide.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p>Yes</p>	<p>The training products presented comply with the <i>Training Package Products Policy</i>.</p> <p>Foundation skills – Foundation skills were identifiable in the units of competency; however, the developers utilised the foundation skills field to describe skills, not explicitly described in the performance criteria, against the Australian Skills Core Framework. An explanation on foundation skills is provided in the revised AHC Companion Volume Implementation Guide Version 6.0.</p> <p>Access and equity - The revised AHC Companion Volume Implementation Guide V6.0 provides advice on access and equity consideration including reasonable adjustment for learners with disabilities. This was confirmed in the Equity Report.</p> <p>Unit of competency -coding and titling - The units of competency are all coded according to the policy.</p> <p>Units of competency – pre-requisites – There are no pre-requisites for any of the units presented for this submission.</p> <p>Units of competency - mapping – Mapping to the previous version of all units of competency is provided within the units and mapping table in revised AHC Companion Volume Implementation Guide V6.0.</p> <p>Units of competency – determining equivalence -An equivalence statement is included for all unit of competency mapping.</p> <p>Units of competency – coding and titling maintenance – The coding and titling for the revised units comply with the policy.</p> <p>Qualifications - entry requirements – There are no entry requirements for each of the qualifications.</p> <p>Qualifications - mapping – Mapping to the previous version of the qualifications is provided within the qualification and revised AHC Companion Volume Implementation Guide V6.0.</p> <p>Qualifications – determining equivalence -The reviewed qualification complies with this policy and deemed as 'equivalent'.</p> <p>Qualifications – coding and titling maintenance – The revised qualification complies with the policy.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 3</p> <p>Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i></p>	<p>Yes</p>	<p>The development processes undertaken by the developers as described in the case for endorsement comply with the <i>AISC Training Package Development and Endorsement Process Policy</i>.</p> <p>The submission addresses the case for change (Reference number: Skills Impact/TPD/2018-19/005) submitted on behalf of the Agriculture and Production Horticulture Industry Reference Committee and approved on 26 March 2019 for the following priority training package development areas undertaken as separate projects:</p> <ul style="list-style-type: none"> • agronomy • sales and merchandising. <p>The case for endorsement describes the national consultation and validation processes undertaken for each project in great detail, which included the following communication strategies: face to face meetings, teleconferences, emails, individual phone calls, newsletters and updates and drafts being available on websites. Lists of individuals and organisations who formed part of subject matter expert working groups and those who attended consultation meetings for each project are also included in the appendices. Letters of support from a number of key stakeholders are also included.</p> <p>There were no 'reports by exception'.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	<p>Yes</p>	<p>The evidence provided of consultation and validation processes indicates that they were appropriate for the scope of the project against the coverage of the industry. This demonstrates that the AHC units of competency specify the standards of performance required in the workplace.</p>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	<p>Yes</p>	<p>The editorial report confirmed the structure of the units of competency complies with the required template.</p> <p>Suggestions were provided to, and the majority addressed by the developer during this review.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p>Yes</p>	<p>The assessment requirements specify the frequency and/or volume of performance evidence, the depth and breadth of knowledge evidence and required conditions to collect this evidence.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	The editorial report confirmed the structure of the assessment requirements complies with the required template.
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	Yes	The two qualifications being submitted for endorsement comply with this standard.
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	Yes	The two qualifications comply with this standard.
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	Yes	Details that advise that 'at the time of endorsement of this training package, no national credit arrangements exist' appear in the case for endorsement in the required template.
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	Yes	The editorial report confirmed the revised AHC Companion Volume Implementation Guide V6.0 complies with the required template and updated to include the qualifications, units and skill set presented in this submission.
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	Yes	No other quality assured companion volumes beside the implementation guide were required by stakeholders.

Section 3 – Compliance with the training package quality principles

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	The case for endorsement clearly indicates how the components of AHC V6.0 demonstrate a clear a link from the Agriculture and Production Horticulture Industry Reference Committee Skills Forecast and Proposed Schedule of Work 2019-2022 and case for change (Reference number: Skills Impact/TPD/2018-19/006) approved on 5 June 2019 to work undertaken in addressing skill development priorities for agronomy and rural sales and merchandising.
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices 	Yes	<p>The AHC training package components are compliant with the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i>.</p> <p>AHC Version 6.0 responds to all the Ministers' policy initiatives, in particular the following 2015 training package reforms:</p> <ul style="list-style-type: none"> • the newly created and revised units of competency were designed to be utilised across agriculture and horticulture industry sectors, supporting individuals to move easily across the sectors • removes duplication by replacing the unit <i>AHCMER301 Process customer complaints</i> with the imported <i>BSBCMM301 Process customer complaints</i> unit. • information about industry's expectations of training delivery and pathways is available in the revised AHC Companion Volume Implementation Guide V6.0 • a skill set to address skills and knowledge in digital agronomy has been developed to support an industry need and a pathway into a qualification.

<ul style="list-style-type: none"> • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	The case for endorsement details open and inclusive consultation and validation processes that is considered to be appropriate for the coverage of industry sectors.

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	Yes	The newly developed and revised units of competency support the attainment of skills and knowledge across agriculture and horticulture industry sectors and settings. A skill set have been developed to support industry training needs and provide a pathway into an AHC qualification.
Promote national and international portability	Yes	Australian Standards relating to health and safety, environmental, biosecurity and fair trading were considered for the units and are addressed in the relevant unit of competencies.
Reflect regulatory requirements and licensing	N/A	No occupational regulatory and licensing requirements apply to AHC V6.0 components being submitted at this point in time.

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	Evidence of active engagement across industry to achieve a national consensus about the advice provided to the ASIC is reflected in the case for endorsement that provides evidence of consultation and validation processes, and their outcomes.
Recognise convergence and connectivity of skills	Yes	The newly created and revised units of competency are appropriate to be used across relevant AHC qualifications.

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	Although the qualifications in this submission are designed to meet specific occupational outcomes, the elective bank and packaging rules allow application in varying agronomy and rural merchandising settings.
Support equitable access and progression of learners	Yes	None of the AHC units of competency being presented for this submission have pre-requisites.

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	Information to support learner transition between education sectors and progression between qualifications is provided in the revised AHC Companion Volume Implementation Guide V6.0.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	Advice about delivery across a range of agronomy and rural settings is provided in the AHC Companion Volume Implementation Guide V6.0.
Support sound assessment practice	Yes	The assessment requirements support sound assessment practice because they clearly written and express the frequency or volume of performance evidence, the extensiveness of knowledge evidence and the essential assessment conditions to collect the evidence.
Support implementation	Yes	No barriers have been identified that would impact on implementation.