



Australian
Industry and
Skills Committee

WATER ALLOCATION & ENTITLEMENT SKILLS

Agriculture, Horticulture, Conservation & Land Management

Version 8

Case for Endorsement

Agriculture and Production Horticulture Industry Reference
Committee

Skills Impact

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1. Administrative details of the Case for Endorsement

Refer to **Attachment A** for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products.

The AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 8.0 Case for Endorsement includes one project, that includes the development of three new units of competency, two new skill sets and two qualifications updated.

1.1 Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2020-21-004) was approved on 22 June 2021. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work for the AHC Agriculture, Horticulture, Conservation and Land Management Training Package are:

- Develop up to 5 units of competency and 2 new skill sets
- Review 3 qualifications

1.2 Timeframes and delays

The project has been delivered within the agreed timeframe. Acceptance by the Commonwealth of the Case for Endorsement is scheduled for August 2022.

2. Changes to training products and how these will meet the needs of industry

Refer to **Attachment B** for information on how the proposed updates to qualifications will better support job roles in industry.

Research and reports on the water trading system revealed that a lack of VET training for the sector had left farmers and agricultural land holders bereft of the skills required to understand their water entitlements and how to trade them. Alongside this, school leavers eager to enter the agriculture sector were likewise unprepared for the complicated and involved water trading practices that permeate Australia. As such, the main driver for this project has been the need for agriculture workers to develop the knowledge and skills required to navigate complex water regulations and markets to purchase and sell water. This need has been highlighted recently in two recent Commonwealth government reports.

In March 2020 the Interim Inspector-General of Murray - Darling Basin Water Resources released a report titled - *Impact of lower inflows on state shares under the Murray - Darling Basin Agreement*. The Federal Government Minister for Resources, Water and Northern Australia accepted the report's recommendations in April 2020, including Recommendation 5 (page 42) that states:

- "The Basin Officials Committee should consider ways through which States and agencies could work together across their respective jurisdictions to include water literacy in high school and higher education curriculums, including VET, in regional areas"

In February 2021 the Australian Competition and Consumer Commission (ACCC) released the *Murray - Darling Basin water markets inquiry - Final Report*. Recommendation 13 (page 384) of the report states:

- The Australian Government should develop a Basin-wide Water Market Education Program, in collaboration with irrigation infrastructure operators, brokers, water exchange platforms, water information service providers and Basin State governments
- This will assist current and potential market participants – especially irrigators – to better understand water products and trading rules, and to engage confidently in water trading

Key messages from agriculture industry experts engaged at the consultation phase, include:

- Strong support for the development of two new units of competency that reflect AQF level 5 outcomes to provide the specialised skills and knowledge to:
 - (AHCWAT505) *Purchase and sell temporary water for irrigated agriculture and horticulture*
 - (AHCWAT506) *Identify carryover water or continuous accounting*
- Strong support to package these two new units:
 - as electives in eight AHC qualifications that cover job roles that may require water trading
 - in the proposed new *Temporary or Allocation Water Trading for Agriculture Managers Skill Set*
- Strong support for the development of an entry level new unit of competency that reflects AQF level 3 outcomes to provide the skills and knowledge for irrigators to (AHCWAT303) *Access, extract and monitor water for irrigation*.
- Strong support to package this new unit:
 - as an elective in eight AHC qualifications that cover job roles that may require access, extracting and monitoring irrigation water
 - in the proposed new *Access, Extract and Monitor Water For Irrigation Skill Set*.

The following components resulted from the work undertaken in the Water Entitlements and Allocations project:

Case for Change Requirements	Components for Endorsement in AHC V8 CfE
<ul style="list-style-type: none"> • Create up to 5 new units • Create 2 new skill set • Update up to 3 qualifications 	<ul style="list-style-type: none"> • 3 new units of competency • 2 new skill sets (not for endorsement) • 2 qualifications updated (to include new units as electives)

3. Stakeholder consultation strategy

Refer to **Attachment C** for:

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

3.1 Identification of stakeholders

Stakeholders were identified and targeted for participation in this project, and included:

- key stakeholders recommended by IRC and Subject Matter Expert Working Group (SMEWG) members
- RTOs who intend to deliver the new water trading training
- Members of relevant associations
- Participants from previous AHC projects
- Stakeholders recommended by other stakeholders in their industry/organisational networks
- Stakeholders identified as having an interest in water allocation and trading who have registered for Skills Impact's database

All stakeholders identified as potentially having an interest in the project were contacted via phone, email and/or webinars at the start of the project in August 2021 and continuously throughout project development.

3.2 Strategies for engaging stakeholders

- A project page was set up on the Skills Impact website (<https://www.skillsimpact.com.au/agriculture/training-package-projects/water-allocation-entitlement-skills-project/>) containing information about the project together with progress updates.
- News articles and stories in Skills Impact newsletters distributed to the Skills Impact database of subscribers and on the Skills Impact website as news articles and were shared on the Skills Impact Twitter and LinkedIn accounts
- IRC members were updated throughout the project and in turn, they informed their industry networks

- Stakeholders identified as potentially having an interest in the project were contacted via phone or email at the start of the project in August 2021. These stakeholders were kept informed throughout project development
- Monthly emails and newsletters were sent to State and Territory Training Authorities (S/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress
- SMEWG and functional analysis workshops
- Consultation draft 1 held for 8 weeks comprising of 4 webinars
- Validation phase held for 2 weeks - survey, webinars, targeted phone calls and emails
- Messaging about project in external publications:
 - Food, Fibre & Timber Industries Training Council WA
 - Skills@Work newsletter
 - VETinfoNews
 - The Australian Industry Group Newsletter
 - National Ricegrowers Association Newsletter

Additional consultation activities for other related updates:

- All AHC Agriculture, Horticulture, Conservation and Land Management Training Package related Alerts and e-Newsletters distributed between August 2021 and March 2022
- All work was discussed during each public consultation phase to give stakeholders a further opportunity to raise any queries or issues with the proposed changes
- No concerns or objections were raised by stakeholders about the proposed changes

3.3 Participation by different types of stakeholders

Every effort was made to ensure that as many stakeholders as possible were informed about the project and understood the implications of any changes made.

Stakeholders included:

- Employers
- Professional associations
- Industry groups
- Expert individuals and groups (Australian and international)
- Water brokers
- RTO managers and staff (including those who have confirmed they will be delivering the new training)
- State and Territory Training Authorities
- Agriculture workers who trade water

Initially, stakeholders were contacted by phone or email to invite them to contribute to the project either by providing expert advice at workshops and webinars. Stakeholders were contacted again throughout the project and invited to provide feedback on draft components, either by reviewing drafts sent by email or by reviewing components uploaded to the Skills Impact project page. This method ensured that stakeholders from rural, regional and remote areas, and from all states and territories could participate.

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

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)									
Government department									
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies									
Registered Training Organisations (RTO)									
State and Territory Training Authorities (STAs)									
Unions									
Water brokers									

4. Evidence of industry support

4.1 Industry support

Skills Impact's Industry Engagement Manager together with members of the development team were active in contacting employers, industry associations and training providers early in the project planning process to ensure stakeholders were aware of the project and the potential impact of changes, encouraging them to be involved in whatever way was suitable.

Industry representatives were involved at all stages of this project. The Subject Matter Expert Working Groups (SMEWGs) covered all water systems where the training can be implemented (as laws and terminology can differ from region to region), and there was constant interaction between industry stakeholders and the project development team.

The consultation process included extra time for stakeholders to provide feedback at the public consultation stage (8 weeks instead of 4) stage and a 2-week Validation. The extended public consultation phase was to ensure that as many stakeholders as possible could view the important changes to the documents before the validation phase.

Each stage included engagement with many stakeholders, with several stakeholders contributing detailed and useful feedback, which was adopted where possible. Others acknowledged the work completed and confirmed their agreement.

During the validation phase of this project stakeholders were invited to complete an online survey to show their support for each of the training components. For those who preferred there was also an option to communicate concerns and validation via email or telephone. Extensive emails and telephone conversations took place. All components in the project were validated with stakeholder support.

The sector is small in Australia however an excellent cross section of experts gave their time and expertise to improve the 3 units being developed.

Extent of consultation and support for the proposed changes:

- 66 stakeholders were contacted and invited to be involved
- 32 people provided feedback throughout the project comprising:
 - 18 people representing employers
 - 4 representing state and national based peak bodies

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- 5 representing RTOs
- 2 representing 2 STAs
- 4 representing a research institute
- 1 representing unions
- 1 representing a federal government organisation
- 4 representing state government organisations (including Apprenticeship and Traineeship services), and
- 3 IRC members.
- Out of the 27 people who participated in this project, six also provided support for the components produced at validation with 100% of all participants supporting the finalised components. Out of this, 2 people represented large food processing organisations, 3 were from peak industry bodies, 2 from RTOs, and 1 STA

See [Attachment C](#) for a full list of stakeholders who participated.

4.2 Engagement of States and Territories

- Monthly emails and newsletters were sent to State and Territory Training Authorities, VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress
- All public consultation and validation phases included online webinars to allow stakeholders from all states and territories to participate and contribute to the project

4.3 Mitigation strategies

Three new units of competency have been created to fill an existing training need within the AHC training package. They have been packaged into skill sets and inserted into existing qualifications to bolster their chances of delivery

The units were created with the assistance of RTOs who have confirmed that they intend to deliver the new materials. No materials have been created without this assurance.

During the development of the new Water Trading units of competency, it became evident from stakeholder feedback, that there were different interpretations of some key terms used in these units, generally arising from the various regulations and rules that exist across different jurisdictions and water markets. Therefore, a glossary of some key terms used across the units has been added to the Companion Volume User Guide (CVIG).

The draft components were presented with temporary codes and the impending changes were specifically referred to in webinars. There are no units being proposed for deletion or merged as a part of this project.

Two qualifications have received code changes as the new water units have been inserted in them as electives, however these qualifications are still equivalent to the previous versions. This is to ensure that training providers are aware of the need to update their training materials and support documents to include these new units, as well as several updated elective unit codes, titles and prerequisite requirements where units have been superseded.

Consultation with stakeholders has identified 16 qualifications to host the new water trading units of competency. Many of the qualifications proposed are undergoing changes as part of other AHC projects currently underway and are expected to be updated in late 2022. Rather than add the units to qualifications already in review, and thereby triggering a re-coding or release and to minimise the impact to RTOs of potentially having to update their scope of registration twice for these qualifications in the same year, only two qualifications, which are not being updated in the future projects are proposed in this AHC V8 CfE:

- AHC32419 Certificate III in Irrigation Technology
- AHC51419 Diploma of Agribusiness Management.

The remaining qualifications, listed in the table below will be updated at the end of the year as part of their respective projects with the relevant Water units added to them as indicated.

New unit/s	Hosting qualification
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<ul style="list-style-type: none"> AHCWAT303 Access, extract and monitor water for irrigation 	<ul style="list-style-type: none"> AHC301XX Certificate III in Agriculture AHC30221 Certificate III in Dairy Production AHC337XX Certificate III in Protected Horticulture AHC307XX Certificate III in Horticulture AHC401XX Certificate IV in Agriculture AHC404XX Certificate IV in Horticulture AHC41119 Certificate IV in Irrigation Management
<ul style="list-style-type: none"> AHCWAT505 Purchase and sell temporary water for irrigated agriculture and horticulture AHCWAT506 Identify carryover water or continuous accounting 	<ul style="list-style-type: none"> AHC401XX Certificate IV in Agriculture AHC404XX Certificate IV in Horticulture AHC501XX Diploma of Agriculture AHC50320 Diploma of Production Horticulture AHC504XX Diploma of Horticulture Management AHC51619 Diploma of Irrigation AHC51120 Diploma of Conservation and Ecosystem Management

Please note: qualifications listed as XX within their code are currently being reviewed as part of the Skills Impact Core Units project.

4.4 Letters of industry support

Letters of support have been received from 1 employers and 1 peak bodies. and can be found in **Attachment G**. Please note. More letters of support can be gathered at the request of the STAs. Support has been provided by the following organisations:

Name	Organisation	Stakeholder Group
Richard Anderson	National Farmers Federation	Employer/ Peak Industry Body
Donna Mulcahy	Water Partners	Employer

5. Dissenting views

5.1 Dissenting views/issues raised

No outstanding issues remain – all issues raised during this project were considered, addressed, and resolved.

5.2 Rationale for approval

Not applicable

6. Reports by exception

No reports by exception.

7. Mandatory Workplace Requirements

Refer to **Attachment D** for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.

There are no Mandatory Workplace Requirements in any of the proposed units in this project. All units must be assessed in a workplace or an environment that represents workplace conditions, including the resources, specific water market information, and technologies required to assess the skills specified in the Performance Evidence.

8. Implementation of the new training packages

8.1 Implementation issues

In general, no implementation issues have been raised by states or territories or any other stakeholders.

The insertion of new units of competency as electives into two existing qualifications in the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* has triggered a code change to these qualifications, which has flow on effects for RTOs that have these qualifications on scope. It also means that the three units can be used a part of training that is state/territory funded, especially in states that do not currently fund Skill Sets.

The new units will also be added to another 12 existing AHC qualifications as part of another CfE being submitted to the AISC in October 2022. As explained in '**4.3 Mitigation Strategies**', the delay to update these additional 12 qualifications is to minimise the impact for RTOs that have the existing qualifications on their scope of registration.

During the development of the new Water Trading units of competency, it became evident from stakeholder feedback, that there were different interpretations of some key terms used in these units, generally arising from the various regulations and rules that exist across different jurisdictions and water markets. Therefore, a glossary of some of the key terms used across the units has been added to the Companion Volume User Guide (CVIG).

8.2 Potential for traineeship or apprenticeships

Not applicable for this project.

8.3 Occupational and licensing requirements

No components have specific occupational and/or licensing requirements, however most components include advice directing users to check and adhere to any legislative and regulatory requirements of the jurisdiction, state or territory in which the training is being undertaken.

8.4 Extension to transition period

Not applicable.

9. Quality Assurance

<i>The Case for Endorsement meets the following requirements:</i>	
<i>Standards for Training Packages 2012</i>	<input type="checkbox"/>
<i>Training Package Products Policy</i>	<input type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input type="checkbox"/>
<i>Copies of quality assurance reports are included in Attachment F.</i>	

10. Implementation of the Minister's priorities in training packages

Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). **Attachment D** also includes the rationale for retaining no and/or low enrolment products when this is the proposal.

Changes to the net number of units and qualifications in the training package

- If the products from this project are endorsed, the net number of units will increase by 3 (from 878 to 881) and the number of skill sets will increase by 2 (from 82 to 84). The number of qualifications will remain the same (83).

Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:

Streamlining/rationalisation of training products	This project created 3 units of competency, 2 skill sets and updated 2 qualifications <ul style="list-style-type: none"> • No content was duplicated, or new content created that is identical to existing training content • All components created were done so in conjunction with RTOs, some of which have given confirmation that they will be delivering the components. No materials have been created that won't be utilised.
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	The Companion Volume Implementation Guide details information that covers key industry expectations about: <ul style="list-style-type: none"> • 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.
Ensure the training system better supports individuals to	The three new units and two new skills sets were designed for a wide range of farmers and farm managers that practice irrigated agriculture and/or horticulture, including:


<p>move more easily between related occupations</p>	<ul style="list-style-type: none"> • Production horticulture, including viticulture and fruit and nut trees • Broad acre cropping including rice, cotton, wheat, corn, lucerne and vegetables • Livestock production including dairy, beef, pork and poultry • Pasture and fodder production <p>The units can be used across a range of Agriculture and Horticulture sectors within the AHC Training Package, including qualifications across AQF levels 3, 4 and 5. <i>AHCWAT303 Access, extract and monitor water for irrigation</i> has been designed for skilled irrigation farmers and for inclusion primarily in AHC AQF level 3 qualifications. <i>AHCWAT505 Purchase and sell temporary water for irrigated agriculture and horticulture</i> and <i>AHCWAT506 Identify carryover water or continuous accounting</i> have been designed for farm supervisors/managers and for inclusion in primarily AHC AQF level 5 qualifications. After achieving <i>AHCWAT303</i>, an individual may choose to undertake <i>AHCWAT505</i> and/or <i>AHCWAT506</i> as part of their career path in irrigation farm management. As mentioned above, it is planned to add the three new units as electives to a total of 14 existing AHC qualification by the end of 2022.</p>
<p>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</p>	<p>New units and skills sets were designed for a wide range of farmers and farm managers that practice irrigated agriculture and/or horticulture, including:</p> <ul style="list-style-type: none"> • Production horticulture, including viticulture and fruit and nut trees • Broad acre cropping including rice, cotton, wheat, corn, lucerne and vegetables • Livestock production including dairy, beef, pork and poultry • Pasture and fodder production <p>It is planned to add the three new units as electives to a total of 14 existing AHC qualifications by the end of 2022. In addition, it is also possible to import the three new units as electives into other AHC sector qualifications that may require the knowledge and skills to access and trade irrigation water, such as Feedlot Operations, Permaculture, Sports Turf Management, and Parks and Gardens.</p>
<p>Foster greater recognition of skill sets and work with industry to support their implementation</p>	<p>The project developed two new Skill Sets to meet industry needs:</p> <ul style="list-style-type: none"> • AHCSS00130 Access, Extract and Monitor Water for Irrigation Skill Set. • AHCSS00129 Temporary or Allocation Water Trading for Agriculture Managers Skill Set. <p>These Skill Sets have been designed with industry advice to provide products for existing and future irrigation farmers that want to develop and/or improve their water market literacy and trading skills. The Skill Sets provide an effective upskilling solution for busy irrigation farmers that do have the time to undertake a full qualification.</p>

11. A link to the full content of the proposed training package component(s)


The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

A link to the training package components proposed for endorsement is included here.

This Case for Endorsement was agreed to by the Agriculture and Production Horticulture IRC

Name of Chair	Geoff Harvey
Signature of Chair	
Date	28 April 2022

This Case for Endorsement was agreed to by the Amenity Horticulture, Landscaping and Conservation and Land Management

Name of Chair	Esther Ngang
Signature of Chair	
Date	28 April 2022

Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Qualifications				
AHC32422	Certificate III in Irrigation Technology	Updated	Equivalent	Added one existing unit and one new unit to electives in Group B Superseded and deleted units updated in electives
AHC51422	Diploma of Agribusiness Management	Updated	Equivalent	Two new units added to electives Superseded units updated in electives
Units of competency				
AHCWAT303	Access, extract and monitor water for irrigation	Newly Created	N/A	The unit has been created to address a skill or task required by industry that is not covered by an existing unit
AHCWAT505	Purchase and sell temporary water for irrigated agriculture and horticulture	Newly Created	N/A	The unit has been created to address a skill or task required by industry that is not covered by an existing unit
AHCWAT506	Identify carryover water or continuous accounting	Newly Created	N/A	The unit has been created to address a skill or task required by industry that is not covered by an existing unit

Attachment B: How qualification updates support job roles

No qualifications have been reviewed as part of this project.

No qualifications have been reviewed as part of this project. Two qualifications, *AHC32419 Certificate III in Irrigation Technology* and *AHC51419 Diploma of Agribusiness Management* have only been updated to include the new units of competency in their elective banks. (Note: additional qualifications in the AHC Training Package have been identified as suitable hosts for the new units of competency. These qualifications are currently being updated as part of additional projects and will be published with the inclusion of the new Water Allocation units later this year.)

Attachment C: Stakeholder consultation

List of stakeholders that actively participated in stakeholder consultation for the project:

Name	Organisation	Title	Industry	Representation Type	State
Aisla Connolly	ISACNT, NT Farmers Association	Workforce Development Coordinator	Government	Government	NT
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	Government	Government	VIC
Brittany Rubie	Tasmanian Farmers and Grazers Association	Policy Officer,	Agriculture, Horticulture, Livestock	Association	TAS
Charlene Pearse	Sun Water	Water Broker	Water Trading	Industry Employer	QLD
Colin Bendall	Sun Water	CEO	Water Trading	Industry Employer	QLD
David Skipper	Tasmanian Irrigation	General Manager of Water Delivery	Water Trading	Industry Association/ Government	TAS
Donna Mulcahy	Waterpool Traders	General Manager	Water Trading	Industry Employer	VIC
Duncan McDonald	National Water Brokers Association	Chairperson	Water Trading	Association	National/ VIC
Geoff Harvey	Irrigation Australia	National Training, Certification and Marketing Manager	Water Trading	IRC/ Association/ Government	National/ QLD
Gordon Verrall	Department of Primary Industries and Regional Development WA	Director of Northern Agricultural Development, Industry and Economic Development	Government	Government	WA
Greg Hutchinson	Hutchinson Agriculture	CEO	Agriculture, Horticulture, Livestock	Industry Employer	NSW/ QLD
Jacob Gerke	Tasmanian North Midlands Irrigation Scheme/ Irrigation Tasmania	Project Manager	Water Trading	Industry Association/ Government	TAS
Jason Size	GrowSmart Training	Trainer/Assessor	Water Trading	RTO/ Industry Employer	SA
Jenny McLeod	Coleambally Irrigation	Policy and Communication Officer	Water Trading	Industry Employer	NSW

Name	Organisation	Title	Industry	Representation Type	State
John Piccirillo	Sunraysia Institute of TAFE	Trainer/ Assessor	Water Trading	RTO	VIC
Jon Cobden	Acquire	Water Broker	Water Trading	Industry Employer	VIC, SA, NSW
Linda Christiansen	Ricegrowers Australia	Water Policy Manager	Water Trading	National Association	National/ NSW
Meg Parkinson	Agriculture and Production Horticulture IRC	IRC Member	Agriculture, Horticulture, Livestock	IRC Member	National/ VIC
Michael Murray	Cotton Australia	CEO	Water Trading	Industry Employer	National/ QLD
Mick Keogh	ACCC	Deputy Chair	Water Trading	Government/ National Association	ACT
Patrick Yeats	Natural Resources Access Regulator, NSW Govt	Project Officer	Water Trading	RTO/ Government	NSW
Paul Kelly	Moree Real Estate	Agent	Water Trading/ Real Estate	Industry Employer	NSW/ QLD
Peter Duggin	Waterfind Australia	General Manager of Market Engagement and Valuations	Water Trading	Industry Association	National
Richard Anderson	National Farmers Federation Member, Private Farmer	Small business owner, former chair of the National Farmers Federation	Water Trading	Industry Employer/ National Association	National/ VIC
Rowan Reilly	NT Dept of Environment, Parks and Water	Department member	Government	Government	NT
Steve Dilley	Private farm owner	Farmer	Water Trading	Industry Employer	WA
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Government	Government	WA
Trevor Whittington	WA Farmers Association	President	Agriculture, Horticulture, Livestock	Association	WA
Will Dalgliesh	Kangan TAFE, Bendigo	Trainer/ Assessor	Water Trading	RTO	VIC

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	Units need to be developed to enable training in water trading, and those units must work across all state and regional divides, as terminology and regulations differ.	Every effort has been made to consult with representatives from all water regions to make sure what has been created does not exclude any water region, and a glossary of terms has been created based off the national and ACCC reports available online, that clarifies what terms mean the same thing, and which terminology has been adopted within the training.
Peak Industry Bodies	All peak bodies need to be consulted so as to avoid conflict, and efforts must be taken to make sure the training works across all jurisdictions	Every effort has been made to consult with representatives from all water regions to make sure what has been created does not exclude any water region, and a glossary of terms has been created based off the national and ACCC reports available online, that clarifies what terms mean the same thing, and which terminology has been adopted within the training. All identified peak bodies were consulted as a part of the project, with no outstanding issues within the project.
Employers (Non-IRC)	Those who complete the training need to understand the rules and regulations regarding the region they work within. They will also need a grounding in when to buy and sell or carryover water, not just how to undertake these processes	References to rules and regulations is in the Knowledge Evidence of each unit. Each unit contains as a part of the Performance Criteria, Performance Evidence and Knowledge Evidence in how and when to buy, sell or carryover water.
Regulators	National water brokers required the training to include them within the training	The training references water brokers and when to engage them where appropriate.
Registered Training Organisations (RTOs)	The units need to appear in a broad range of AHC qualifications, and should be packaged into skill sets to bolster their deliverability	The units are recommended for 14 current AHC qualifications, and will be brought into them as a part of this and the following version release of the documents. Skill Sets for the units have been created to bolster their deliverability.
Training Boards/Other	No key feedback points, supported IRC's feedback.	Every effort has been made to consult with representatives from all water regions to make sure what has been created does not exclude any water region, and a glossary of terms has been created based off the national and ACCC reports available online, that clarifies what terms mean the same thing, and which terminology has been adopted within the training.
State and Territory Training Authorities (STAs)	No general feedback on the units was offered, only specific feedback on the units themselves to better reflect the standards	Changes always adopted when recommended by the STA's as they complement the feedback offered by industry.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Unions	No key feedback points, supported IRC's feedback	Every effort has been made to consult with representatives from all water regions to make sure what has been created does not exclude any water region, and a glossary of terms has been created based off the national and ACCC reports available online, that clarifies what terms mean the same thing, and which terminology has been adopted within the training.

Attachment D: Mandatory Workplace Requirements in Training Products

No training products within this project have Mandatory Workplace Requirements

Attachment E: No enrolment and low enrolment training products

No training products in this project had low or no enrolments.

Attachment F: Quality assurance reports

Independent Quality Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture and Conservation and Land Management Training Package V8.0
Number of new qualifications and their titles ¹	0
Number of revised qualifications and their titles	2 AHC32422 Certificate III in Irrigation Technology AHC51422 Diploma of Agribusiness Management
Number of new units of competency and their titles	3 AHCWAT303 Access, extract and monitor water for irrigation AHCWAT505 Purchase and sell temporary water for irrigated agriculture and horticulture AHCWAT506 Identify carryover water or continuous accounting
Number of revised units of competency and their titles	0
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') 	I confirm that I, Maree Thorne, am independent of: <ul style="list-style-type: none"> the Training Package or Training Package components' review (Yes) development and/or validation activities associated with the Case for Endorsement (Yes) undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Standards for Training Packages 2012</i>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Products Policy</i>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Development and Endorsement Process Policy</i>

¹ When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
<p>Panel member's view about whether:</p> <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 	<p>It is the panel member's view that the evidence of consultation and validation is fit for purpose and commensurate with the scope of the projects. The CfE indicates participation in some form by all states/territories, and the summary of feedback published shows detailed and valuable feedback was provided by stakeholders and incorporated by the developer.</p> <p>The CfE posits that the impact to the industry and users of the AHC training package is considered low as the components are new, rather than revised, and the developer has actively attempted to minimise the impacts to users of the changes by initially including the new units into only two qualifications, whilst other qualifications proposed to house the units are under review.</p>
<p>Name of panel member completing Quality Report</p>	<p>Maree Thorne</p>
<p>Date of completion of the Quality Report</p>	<p>8 April 2022</p>

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>Yes</p>	<p>The components proposed for endorsement in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package 8.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:</p> <ul style="list-style-type: none"> • Two qualifications • One new unit of competency, and associated assessment requirements. <p>No credit arrangements exist for the components.</p> <p>An additional two new skill sets were included in the quality assurance process.</p> <p>The AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG) in two parts (Part 1: <i>Overview and Implementation</i> and Part 2: <i>Component Details</i>) has been updated to include the revised components and has been quality assured in this process.</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 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p>Yes</p>	<p>The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including:</p> <ul style="list-style-type: none"> • Coding and titling of units of competency • Addition of the new units as electives in two existing qualifications. <p>The developer confirms that the two qualifications for endorsement were not reviewed in the project. Per 6.2 of the Training Package Development and Endorsement Process Policy (TPDEPP) addition of elective units to qualifications would constitute a minor change or release without requiring re-coding (which is noted in the EE Reports). However, a deleted unit has been removed as an elective from one qualification, and several unit codes and titles of superseded units have been updated, and it would therefore be beneficial to alert users to the additional changes through a coding change</p> <ul style="list-style-type: none"> • New units do not include prerequisite requirements • The CVIG includes information about access and equity and outlines how Foundation Skills have been addressed in units of competency • Information about pathways, and qualification and unit mapping to inform users of changes, including equivalence, is provided in the CVIG. <p>The availability of two new skill sets included in this project provides additional flexibility and pathway options for individuals and employers.</p>
<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 CfE provides detailed information about Skills Impact's development, consultation and validation processes for the draft components, including details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices.</p> <p>An extended consultation period of seven weeks allowed for participation over the December – January holiday period, whilst two weeks for validation meets policy requirements.</p> <p>Summary of the feedback, responses and actions for the project, was available on the project page and was examined in the quality assurance process to validate inclusion or rationales for not, of stakeholder feedback in the components.</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)
Standard 4 Units of competency specify the standards of performance required in the workplace	Yes	Three units of competency were reviewed. The standards of performance required in the workplace are presumed to be confirmed through stakeholder consultation during development.
Standard 5 The structure of units of competency complies with the unit of competency template	Yes	The structure of the three proposed units of competency complies with the unit of competency template.
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	Yes	Assessment Requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment. Reference to either frequency (number of occasions) and/or volume of Performance Evidence is clearly stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	Yes	All three new units of competency have associated assessment requirements, the structures of which comply with the assessment requirements template.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	Not Applicable	As indicated in the CfE the qualifications have not been reviewed in this project.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	Not Applicable	As indicated in the CfE the qualifications have not been reviewed in this project.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Not Applicable	As indicated in the CfE the qualification has not been reviewed in this project. It is stated in the CVIG that no national credit arrangements exist at this time for any Skills Impact qualifications.

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 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>	<p>Yes</p>	<p>The training package components in this submission are accompanied by the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG) Version 8.0 in two parts:</p> <ul style="list-style-type: none"> • Part 1: Overview and Implementation, and • Part 2: Component Details <p>The AHC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment with the information in the CfE and with the proposed components for endorsement.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<p>Not Applicable</p>	

Section 3 – Compliance with the training package quality principles

Note: *not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.*

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	<p>The components proposed for endorsement align to the Case for Change approved by the AISC and outlined in the CfE.</p> <p>The CfE references the 2020 Commonwealth government recommendations to ‘include water literacy in high school and higher education curriculums, including VET, in regional areas’ and a 2021 ACCC recommendation to develop water market education programs as key drivers of the project.</p> <p>The CfE provides detailed information about the extent of industry consultation and stakeholder engagement in the development of the new units and skill sets. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders, which was also evidenced by adoption of feedback provided by stakeholders.</p>
<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 	Yes	<p>The proposed components for endorsement respond to the COAG Industry and Skills Council’s (CISC) training package reforms, evidenced by:</p> <ul style="list-style-type: none"> • foster greater recognition of skill sets <p>The proposed components will be supported by three new skill sets.</p> <ul style="list-style-type: none"> • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors <p>The water units, and skills sets, have application to a wide range of farmers and farm managers who practice irrigated agriculture and/or horticulture which enables the components to be used across related ‘industries’ such as production horticulture, broad acre cropping, and livestock production, and more broadly into turf management or parks and gardens.</p>

<p>to consumers to enable more informed course choices</p> <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 		<ul style="list-style-type: none"> • ensure that the training system better supports individuals to move easily from one related occupation to another <p>The CfE indicates that the new units are intended to be included as electives in approximately 16 AHC qualifications on completion of a later project, which will enable individuals' flexibility to move between related occupations</p> <ul style="list-style-type: none"> • 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 <p>The CfE indicates that across stakeholders 'there were different interpretations of some key terms [] generally arising from the various regulations and rules that exist across different jurisdictions and water markets', and indicates efforts to consult with representatives from all water regions to make sure components do not exclude any water region. A glossary of terms clarifies the terminology used in the components to ensure more clarity for providers and consumers.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>As indicated in the CfE, the driver for the project was to create training framework products specifically to address contemporary issues in navigating complex water regulations and markets.</p>

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>
<p>Support movement of skills within and across organisations and sectors</p>	<p>Yes</p>	<p>Whilst qualifications have not been reviewed in the projects, existing packaging rules enable flexibility in the selection of electives and allow imported electives for broader job roles or specific industry applications.</p> <p>Endorsed components will be supported by three skill sets to provide entry, upskilling and skill movements within and across industry sectors.</p>
<p>Promote national and international portability</p>	<p>Yes</p>	<p>The CfE identifies the complexities and variations in legislation and terminology across national jurisdictions</p> <p>Feedback from peak industry bodies and IRC members in the CfE highlighted the project's imperative to ensure the training products 'work across all state and regional divides', and jurisdictions. The components have been designed to enable national application.</p>

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 regulatory requirements and licensing	Yes	The CfE specifies that 'no components have specific occupational and/or licensing requirements', although does note that 'most components include advice directing users to check and adhere to any legislative and regulatory requirements of the jurisdiction, state or territory in which the training is being undertaken'

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	The CfE details the broad range of stakeholders involved in the projects' consultation, including from all states/territories and national organisations, and specifies in section 5.1 that ' <i>No outstanding issues remain – all issues raised during this project were considered, addressed, and resolved</i> '
Recognise convergence and connectivity of skills	Yes	Qualifications were not reviewed in this CfE. The existing qualifications include imported units from other nationally endorsed training packages including from the MEM, BSB, CPC, NWP, UEE, SIR, STI (and other) Training Packages.

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	Qualifications have not been reviewed in this project. The existing qualification structures include a range of elective options, and options to import from any other training packages or accredited courses, suitable to vocational requirements and context – which ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs. Assessment requirements specify that assessment must take place in ‘a workplace or an environment that accurately represents workplace conditions’ enabling flexibility for the training and assessment to occur in a range of different contexts.
Support equitable access and progression of learners	Yes	Neither the units proposed for endorsement, or the skill sets, require prerequisites or entry requirements, allowing entry and pathways and progression to qualifications.

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	The new units are packaged in skill sets and qualifications to provide a range of pathways for users. As identified in the Equity Report, the CVIG outlines multiple ways to gain qualifications, showing pathways into and from qualifications, as well as listing qualifications recommended by the Industry Reference Committee (IRC) considered suitable for apprenticeships/traineeships. The CVIG specifies that there are no national credit arrangements between the revised qualifications and Higher Education qualifications at the time of endorsement.

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	<p>Industry advice about delivery implementation, including access and equity issues and training pathways, is provided via the AHC CVIG V8.0 which has been quality assured in this process and is ready for publication at the same time as the Training Package components.</p> <p>The Equity Report confirms that the CVIG provides guidance about pathways, access and equity including reasonable adjustment, and use of foundation skills.</p> <p>Foundation Skills are included in the units of competency for endorsement including being specified where the skills are not explicit in the performance criteria. Industry support for the validated components expressed in the feedback summaries and CfE imply that they do not exceed foundation skills required in the workplace.</p>
Support sound assessment practice	Yes	<p>Elements and Performance Criteria of the unit of competency, and the associated Assessment Requirements of Performance Evidence and Knowledge Evidence is closely aligned. Performance Evidence includes very specific and clear reference to volume and/or frequency of performance required, and the Assessment Conditions clearly specify physical conditions, specifications, resources, equipment, materials for assessment.</p>
Support implementation	Yes	<p>The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication.</p> <p>Changes suggested during the Quality Assurance process were mostly adopted by the developers or a rationale provided regarding acceptable reasons for not.</p> <p>Components contain links as required by the templates to the AHC CVIG 8.0 which has been quality assured in this process and is ready for publication at the same time as the Training Package components.</p>

Training Package Quality Assurance

Editorial Report Template

1. Cover page	
Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 8.0
Number of new qualifications and their titles	Nil
Number of revised qualifications and their titles	Two revised qualifications: <ul style="list-style-type: none"> • AHC32422 Certificate III in Irrigation Technology • AHC51422 Diploma of Agribusiness Management.
Number of new units of competency and their titles	Three new units of competency: <ul style="list-style-type: none"> • AHCWAT303 Access, extract and monitor water for irrigation • AHCWAT505 Purchase and sell temporary water for irrigated agriculture, horticulture and production horticulture • AHCWAT506 Identify carryover water or continuous accounting.
Number of revised units of competency and their titles	Nil
Confirmation that the draft training package components are publication-ready	The draft training package components are publication-ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Lina Robinson
Date of completion of the report	5 April 2022

Training Package Quality Assurance

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	The structure of the units of competency complies with the unit of competency template.
Standard 7: <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	The structure of the assessment requirements complies with the assessment requirements template.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	The structure of the information for the qualifications complies with the qualification template.
Standard 10: <ul style="list-style-type: none"> Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template. 	N/A

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	The AHC companion volume implementation guide has been updated as Version 8.0 and complies with the required template.

3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	The unit and qualification codes and titles have been checked and cross referenced throughout the training package products.
<ul style="list-style-type: none"> Units of competency and their content are presented in full. 	All units of competency are presented in full.

Training Package Quality Assurance

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> • The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> ○ absence of spelling, grammatical and typing mistakes ○ consistency of language and formatting ○ logical structure and presentation of the document. ○ compliance with the required templates. 	<p>All draft training products have been checked for:</p> <ul style="list-style-type: none"> • absence of spelling, grammatical and typing mistakes • consistency of language and formatting • logical structure and presentation of the document • compliance with the required templates. <p>Notes to the Quality reviewer:</p> <p>According to policy, the changes made to the AHC32422 Certificate III in Irrigation Technology and AHC51422 Diploma of Agribusiness Management qualifications which were based on adding electives to a qualification and updating elective units, are considered 'minor change'. While the developers are clear on the policy, they are pre-empting that the STA will not approve of 'any qualification with a minor update without a code change'.</p> <p>Changes suggested to the developers during the editorial process to improve clarity, logically structure of information and remove duplication were positively considered.</p>

Training Package Quality Assurance

Equity Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 8.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	Two revised qualifications: <ul style="list-style-type: none"> • AHC32422 Certificate III in Irrigation Technology • AHC51422 Diploma of Agribusiness Management.
Number of new units of competency and their titles	Three new units of competency: <ul style="list-style-type: none"> • AHCWAT303 Access, extract and monitor water for irrigation • AHCWAT505 Purchase and sell temporary water for irrigated agriculture, horticulture and production horticulture • AHCWAT506 Identify carryover water or continuous accounting.
Number of revised units of competency and their titles	Nil
Confirmation that the draft training package components meet the requirements in Section 2 Equity checklist of draft training package components	The draft training package components meet the requirements in Section 2 Equity checklist of draft training package components.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Lina Robinson
Date of completion of the report	5 April 2022

¹ When the number of training products is high the titles can be presented as an attached list.

Training Package Quality Assurance

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<p>The draft training package components reviewed, follow the <i>Standards for Training Packages</i> and <i>Training Package Products Policy</i> in relation to access and equity.</p> <p>The AHC Agriculture, Horticulture, Conservation and Land Management Companion Volume Implementation Guide (AHC CVIG) updated as Version 8.0 has a section on access and equity considerations that details practical ways on how to incorporate reasonable adjustment in delivery and assessment and training products, particularly for learners with disabilities.</p>

Section 3 - Training Package Quality Principles

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

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	The qualifications contain a wide selection of electives that enable application in a range of dog training contexts and allows for units not listed in the elective banks to be imported from other training packages or accredited courses.

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	The newly developed units provide movement within and across sectors of the AHC Training Package.
2. Is there evidence of multiple entry and exit points?	The AHC units are contained in AHC skill sets and AHC qualifications that allows entry and progression to higher qualifications. The AHC CVIG includes a section that outlines the multiple pathways to gain qualifications showing the possible pathways into, and from qualifications.
3. Have prerequisite units of competency been minimised where possible?	The AHC units do not contain any prerequisite units.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The qualifications do not contain any entry requirements, presenting no barrier to entry.

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

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates 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?	The AHC CVIG outlines the multiple pathways to gain qualifications including training and assessment pathway, recognition of prior learning pathway or combinations of each pathway to complete a qualification.

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

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: <ul style="list-style-type: none"> • Pathways • Access and equity 	Yes, the AHC CVIG provides advice on pathways, access and equity and foundation skills.

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
<ul style="list-style-type: none"> • Foundation skills? (see Training Package Standard 11) 	
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>Yes, foundation skills are recognised in the units of competency reviewed, and do not exceed the foundation skills required in the workplace.</p>

Attachment G: Copies of Letters of Support

William Henderson
Skills Impact.
205 Bamawm Rd
3561.

Richard J Anderson

Dear William,

Firstly I must congratulate You on the fine work you have done on the Water Trading project. I was more than happy to be part of the team working with you developing the Units of Competency and Skill Sets and completely endorse the outcome subject matter.

As you are probably aware there has been a number of reports released both State and Federal pointing to the lack of education within the water policy frame work , the latest of which was the ACCC report on the Murray- Darling Basin water markets inquiry March 2021.

This will be seen as a big plus for those involved in Irrigated Agriculture ,especially our young farmers and the next generation of young farmers .

Having spent 35 years working in the Water Policy area I look forward to continuing to work with you to help further develop those educational skills for the next generation,

Regards

Richard Anderson.

Past Chair Victorian Farmers Federation
Water Council .



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www.waterpool.org.au 

Mr William Henderson
Industry Skills Standards Specialist
Level 1, 165 Bouverie Street
Carlton Vic 3053

Dear William,

Thank you for the invitation to participate in the Water Trading Project. I was more than happy to be part of the team working with you to develop the Units of Competency and Skill Sets and I completely endorse the outcome subject matter.

Providing education to irrigation users is a core value for Water Partners, which made this a worthy opportunity to work with you, your team and the other SMEs to produce units which could be utilised across all areas of Irrigated Agriculture.

I believe that this will be particularly relevant to both this, and the next generation of young farmers and hope that we may continue to be part of future development.

Thank you also William. You made the process easy, even through dealing with Covid restraints and Video conferencing and numerous State naming conventions and rules.

Regards,

A handwritten signature in blue ink, appearing to read "Donna Mulcahy".

Donna Mulcahy
General Manager