

# Agriculture & Horticulture Core Skills Project



## Stakeholder Feedback Report - Drafts Available

May 2022

Feedback received during the initial Drafts Available period for the qualifications, skill set and units of competency that have been developed for the Ag & Horticulture Core Skills Project has been positive, with multiple changes and updates suggested by stakeholders to help meet the needs the broad range of job roles covered. Some of the suggested changes required additional consultation. As such a second Drafts Available phase was held to gather feedback on the Diploma of Community Coordination and Facilitation and associated units for a further four weeks.

Thank you to everyone who provided feedback on the draft qualifications, skill set and units of competency that were made available on this webpage from 9 December until 4 February 2022. Thank you also to those who provided input on the draft Diploma of Community Coordination and Facilitation and units which were made available for review and comment from 31 March to 2 May 2022.

**Note:** The table below was edited August 2022 to correctly add reference to stakeholders who provided guidance on this feedback (such as subject matter experts), but were previously omitted.

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
Government State									
Government Local									
Employer									
Peak Industry Body									
IRC Representative									
Regulator									
Training Board									
Registered Training Organisation (RTO)									
Union									
State Training Authority (STA)									
Other									

\* Relevant unions have been kept informed throughout the duration of this project, however none have provided feedback during this consultation period. There are no Regulators relevant to this project.

Below is a summary of the feedback raised during both phases of the Drafts Available stage and how these have been dealt with. This involves consideration of the information provided, views of industry stakeholders and from people who are part of the Subject Matter Expert Working Group process. Resolutions are constructed to consider the needs and views of stakeholders to the extent possible, and to comply with the Standards for Training Package 2012. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, State and Territory Training Authorities (STAs) and training providers.

**Acronyms - PC – Performance Criteria, PE – Performance Evidence, KE – Knowledge Evidence, AC – Assessment Conditions, SMEs – Subject Matter Experts, SMEWG – Subject Matter Expert Working Group, CVIG – Companion Volume Implementation Guide, AHC – Agriculture, Horticulture and Conservation and Land Management, ACM – Animal Care Management, RGR – Racing and Breeding, APH – Agriculture and Production Horticulture, AQF – Australian Qualification Framework, ASQA – Australian Skills Quality Authority**

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Cert III	AHC337XX	Certificate III in Protected Horticulture
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Diploma	AHC512XX	Diploma of Community Coordination and Facilitation
Adv. Diploma	AHC6X422	Advanced Diploma of Conservation and Ecosystem Management

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

A recommendation has been proposed to remove the Certificate I in Permaculture and to use this qualification in its place. As a consequence access to additional units for the electives should include:

AHCPER101 Observe permaculture principles and work practices  
AHCPER102 Support resource conservation practices  
AHCPER Support plant care in a permaculture system.

To provide opportunity for RTO's wishing to provide permaculture training at AQF level 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback, the following changes have been made to this qualification:

Added the following AHCPER units to elective units list:  
AHCPER101 Observe permaculture principles and work practices  
AHCPER102 Support resource conservation practices  
AHCPER 103 Support plant care in a permaculture system

Note: the title and/or code of these units may change as these units are currently under review.

**Organisation Type:** Other

**Coverage:** QLD

**Stakeholder Comments:**

Core units increased to include Maintain the Workplace. Good to increase core units re safety.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
AHCWRK1X1 Maintain the workplace and AHCWHS1X1 Work Safely have been included in the core.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Name change would make it easier as a progression onto the Certificate II etc in Agriculture.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
Title will be Certificate I in Agriculture.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

In the NSW Department of Education there is a steady increase in the uptake of this certificate within stage 5 (Year 10) in schools. Safety and maintaining the work place are paramount!!

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
AHCWRK1X1 Maintain the workplace and AHCWHS1X1 Work Safely, are the core units for both Certificate I in Agriculture and Certificate I in Horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

No members currently deliver this course, we are unable to provide feedback

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

I would like to see two core units and 4 electives The other core should be Maintain the Workplace. This will align with the Certificate I in Agriculture and Certificate I in Conservation and Ecosystem Management. This unit give skills and knowledge to maintain a range of work areas. The qualification descriptor says 'This qualification describes the skills and knowledge required for individuals preparing for entry level work in the horticulture industry' therefore Maintain the workplace fits well with being a core unit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCWRK1X1 Maintain the workplace has been added to the core units list for this qualification, and packaging rules updated to reflect 2 core and 4 electives.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

No members currently deliver this course, we are unable to provide feedback

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Support Gardening work and support nursery work are very similar in the knowledge and performance evidence.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCPGD102 Support gardening work and AHCNSY102 Support nursery work are outside the scope of this project. There are some similarities between these two units; however, AHCPGD102 does not include all of the principles and practices of nursery work and vice versa.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

RE: Packaging Rules

Is there a need to have two groups when the PR are to select from Grp A or B? It would seem only one group be required with the full list.

Or should this read 6 units must be selected from Group A or 6 units must be selected from Group B?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, the packaging rules for this qualification will remain as written as this allows for flexibility of unit selection to reflect student cohort/workplace requirements.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

RE: Group A Electives. Recommend the inclusion of the following for Farms where waste product (animal or plant based) are composted at volume (commercial scale) and require skills in composting:

AHCCOM210 Assess and receive raw materials for composting

AHCCOM202 Recognise and respond to fire emergencies on a composting site

AHCCOM203 Recognise raw materials, production process and products on a composting site

AHCWAT201 Set up, operate and maintain water delivery system for compost

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added the following AHCCOM and AHCWAT units to Group A electives:

AHCCOM210 Assess and receive raw materials for composting

AHCCOM202 Recognise and respond to fire emergencies on a composting site

AHCCOM203 Recognise raw materials, production process and products on a composting site

AHCWAT201 Set up, operate and maintain water delivery system for compost

Note: the title and/or code of these units may change as these units are currently under review in other projects.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

RE: Group A Electives. Additional Elective units that may be of use in this qualification include:

AHCPER202 Harvest, treat and store seed

AHCPER212 Use and maintain garden hand tools and equipment

AHCPER215 Assist with garden soil health and plant nutrition

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added the following AHCPER units to Group A electives:

AHCPER202 Harvest, treat and store seed

AHCPER212 Use and maintain garden hand tools and equipment

AHCPER215 Assist with garden soil health and plant nutrition

Note: the title and/or code of these units may change as these units are currently under review in another project.

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

RE: Removal of RGR units

1. Although the use of horses is not as common as it used to be on farm, with motorbikes and quads taking over so many tasks, many assume that the basics of horse handling aren't necessary for Ag qualifications and that if somebody is wanting to work with horses, they would look for those courses specifically. However;

- a. I think it is important to remember that many young ag graduates do go and work on stations and are required to have knowledge and training in basic horsemanship - if they don't, they are often given a 'crash course' on the job and then we wonder why there are still such high injury rates with young people and horses...
- b. Horses are a prey animal (like cattle and sheep) but we often work with them one on one instead of in 'herds' which means that we are able to slow down and learn so much about prey animal behaviour from horses, that then benefits the work that we do with other animals such as cattle and sheep. Not only is the training helpful, it is transferrable in many cases.
- c. One of the main reasons for injuries off horses is not understanding how to match a horses training and education to the job they are expected to do or match the suitability of the horse to the experience of the rider - this is a critical skill for people to learn, even if (and probably more so if) they only encounter horses periodically throughout their careers in ag.

That being said - I'm not entirely sure that they courses in breeding and insemination are as important as the handling skills. Breeding and insemination and stud work is very specific to studs and properties where horses are the main income. It wouldn't be often (correct me if I'm wrong) that station hands on cattle properties would be doing much horse breeding - from my knowledge, most of the horses used for stock work on large stations are bought from sales like Nutrien and other well know stock/quarter horse sales where the station can be assured of breeding, training and capability.

If I were interested in working on a stud, I would assume I could find training more specific than just an ag qualification?

I would be happy to leave all in as I don't think any of those courses would be a waste of time - however, for an ag qualification, I would be more inclined to leave in the horse handling (including young horse handling) skills over the breeding.

Happy to discuss further if this doesn't make sense.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG discussed this feedback and the decision was made for the RGR units to be removed from the qualification and the ACMEQU units related to horse handling to remain to accommodate the changes to ACMEQU prerequisite requirements.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK2X5 Participate in workplace communications. Bringing this in as a core is a great idea - it is an area of significant feedback with our employers that students need a lot more training in this field.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Core. AHCWRK2X4 Work effectively in industry. This will be a good addition to the core units. It is necessary and should include digital communication.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback, noted.



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

If you are thinking of bringing in identify plants as a new unit it would be a good idea to add AHCCPM204 Recognise plants to this list or at least to Group B electives.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCCPM204 Recognise plants has been added to the elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCMOM216 Operate side by side utility vehicles, is a good inclusion to the Group A element list.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback, noted.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

There are no shearing units on the electives A or B lists. General units AHCSHG201 Crutch sheep and AHCSHG205 Grind combs and cutters for machine shearing are useful on farms.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that these units (AHCSHG201 Crutch sheep, and AHCSHG205 Grind combs and cutters for machine shearing) can be imported into the qualification under the qualification packaging rules

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK2X9 Participate in environmentally sustainable work practices. This unit needs clarification as the environment can mean natural environment and work place environment. Most of the unit seems to be a mix. We need clarification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit is on environmentally sustainable work practices, so the environment is the workplace. However, this unit is core in a number of qualifications (such as agriculture and horticulture) where the work practices can have an effect on the natural environment. As such the unit would need to be contextualised to suit the student cohort. For example on a property the disposal of waste products and material if not done correctly could have an adverse effect on the water catchment or could have an impact on crops, stock feed, native habitat, human population, etc.

Added the following KE bullet points three and four to provide clarity regarding common industry and environmental resources:

- "• resources used in own industry sector, including:
  - labour
  - electricity
  - financial
  - time
- environmental resources used in own industry sector, including:
  - land
  - soil
  - water
  - vegetation".

**SME Advice:**

AHCWRK2X9 Participate in environmentally sustainable work practices has been included in the core of this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

In the MOM group it would be good to have AHCMOM207 Conduct front end loader operations as a Group A elective unit as most tractors on farms have a front end loader.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCMOM207 Conduct front-end loader operations moved from Group B to Group A.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCSOL203 Assist with soil or growing media sampling and testing. This would be a good Group A elective unit for basic soil testing on all farms Dairy, Crop and Grazing.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCSOL203 Assist with soil or growing media sampling and testing moved from Group B to Group A.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Operate chainsaws should be on the MOM list its a required farm skill.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCMOM213 Operate and maintain chainsaws added to the Group B electives.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I agree with 358, chainsaws should be included as an elective. This is a high risk skill and all farms utilise chainsaws through fencing and tree maintenance.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCMOM213 Operate and maintain chainsaws added to the elective Group B.

**Organisation Type:** Other

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCMOM216 Operate side by side utility vehicles. Agree with 358 - good inclusion as quad bikes being phased out in some industries.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

RE: Group B Elective; AHCSOL203 Assist with soil or growing media sampling and testing. Soil sampling very important for govt reef regulations in Central - North Qld. Higher priority move to Group A electives?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCSOL203 Assist with soil or growing media sampling and testing moved from Group B to Group A.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

I would keep both the Certificate II in Agriculture and the Certificate II in Rural Operations. In the Department of Education the more academic students complete the Certificate II in Agriculture and the 18 UoC and the less academic complete the Cert II RO's as there are 15 UoC. I would make the Rural Operations only offer UoC that are animal related and not have any plant UoC. Most schools who complete the Rural Operations students are also in the school Livestock show team so it works in well.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advice is for this qualification to remain an amalgamation of the former AHC20116 Certificate II in Agriculture and AHC21210 Certificate II in Rural Operations. The packaging rules should be flexible enough to cater for academic and non academic students.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: Units in electives should be in core. The highest accident and death rates happen in the industry are Quad bikes/Tractors and Machinery. Should these not be mandatory UoC ?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, these units will remain in the elective units lists as they are not available/used in all workplaces. A general certificate in horticulture must cater for a wide range of industry sectors.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: Core Units. Farm Bio security Unit needs to be developed and be a mandatory UoC. More Agricultural businesses have a Bio security plan and this is ever increasing. Bio security is key to Australian Agriculture on the whole plus individual enterprises. It is an essential CORE UoC!!!

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that there are two biosecurity units (AHC20203 and AHC20204) in elective group A of this qualification and that these two units are to remain in this elective units list, as they are not applicable to all workplaces.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Name of the Qualification

The proposal to combine C2Ag & C2RO to 1 qual - While we think that there is merit in 1 qual with broad QPR which this new qual seems to have the problem is the name. If the name is C2Ag as is proposed it will be a deterrent to many who don't see Ag as their focus but RURAL is their focus. Suggest that at this level a generic qual should be called ie a Cert 2 in Rural Skills.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice the title of this qualification is consistent with the "Agriculture" suite of qualifications, title to remain as "Certificate II in Agriculture".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Qualification Description

Although we like the new set up for this certificate we don't think it can replace the Certificate II in Rural Operations. Certificate in Rural Operations meets the needs of a variety of sectors the job roles and industry sectors listed on the Agriculture qualification description are not a true representation of the cohort of students.

At the least, can the wording from existing Cert II in Rural Operations be added:

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The qualification descriptor has been amended to include the words "Depending on the units selected, individuals can be employed not only in the agriculture industry but also other rural and regional sectors".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Flexibility to bring in Units from other Training Packages

Farming enterprises are getting bigger and need a broader range of skills. Broader skill sets are required by today's workforce. The flexibility that this proposed qual gives to bring units in from other packages is such a good strong way to allow training to meet this industry/student need.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG is in agreement and welcome your support.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

The agriculture qualifications should include units that deal with live exports; animal welfare, loading and unloading animals. This would be a great skill set. Units need to be extensive animal health units.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advice is: There are a number of livestock units available in the elective units list Group A of this qualification that meet this requirement, an example of some of these units are:

- AHC BIO203 Follow site quarantine procedures
- AHCLSK202 Care for health and welfare of livestock
- AHCLSK204 Carry out regular livestock observation
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK207 Load and unload livestock
- AHCLSK211 Provide feed for livestock

There is the potential to develop a skill set on live animal export.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Support for organic farming, composting and permaculture to be incorporated into the qualification.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommendation merging AHCWRK2X9 in the WHS unit and across from certificate I - IV, alternatively moved unit into the list of electives. At the Diploma level the units should remain as a stand alone unit. Reason is due to being environmental sustainable has a relationship with WHS activity.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, AHCWRK2X9 Participate in environmentally sustainable work practices will remain in the core of this qualification as a stand alone unit of competency. The unit reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Teaching the core units is very difficult in a community setting, such as considering the limitations of recycling options.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that the core units in this qualification are applicable for all students undertaking this qualification. While the lack of recycling options may cause difficulty, this could also be seen as an opportunity to improve practices. It should be known that recycling is not an Element or Performance Criteria in any of the core units.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Support in adding three composting units and three permaculture units with the understanding there will not be a permaculture qualification at this level developed into the future.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommend to retain the soil testing units in the list of electives.

Recommend to replace AHCSOL203 Assist with soil or growing media sampling and testing, with a level 2 permaculture unit.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The soil testing unit (AHCSOL203 Assist with soil or growing media sampling and testing) has been moved from Group B to Group A. AHCPER215 Assist with garden soil health and plant nutrition has been added to Group A.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommend that the troubleshooting irrigation system unit to be added to the qualification. The skills need has been identified strong within the industry and RTO attendees.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the troubleshooting irrigation system unit is aimed at a certificate III student, there are a number of AHCIRG units available within this qualification AHCIRG220 Assist with surface irrigation operations, AHCIRG221 Assist with pressurised irrigation operations, and AHCIRG219 Assist with low volume irrigation operations.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Suggest for additional unit relating to technology is needed this includes;

- GPS data practices
- Data collection and recording AHCWRK207
- Crop monitoring and stock monitoring through the use of drone
- Mapping

AHCLPW201 Operate a handheld GPS device is an excellent unit. This should be in as many quals as possible.

There is also a unit on 'collect and record production data', that's a good one too.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that AHCWRK2X7 Collect and record production data is available in the elective units list Group A of this qualification. AHCLPW201 Operate a handheld GPS device can be imported into the qualification under the qualification packaging rules.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The majority of [name of Trainers Network] member organisations are happy to reduce the course from 18 to 16 units, but not if it is at the expense of losing hours which could make the course financially unviable.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Please note that the course duration (nominal hours) will be determined by your STA after the course has been endorsed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

We would like to see clarification of terminology around the use of the word “environment” around it being either the workplace as an environment or the wider natural environment.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit is on environmentally sustainable work practices, so the environment is the workplace. However, this unit is core in a number of qualifications (such as agriculture and horticulture) where the work practices can have an effect on the natural environment. As such the unit would need to be contextualised to suit the student cohort. For example on a property the disposal of waste products and material if not done correctly could have an adverse effect on the water catchment or it could have an impact on crops, stock feed, native habitat, human population, etc.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The inclusion of AHCWRK2X5 Participate in workplace communications as a core unit is supported by the membership.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

Group A - FWPCOT3325 Operate four wheel drive vehicle on unsealed roads.

TGA lists the code as FWPCOT3259 - Operate a four wheel drive on unsealed roads

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

FWPCOT3325 Operate four wheel drive vehicle on unsealed roads, was recently released (January 2022) and has superseded FWPCOT3259 - Operate a four wheel drive on unsealed roads.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Suggest adding as additional elective AHCPGD102 Support gardening work

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCPGD102 Support gardening work, added to the elective unit list.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Good to see an industry related tool unit, we have used MEM18001C however it has become very specific to metal trade tools

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

A basic Lawn care and maintenance unit would be useful and has been lacking.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCTRF208 Support turf establishment is in the elective units list for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCPGD Support gardening work. Agree with 293 however could the Cert I unit be improved to a Cert II garden maintenance practical oriented unit to give students industry experience

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCPGD102 Support gardening work, added to the elective unit list.

Please note that this unit has been recently reviewed and is not currently under review. Your feedback will be noted in our improvements register for consideration as part of any future review of this unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Current cert II weeds, pests & diseases and chemical units have too much expectation for the cert II level. They should be more about basic skills under instruction and assisting a tradesperson rather than current expectations especially in the chemical side of these units.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These units are not currently under review. Your feedback will be noted in our improvements register for consideration as part of any future review of these units.



**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Suggest adding as additional elective AHCIRG 219 Assist with low volume irrigation operations to provide more variety for different workplace requirements and to allow for a broader skill base

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCIRG219 Assist with low volume irrigation operations, added to the elective unit list.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

It is good to see prerequisites required for some units of competency, however I do not see any asterisk in this list of electives.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The elective units listed have no prerequisites. The prerequisite description has been removed from the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCPMG201 Treat weeds and AHCPMG202 Treat plant pests, diseases and disorders. Agree with 899 - the chemical aspects should be more basic and identification areas should be expanded for weeds and pests, There should be an emphasis on IPM and organic means of control and reduction on chemical control.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These units are not currently under review. Your feedback will be noted in our improvements register for consideration as part of any future review of these units.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Remove AHCWRK2X9 Participate in environmentally sustainable work practices from the core and replace with AHCPGD209 Prune shrubs and small trees - this is a core practical Hort. skill. Sustainable work practices are a function of legislation/industry standards and efficiency and should be incorporated into the core units as best practice.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that AHCWRK2X9 Participate in environmentally sustainable work practices has been included in the core of this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCPGD209 Prune shrubs and small trees to remain as an elective unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Agree with 899 that a basic Lawn care and maintenance unit would be useful and has been lacking.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCTRF208 Support turf establishment is in the elective units list.

**Organisation Type:** Registered Training Organisation

**Coverage:** National

**Stakeholder Comments:**

AHCWRK209- Environmentally sustainable practices is a core unit in Cert II Agriculture and is now added in the draft packaging of Cert II Hort. The outcome of the unit is not as it is perceived from the title and if we move it to the elective list that would be better and replace it with AHCIRG221- Assist with pressurised irrigation operations. This unit will have a far better outcome and it's also an important unit as the learners must know how to operate pressurised irrigation systems to manage irrigation.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that AHCWRK2X9 Participate in environmentally sustainable work practices should remain in the core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** National

**Stakeholder Comments:**

Remove AHCCHM201 Apply chemicals under supervision from the elective list as there are already 2 units from the Pest Management unit sector (AHCPMG201-Treat weeds and AHCPMG202- Treat plant pests, diseases and disorders) in core units and the learners will learn all the required knowledge and skills that are included in AHCCHM201.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On advice from the SMEWG, AHCCHM201 Apply chemicals under supervision will remain in the elective units list.

**Organisation Type:** Registered Training Organisation

**Coverage:** National

**Stakeholder Comments:**

Could we possibly add AHCWRK201- observe and report on weather into the qual packaging in electives. This unit is already part of Cert II agriculture, Production Horticulture, Land conservation and management and some other quals? Keeping in view the weather importance, the learners should be able to forecast and monitor the weather and alter their plans accordingly.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On advice from the SMEWG, AHCWRK2X1 Observe and report on weather has been added to the elective units.

**Organisation Type:** Registered Training Organisation

**Coverage:** National

**Stakeholder Comments:**

There is no unit in the qual on plant health or nutrition management. Is there any possibility that a unit on how to maintain plant health and a nutrition plan could be added and preferably moved to core units? The unit will elaborate more on plant nutritional requirements ( Macro and micronutrients) their deficiency symptoms etc.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that plant health and nutrition management is covered in the elective units in the Certificate III as this is the appropriate level (i.e. AHCPM305 Implement a plant nutrition program). There is however, some content regarding plant health and nutrition in AHCPMG202 Treat plant pest, diseases and disorders, which is a core unit.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Great to see AHCWRK2X9 remains as this subject is in a wide range of Training Packages which would indicate its importance to any training provided.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Certificate II should have tastes of all industries in Horticulture which includes irrigation ( a vital for the Murray darling Basin) as well as GIS and wildlife elements in training.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG agree, AHCIRG219 Assist with low volume irrigation operations, and AHCIRG221 Assist with pressurised irrigation operations, are both included in the elective units list to enable selection of appropriate irrigation unit/s to suit the student cohort and workplace.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

RE: AHCWRK2X9 Participate in environmentally sustainable work practices. You could replace this unit with AHCPGD209 Prune shrubs and small trees - which is a core practical Hort. skill. Sustainable work practices are a function of legislation/industry standards and efficiency and should be incorporated into the core units as best practice.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On advice from the SMEWG, AHCWRK2X9 Participate in environmentally sustainable work practices has been included in the core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCPGD209 Prune shrubs and small trees will remain as an elective unit.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

chemical aspects should be more basic at core cert II level. there could be an advanced elective option. IPM should also be incorporated

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that two of the core units (AHCPMG201 and AHCPMG202), include dealing with basic chemical and IPM aspects related to the treatment of weeds and plants.

In addition, AHCCHM201 Apply chemicals under supervision is available as an elective unit that provides for further skills and knowledge on the application of chemicals.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I agree on the number of Core units at Cert II Hort. These are minimum skills required for one to fulfill the tasks and the level in Horticulture/Landscaping.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I agree with 899 regarding AHCPER212- The old MEM1800c was oriented toward engineering. How we can have one that is contextualised to our sector.

I like the idea of placing permaculture in qualification in agriculture. The reason being, issues of sustainability can be taught and applied in any scale.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

AHCIRG221- In response to 179, I would probably suggest that AHCIRG219 be a prerequisites for AHCIRG221. This allows the candidates to first understand the basics of components of irrigation- pipe types and pressure ratings, types of joints and then they can safely learn how to work with high pressure pipes.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCIRG219 and AHCIRG221 are both included in the elective units list to enable selection of appropriate irrigation unit/s to suit the student cohort and workplace. The SMEWG consider the use of AHCIRG219 being a prerequisite to AHCIRG221 but have advised this is not required.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

In response to 899- I find the level in Cert II weeds pests and diseases and chemical units appropriate. The reason being, if an employer is not willing to put through their trainees/apprentices/staff the more rigorous cert III chemical skillsets. The learners/graduand can undertake all the tasks required safely without causing serious exposure to self, others and the environment (under supervision). Considering the current concerns with use of chemicals, I believe we need to have all-rounder candidates who can undertake those tasks without compromising safety.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On advice from the SMEWG, AHCCHM201 Apply chemicals under supervision will remain as an elective unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I agree with 899 and 293- A basic Lawn care and maintenance unit would be useful at Cert II level and has been lacking. Landscape maintenance require skills in lawns maintenance.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCTRF208 Support turf establishment is in the elective units list.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

AHCPER217 is a great general horticulture unit for soils.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The advice of the SMEWG is that this unit can be imported into this qualification under the qualification packaging rules.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

AHCPGD209 is too specific, need a more general pruning unit.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCPGD209 Prune shrubs and small trees is a general pruning unit and is to remain in the elective units list.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

We would like to see a basic irrigation unit in the core.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG agree that basic irrigation is important; however, depending on the workplace, basic irrigation may be pressurised or low volume. As such, the SMEWG advised that both AHCIRG219 and AHCIRG221 should be included in the elective units list to enable a selection of appropriate irrigation unit/s to suit the student cohort and workplace.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommend to remove AHCWRK2X9 Participate in environmentally sustainable work practices unit from core, This belongs in electives, the skills and knowledge should be embedded in all units. This is our opinion for all Certs I, II, III & IV. Only at Diploma they should be core.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

While the SMEWG agree that aspects of environmental sustainability skills and knowledge should be covered in all AHC units (where applicable), their advice is that AHCWRK2X9 Participate in environmentally sustainable work practices should remain in the core of this qualification, as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The [Trainers Network] see the proposed inclusion of eight core units as a problem, this equates to more than 50% of the course. It recognises that the existing five core units are key to all horticultural enterprises, and strongly supports the continued inclusion of those units, but not the additional three units.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, the core units for this qualification are to remain as they are, which is reflective of industry expectations regarding contemporary horticulture practices (particularly for amenity horticulture).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Agree with list of core units listed.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Do not agree with following Elective units and in my opinion must be removed from the list because add little skills to a Horticulturist seeking employment –

Operating quad bike,

Use and maintain garden tools and equipment,

Observe workplace quality assurance procedures,

Use hand and power tools,

Shift materials safely using manual procedures,

Operate side by side utility vehicles.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On advice from the SMEWG, these units are to remain in the qualification as elective units to enable selection of appropriate unit/s to suit the student cohort and workplace.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Do not remove the following units Turf Elective units because students will need to work with Turf:

HCTRF201 Assist with turf construction

AHCTRF203 Renovate grassed areas

AHCTRF204 Support turf establishment

AHCINF203 Maintain properties and structures

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, these units (with the exception of AHCINF2X3 Maintain properties and structures, and AHCTRF208 Support turf establishment) have been removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Irrigation unit more accessible to students to include:

AHCIRG219 - Assist with low volume irrigation operations

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCIRG219 Assist with low volume irrigation operations has been included in the elective units list.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

In Cert II Horticulture I had noticed a large amount of elective, as well as core units, that concentrated on machinery and equipment, in particular tractors and quad bikes. Granted there could be cross pollination of the various fields in not only the AHC training package, but also CPC, SIR and TLI training packages. However, this cross pollination should be limited to 2 or 3 units, not the 6 that is suggested in Cert II Horticulture.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, units to remain in the qualification as elective units to enable selection of appropriate machinery and equipment unit/s to suit the student cohort and workplace. The group are aware that a general certificate in horticulture must be accessible to a wide range of industry sectors.



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

4 units from A, B or C is ok but 25% of the qual from any other Training Package seems overly generous, especially compared to other quals. The risk is RTOs dropping in random units that participants may hold that have not got a lot of relevance. Maybe add "4 units from any other AHC training package, or two from other TPs"?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

After consideration and on the advice of the SMEWG, the packaging rules (importation rule) will remain as written:

"4 units must be from the remaining units listed in groups A, B or C, or any currently endorsed Training Package or accredited course.", as it allows for flexibility of unit selection to reflect student cohort/workplace.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Group C has some great ag related units that are really good to have as options.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Recommend the inclusion of 'AHCCOM Operate compost processing plant machinery and equipment' for farms that process volumes of waste (carcass', animal waste, plants).

Also the addition of :

'AHCPER314 Read and interpret property maps and plans' particularly for large farms or new and developing farms.

'AHCPER315 Coordinate community projects' where small farm holding have access to community based involvement such as volunteer work or farmers markets.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The following changes have been made with regards to AHCCOM and AHCPER units added to elective Group B:

AHCCOM Operate compost processing plant machinery and equipment

AHCPER314 Read and interpret property maps and plans

AHCPER315 Coordinate community projects

Note: the title and/or code of these units may change as these units are currently under review.

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

re: Removal of RGR units

1. Although the use of horses is not as common as it used to be on farm, with motorbikes and quads taking over so many tasks, many assume that the basics of horse handling aren't necessary for Ag qualifications and that if somebody is wanting to work with horses, they would look for those courses specifically. However;
  - a. I think it is important to remember that many young ag graduates do go and work on stations and are required to have knowledge and training in basic horsemanship - if they don't, they are often given a 'crash course' on the job and then we wonder why there are still such high injury rates with young people and horses...
  - b. Horses are a prey animal (like cattle and sheep) but we often work with them one on one instead of in 'herds' which means that we are able to slow down and learn so much about prey animal behaviour from horses, that then benefits the work that we do with other animals such as cattle and sheep. Not only is the training helpful, it is transferrable in many cases.
  - c. One of the main reasons for injuries off horses is not understanding how to match a horses training and education to the job they are expected to do or match the suitability of the horse to the experience of the rider - this is a critical skill for people to learn, even if (and probably more so if) they only encounter horses periodically throughout their careers in ag.

That being said - I'm not entirely sure that they courses in breeding and insemination are as important as the handling skills. Breeding and insemination and stud work is very specific to studs and properties where horses are the main income. It wouldn't be often (correct me if I'm wrong) that station hands on cattle properties would be doing much horse breeding - from my knowledge, most of the horses used for stock work on large stations are bought from sales like Nutrien and other well know stock/quarter horse sales where the station can be assured of breeding, training and capability.

If I were interested in working on a stud, I would assume I could find training more specific than just an ag qualification?

I would be happy to leave all in as I don't think any of those courses would be a waste of time - however, for an ag qualification, I would be more inclined to leave in the horse handling (including young horse handling) skills over the breeding.

Happy to discuss further if this doesn't make sense.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On advice of the SMEWG, the RGR units have been removed from this qualification and the ACMEQU units related to horse handling to remain in the qualification to accommodate the changes to ACMEQU prerequisite requirements.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Group C units.

The units specified in Group C are really good, pretty much all of them are great inclusions. I can see a case for all of these depending upon the type of property and activities being undertaken. Some things that stood out as really useful were backhoe/loader ops, skid steer, the drone units, fork lift ops, the engineering-based units such as welding and tools, and the vehicle loading, livestock care and workplace documentation are all relevant to many places.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the units specified in Group C.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Recommend the inclusion of the newly created water allocation unit; AHCWAT3X1 Procure, receive and monitor water for irrigation, be placed in the electives of this qualification.

Suggestions as to Group A or Group B welcome.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCWAT3X1 Procure, receive and monitor water for irrigation added to elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCWRK3X9 Apply environmentally sustainable work practices, should not be a core unit for this qualification. It isn't clear in its application and as proposed currently pitched at too high a level for a Cert III student.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work practices. Need clarification, which environment are you talking about natural or work?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Please see the content of this unit for clarification regarding unit context.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I agree with opinion 1783. the existing AHCWRK309 Apply environmentally sustainable work practices, is confusion to the lay teacher and application is pitched more to a Cert IV student than Cert III.

my comment in 1797. still stands - I think the environmental compliance is a core learning but maybe designed as an extension of WHS to apply same concepts, principles and risk controls across both

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Qualification Description: It doesn't allow scope to describe or cater to growing interest from urban, peri urban and tree change communities. People who now find themselves needing basic agricultural skills and learning NFF and VFF both recognize these sectors as valid and developing services to cater to them.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On advice of the SMEWG, the content of the qualification description does not exclude individuals from urban, peri urban or tree change communities undertaking this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work practices, environment and sustainability are two different teaching and maybe best to be separated.

Care for environmental (workplace, community and Bio-regional level) is an essential learning and is a natural extension from WHS; care for self care for each other and care of the workplace environment and the environment in which is situated.

Sustainability on the other hand is another conversation and in many ways should be embedded as part of every teaching unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Employer

**Coverage:** QLD

**Stakeholder Comments:**

RE: Group B Electives. Should maintain and operate a chainsaw be here as well?

**Additional Stakeholder Support:** IRC Rep - WA x 1, RTO - WA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCMOM213 Operate and maintain chainsaws has been added to elective Group B.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: Core Units. Again There should be a Bio-security Unit of Competency developed as the major Pastoral Companies all practice it, Intensive industries such as Horticulture/Viticulture/Poultry/Piggery/Feed lots and the rest of the Industry is following. Make it the 3rd Core UoC.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

There are two biosecurity units in the elective units list Group A:

AHC BIO301 Identify and report signs of unusual disease or pest, and AHC BIO303 Apply biosecurity measures.

On the advice of the SMEWG, these units are to remain in the qualification as elective units to enable selection of appropriate biosecurity unit/s to suit the student cohort and workplace.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Overall comment – looks good.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I like the idea of placing permaculture in qualification in agriculture. The reason being, issues of sustainability can be taught and applied in any scale.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Support for composting unit and two permaculture units to be incorporated into this qualification. Also support for AHCWAT3X1 Procure, receive and monitor water for irrigation to be added to this qualification.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 2, Training Board - NT x 1, RTO - NT x 2, Other - NT x 2

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommend to remove AHCWRK2X9 Participate in environmentally sustainable work practices unit from core, This belongs in electives, the skills and knowledge should be embedded in all units. This is our opinion for all Certs I, II, III & IV. Only at Diploma they should be core.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Teaching the core units is very difficult in a community setting, such as considering the limitations of recycling options.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Support in adding three composting units with the understanding there will not be a composting qualification developed at cert III and below into the future.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your support in adding the composting units to the qualification.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Agree that Procure, receive and monitoring water allocation is suits a certificate III qualification.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Suggest for additional unit relating to technology is needed this includes;

- GPS data practices
- Data collection and recording AHCWRK207
- Crop monitoring and stock monitoring through the use of drone
- Mapping

AVI30419 Remote pilot is a good unit. Can then carry out aerial mapping.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

SMEWG advised that AHCWRK2X7 Collect and record production data is available as an elective unit in the Certificate II in Agriculture.

AVI30419 Certificate III in Aviation (Remote Pilot) is a separate qualification, not a unit of competency.

Technology is embedded in a number of AHC units that are available in this qualification and there are a number of AHC and imported technology related units in this qualification, an example of some of these units are:

- AHCBUS301 Use hand held e-business tools
- AHCMOM311 Operate precision control technology
- AVIY0026 Conduct aerial application operations using remote pilot aircraft systems
- AVIY0052 Control remote pilot aircraft systems on ground
- AVIZ0005 Apply situational awareness in remote pilot aircraft systems operations
- BSBTEC201 Use business software applications
- BSBTEC202 Use digital technologies to communicate in a work environment.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommend merging AHCWRK2X9 Participate in environmentally sustainable work practices with the WHS unit. Do similar across all levels from certificate I - IV, alternatively moved unit into the list of electives. At the Diploma level the units should remain as a stand alone unit. Reason is due to being environmental sustainable has a relationship with WHS activity.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Environmentally sustainable work practices and workplace health and safety to remain as separate units as the regulations and legislation are separate and different across the various jurisdictions.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

The agriculture qualifications should include units that deal with live exports; animal welfare, loading and unloading animals. This would be a great skill set. Units need to be extensive animal health units.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback. SMEWG advised that there are a number of livestock units available as elective units in the Certificate II in Agriculture that meet this requirement. There are also a number of elective units available in this qualification that relate to live exports, an example of some of these units are:

- AHCLSK320 Coordinate and monitor livestock transport
- AHCLSK331 Comply with industry animal welfare requirements

There is the potential to develop a skill set on live animal export.

**SME Advice:**

There are a number of livestock units available as elective units in the Certificate II in Agriculture that meet this requirement. There are also a number of elective units available in this qualification that relate to live exports, an example of some of these units are:

- AHCLSK320 Coordinate and monitor livestock transport
- AHCLSK331 Comply with industry animal welfare requirements

There is the potential to develop a skill set on live animal export.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The member organisations are happy with the course as a whole, however feel that the core unit AHCWRK3X9 Apply environmentally sustainable work practices is currently pitched at a higher level than indicated outcome for this AQF level and would support a review of this unit. It was noted that units should reflect the level and work environment, e.g. avoid the use of managing in a Certificate III course.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.



**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

GrowSmart Training has recognised strong industry demand for specific training in Mobile Elevated Work Platforms (MEWP's) for a considerable period of time. These machines are operated extensively in our region for citrus, stonefruit and avocado harvest and tree maintenance.

Before my time at GrowSmart, I understand a review was conducted of available units of competency to address this training need. A decision was made to contextualise the unit AHCMOM305 Operate specialised machinery and equipment to apply to MEWP's and deliver a training program to meet industry demand. Safework SA staff were involved in the original review of the workshop we developed. So this training has been occurring ever since with good feedback from students and employers alike. In discuss with Jason Size today, we're wondering why there isn't a better unit that we can use specifically for this training as the current unit could be applied to a range of equipment.

A quick review today reveals the following units that cover these machines:

- TLID3035 - Operate a boom type elevating work platform (Release 1)
- CPCCCM3001 - Operate elevated work platforms up to 11 metres (Release 1)
- RIIHAN301E - Operate elevating work platform (Release 1)

None of these units are listed under qualifications within our scope of Horticulture and Production Horticulture. What do you suggest we could do towards progress in addressing this gap?

IMPORTANT: Industry is clear that it doesn't want additional bureaucracy and high risk licensing requirements encroaching in the this space. There aren't generally issues with the current arrangements with safety and it's hard enough to get workers for harvest now without adding more red tape and barriers to gaining employment.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

TLID3035 Operate a boom type elevating work platform has been added to Certificate III in Agriculture, elective Group C. Pleased let us know if that now meets your needs.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCIRG346 Operate pressurised irrigation systems. This is a poor choice of unit, particularly as a core unit. It looks at irrigation from a production horticulture point of view/situation and much is not applicable to an amenity horticulture situation particularly in urban environments.

For example it has performance criteria around checking water, power fuel and lubricants. How can these requirements be achieved in systems which use electric pumps or scheme water and how are these requirements relevant?

The P.C also suggest pumps must be primed. This is irrelevant when scheme systems are being used or submersible pumps are being used to provide pressure and flow

The unit also asks for learners to calibrate pressure and flow testing equipment. This is a highly technical skill outside of the scope of this unit, and I would suggest outside of the ability of many training providers to deliver.

P.C also ask for systems to be shut down and drained. This is not done in amenity horticulture except where movable pipes are used which is incredibly rare, particularly on the west coast

The Knowledge evidence is also out of step with many amenity horticulture practices, particularly with standing laterals to remove blockages.

The KE also calls for knowledge of general irrigation methods for low volume systems. This unit is about pressurised irrigation systems. The irrigation training package itself makes a distinction between these two types of systems.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCMOM304 Operate machinery and equipment. It would be good if under the "range of conditions" the list of machinery and equipment could be expanded to include machinery commonly used in amenity horticulture maintenance

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback, this unit is not currently under review.

Your feedback will be noted in our improvements register for future consideration when the review of this unit is next approved for updating.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCARB314 Implement a tree maintenance program. This is quite a specialised arboriculture unit

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCARB314 Implement a tree maintenance program, and AHCARB316 Perform pruning operations will remain as elective units to enable selection of appropriate unit/s to suit the student cohort and workplace requirements.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCARB316 Perform pruning operations. It is obvious that this unit is a specialised arboriculture unit when the performance evidence is read

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This may be a specialised unit; however, on the advice of the SMEWG, AHCARB314 Implement a tree maintenance program, and AHCARB316 Perform pruning operations are to remain as elective units to enable selection of appropriate unit/s to suit the student cohort and workplace requirements.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCIRG338 Troubleshoot irrigation systems. This unit should remain as an elective, and further irrigation units should be added to allow contextualising to suit local industry requirements and practices. The ability to perform a variety of irrigation tasks when employed/working in amenity horticulture on the west coast is critical to maintenance of any horticultural enterprise Suggest adding:

AHCIRG345 Install pressurised irrigation systems  
AHCIRG346 Operate pressurised irrigation systems  
AHCIRG337 Measure irrigation delivery system performance  
AHCIRG 219 Assist with low volume irrigation operations

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCIRG346 Operate pressurised irrigation systems is already included as a core unit. On the advice of the SMEWG AHCIRG338 has been retained as an elective unit and AHCIR337 Measure irrigation delivery system performance has been added as an elective unit. The SMEWG did not agree with the inclusion of AHCIRG345 as it is aimed at the installation of pressurised irrigation systems, and AHCIRG219 as this unit is available and more suitable to the Certificate II in Horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I agree chemical training is important however there is a growing move to alternative treatments and also individuals with hesitancy in using chemicals. Should this not be an elective?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Given the regulatory requirements regarding chemical application, AHCCHM304 Transport and store chemicals, and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been retained as core units.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

This description of this qualification is appropriate.

Many students who attend/have attended the RTO at which I work have used skills developed to progress into roles in local government, garden maintenance companies, landscape maintenance companies, nurseries and owning/operating their own business.

Students enrolling in this qualification include school leavers, career changers (of ages from 22 through to 50+ years of age) and people currently working in the amenity horticulture industry who want to improve their skills and knowledge.

Roles attained after study have included gardener, propagator, irrigation technician, mowing operator, nursery hand, irrigation maintainer, grounds maintenance operator, park operator, nursery assistant/worker and irrigation fitter among others.

It is important that the qualification contains a wide variety of units to allow the qualification to be customised to suit local area needs and provide the skills required by the industry in which the qualification is delivered

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCIRG346 Operate pressurised irrigation systems. Suggest that irrigation is removed from core units into elective units.

I agree that irrigation is a core skill however it would be better dealt with by providing options in the list of electives.

This will allow 4 or 5 electives to be chosen from to suit local industry requirements and practices.

Trying to throw a blanket over irrigation with one unit which suits one sector of industry is wrong.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCTRF306 Prepare sports turf surfaces for play. Unsure how this unit has found its way into this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that this unit should be included in the electives of this qualification as it does have relevancy for some areas of amenity horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Suggest additional units to add to this qualification:

AHCHYD301 Implement a maintenance program for a hydroponic system. Rationale as courtyard and balcony gardens become more and more prevalent, hydroponic systems will be used more for amenity planting in these situations

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCHYD301 Implement a maintenance program for hydroponic systems has now been added as an elective unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Environmental sustainability awareness is important however previous entities of this unit have been set at too high an expectation for Level three. It should be comparable to requirements of the WHS unit as far as expectations.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. All environmental sustainability units have been thoroughly reviewed and content adjusted to realign the level of skills and knowledge required.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCCHM304 Transport and store chemicals. The inclusion of CHM units as core weights the course to chem use. If needed they are good electives or a skill set. Basic chemical safety is in weeds & pests

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG and given the regulatory requirements regarding chemical application, AHCCHM304 Transport and store chemicals, and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been added as core units for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

Agree that AHCIRG346 is unsuitable for a general core unit

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work practices. This unit needs to be thoroughly rewritten before it is included as a core unit for horticulture again.

The current changes do not provide for a suitable change of content at level 3.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been thoroughly reviewed and will be included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

We currently use this qualification as a trade qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Please note that in Victoria the certificate III in Horticulture is listed as a traineeship not an apprenticeship and is therefore not a trade qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCIRG346 Operate pressurised irrigation systems. Irrigation pumps are not always used in irrigation systems, and are a specialised skill set, should not be included in a core unit for horticulture

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCCHM304 Transport and store chemicals.

The key word is Transport-which is mentioned a lot-really about Transport of chemicals in a specific transport vehicle. This is very specific and many of the other criteria around chemicals is already covered in at least 2 of the units in this selection (Core Units).

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG and given the regulatory requirements regarding chemical application, AHCCHM304 Transport and store chemicals, and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been added as core units for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: 293 comment on AHCIRG346 Operate pressurised irrigation systems.

All the other irrigation units seem to have been superseded so this is the only unit that tackles irrigation-its something that needs to be added in but this is a unit is too broad especially with the focus on pumps and technical info on pressure and flow-in amenity horticulture at this level, this is far too technical and specialized, for both student and trainer

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHPCPM204 Recognise plants. Why is this in electives?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that this unit be included in the electives of this qualification, as it is a suitable unit for selection as an elective for students undertaking this qualification as direct entry.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCTRF308 Establish turf. Requires laboratory tests which could be difficult - otherwise straightforward option - just wondering if Turf is a specialised area of horticulture not to be lumped in with general horticulture as it is a completely different skill set.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that this unit be included in the electives of this qualification, as it is a suitable unit for individuals responsible for establishing turf in an amenity horticulture environment.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCDRG305 Install drainage systems. Suited to Landscape only

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that this unit be included in the electives of this qualification, as it is a suitable unit for individuals responsible for installing drainage in an amenity horticulture environment.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCNSY312 Prepare specialised plants. Suitable for indoor plants or perhaps hydroponics - this elective is aimed at a very specific area of horticulture - not that this makes it irrelevant, just perhaps a bit too niche for a general certificate in horticulture.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that this unit be included in the electives of this qualification, as the content of this unit is suitable for a number of amenity horticulture roles.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Packaging Rules.

The increase in core units restricts the ability for providers to customise for various cohorts in a general qualification ('non-trade' as stated in the qualification descriptor).

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, the core units have been increased to better reflect a general 'amenity horticulture' outcome. Given the regulatory requirements regarding chemical application AHCCCHM304 Transport and store chemicals and AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been added as core units for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases.

There would be job roles where chemicals are not used (skills applied in a wide variety of contexts as per the qualification descriptor).

The AHCCCHM304/307 units are often delivered as part of current certificate III programs in AHC but have worked well as electives, allowing providers to offer alternatives as appropriate. The core group already contain two units for pest weed control (AHCPMG301 & 302).

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Given the regulatory requirements regarding chemical application and on the advice of the SMEWG, AHCCCHM304 Transport and store chemicals, and AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been added as core units for this qualification.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

In reference to the chemical units, this group of units are needed to get spray permits in some states. This reduces the students having to get another course to undertake spraying within the workplace.

**Consideration and Proposed Resolution:** noted

Thank you for your feedback and support, regarding the inclusion of these two units meeting the regulatory requirements for chemical application.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCDRG305 Install drainage systems. Amenity horticulture can include drainage installation.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, this unit has only been included in the elective units for this qualification. There is no requirement for a student to have to undertake this unit if it does not meet their current/future outcomes.



**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

Many employers do consider this a trade qualification as much of the units are also offered in other recognised trade areas such as Parks and Gardens, Turf etc. By excluding this as a trade qualification will disadvantage students who complete this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The decision as to what qualifications are funded and deemed as a trade qualification (apprenticeship) varies in each state/territory and generally this depends on the outcome of an independent consultation each state/territory undertakes with employers when considering a qualification's suitability and funding requirements. For instance, in Queensland the certificate III in Horticulture is currently only listed as a traineeship, not an apprenticeship.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work practices. This unit needs to remain as an elective rather than a core unit. Otherwise the unit needs to be re written to allow greater and broader scope for delivery, not all RTO's or organisations have the facilities to able for students to demonstrate the requirements of the unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

The unit has been updated and written with delivery flexibility in mind. Therefore, those RTOs that don't have the facilities can undertake the assessment of skills in 'a workplace setting or an environment that accurately represents workplace conditions'.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCMOM304 Operate machinery and equipment. I agree with 293 that the list of machinery needs to reflect a wider variety of amenity hort machinery. eg corer zero turn mower chipper

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit is not currently under review. Your feedback will be noted in our improvements register and this feedback will be considered as part of any future review for this unit.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work practices. In response to 1717. This unit has been rewritten, the unit is better suited to Cert 3 level.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: AHCIRG346 Operate pressurised irrigation systems. Agree with 293, Irrigation should be added as a elective rather than a core unit within this qualification. Another consideration is that not all RTO's have sufficient facilities or scope to deliver this unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

Great inclusion of AHCPM306 as an elective rather than a Core. AHCPM303 is more of an appropriate unit for a general horticulture qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

AHCPGD309 Perform specialist amenity pruning and AHCPM3X8 Identify and select plants, should not be in core. Leave as an elective.

AHCPMG301 Control weeds & AHCPMG302 Control plant pests, diseases and disorders, can remain and remove CHM units back to elective.

Too many core units.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the core units in this qualification are applicable and core tasks for all amenity horticulture workplaces, as such the six core units mentioned (AHCCHM304, AHCCHM307, AHCPM3X8, AHCPGD309, AMCPMG301 and AHCPMG302) are to remain as core units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: PCM305 Implement a plant nutrition program. This unit should be considered as a core unit. the information contained within it provide a framework to understanding and working with soils and therefore should not be an elective choice. More important and relevant than an irrigation unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and for your support for the inclusion of AHCPGD309 Perform specialist amenity pruning, as a core unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: AHCPG309 Perform specialist amenity pruning, This is an excellent choice as a core unit in this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and for your support for the inclusion of AHCPGD309 Perform specialist amenity pruning, as a core unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

CIII Hort. is a recognised qualification for a traineeship.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Yes, it is recognised as a traineeship but not an apprenticeship (trade) qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCMOM304 Operate machinery and equipment, needs to be re-written to reflect Hort. machinery/equip. practices. Then should be included as a core skill

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that the content of this unit is applicable to amenity horticulture practices and includes machinery/equipment such as spraying equipment, mulching and chipping equipment (which are widely across a variety of horticulture workplaces).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I believe we need a 'trade' horticulture qualification. Many Trainees / employment wants to utilise this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The decision as to whether a qualification is a trade qualification is not within the remit or scope of a Skills Service Organisation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: AHCARB314 Implement a tree maintenance program, A better choice for this qualification is AHCPM307 Implement a plant establishment program. The AHCARB units do not fit in this qualification and should remain in ARB specific qual

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCPM307 Implement a plant establishment program, AHCARB314 Implement a tree maintenance program and AHCARB316 Perform pruning operations to remain in this qualification as elective units to enable the selection of the most appropriate unit/s to suit the student cohort and workplace requirements.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Chemical units should be electives. The basics are covered in AHCPMG301/302. Industry/individuals can request if required for their job roles.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG and given the regulatory requirements regarding chemical application, AHCCHM304 Transport and store chemicals, and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been retained post first draft review as core units for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work - should be an elective - or incorporated into other core units as part of 'best' practice.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHPCPCM303 Identify plant specimens should be moved to core. Must have a plant based recognition unit in core. This will compliment the new AHPCPCM3X8 Identify and select plants.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHPCPCM3X8 Identify and select plants to remain in the core, and AHPCPCM303 Identify plant specimens to remain in the elective units list for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Agree that this is NOT a trade qualification. If it became a trade qual it would defeat having streams like parks and gardens and production nursery that have to do a 3yr apprenticeship.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCPGD309 Perform specialist amenity pruning. This is too specialised to be put into this qual. If there is a generic pruning unit that would be fine but this one belongs in parks and gardens qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCPGD309 Perform specialist amenity pruning is a suitable unit for inclusion as a core unit in this qualification as it covers pruning skills and knowledge that are applicable to amenity horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I think 11 core units are too much - Chemicals should be pulled back into electives, as with the irrigation. If these three are removed from core then you will have 8 cores which have a great spread required for students and this would also allow for more electives to be used to stream a Cert III (ie more nursery focused). There is a cross over between AHCCHM307 and the two PMG as well which could be quite repetitive as they are all core

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, the core units have been increased to better reflect a general 'amenity horticulture' outcome. Given the regulatory requirements regarding chemical application AHCCHM304 Transport and store chemicals and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases, these two units have been added as core for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCTRF309 Implement a grassed area maintenance program. Grassed area maintenance is a good elective for this qualification, other turf units belong in turf specific qualifications

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCTRF306 Prepare sports turf surfaces for play, and AHCTRF309 Implement a grassed area maintenance program, to remain in this qualification as elective units to enable the flexibility of selection of appropriate unit/s to suit the student cohort and workplace.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: PUASES008 Undertake storm water damage operations. It will be a very rare RTO that can deliver and assess this unit to the requirements of the unit of competency

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, this unit is to be retained in the elective unit list as it provides flexibility to the student cohort/workplace requirements and the working group note that RTOs are not mandated to place this elective unit on scope should they not be able to deliver and assess.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCIRG346 operate pressurised irrigation systems should be an elective. Many of our students do troubleshoot irrigation which is more practical and does not require a plumber to tap into mains. Would recommend that troubleshoot become a core if irrigation is required.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: Packaging Rules. 826 raises a very good point.

11 core units leaves little room for contextualisation of the qualification to suit local industry requirements.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, the core units have been increased to better reflect a general 'amenity horticulture' outcome. Given the regulatory requirements regarding chemical application AHCCHM304 Transport and store chemicals and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases, they have been retained post first draft review as core units.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCWRK3X9 Apply environmentally sustainable work practices. Thoroughly agree with 1791. It is time that environmental best practice is embedded in units not left standing alone with outcomes that are unachievable

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

I agree AHC307XX is not a trade qualification as it is too general and not enough time spent on practical to become trade qualified.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements. I would like to see some form of entry requirement for this qualification. When teaching I find the majority of the time is taken up with level 1 and 2 qualifications so all students are at a base level. Students with some experience or Level 1 or 2 find this frustrating and the classes tend to split into 2 with more experienced students not attending.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification is aimed at someone entering the workplace and as such entry requirements would not be appropriate for this qualification as they become artificial barriers to learning.

As per clause 5.2 of the RTO Standards - Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides any requirements the learner needs to meet to enter and successfully complete their chosen training product.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

I agree with 293 - AHCIRG346 Operate pressurised irrigation systems, is not relative to Amenity horticulture and should be in the Production horticulture package. A basic irrigation unit would be preferred.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCPGD309 Perform specialist amenity pruning. I agree with 623 - A basic pruning unit would be far more beneficial

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCPGD309 Perform specialist amenity pruning is a suitable unit for inclusion as a core unit in this qualification as it covers pruning skills and knowledge that are applicable to amenity horticulture.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

AHCTRF306 Prepare sports turf surfaces for play, is a specialised unit for Turf management and not suited to general horticulture.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCTRF306 Prepare sports turf surfaces for play, and AHCTRF309 Implement a grassed area maintenance program, to remain in this qualification as elective units to enable selection of appropriate unit/s to suit the student cohort and workplace requirements.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

I agree with 1760 - AHCNSY310 is a small niche with the indoor plant component not used in industry as much as an outdoor plant display

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCNSY310 Install and maintain plant displays, and AHCPGD308 Plan and maintain plant displays are both included in the elective units list for this qualification to enable selection of appropriate unit/s to suit the student cohort and workplace requirements.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

AHCCHM modules need to be grouped together. can't have /deliver one without the other

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCCHM304 and AHCCHM307 have both been included/grouped together in the core units list as they meet the regulatory requirements for the application of chemicals.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Should turf (which is quite specialised) be in the hort qual?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, the turf units chosen do belong in this qualification (AHCTRF306 Prepare sports turf surfaces for play, and AHCTRF309 Implement a grassed area maintenance program). They enable selection of appropriate unit/s to suit the student cohort and workplace.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

The Qual. is lacking units in innovation/ technology/continuous improvement and business to business/customer skills.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These aspects are covered in a number of competencies listed in both the core and elective units within this qualification. This was of particular interest and focus during the recent review of the nursery (AHCNSY) and parks and gardens (AHCPGD) units of competency.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

RE: Trade qualification or not. For all intents and purposes it is often treated as a trade qual by employers and by staff. i would like to see it formally recognised as a trade qual or increase education about it not being a trade qual and instead direct applicants to the streams of nursery or parks and gardens. funding issues arise if using this as a generalist course before deciding where to specialise.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The decision as to whether or not this qualification is treated as a trade qualification is outside the scope of this project or any Skills Service Organisation remit.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

as said - chemicals as electives and include more IPM. could consider moving irrigation to electives as not all RTOs can deliver this effectively.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG regarding the regulatory requirements for chemical application, AHCCHM304 Transport and store chemicals, and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been retained as core units, post first draft. AHCPMG301 Control weeds and AHCPMG302 Control plant pests, diseases and disorders (both currently listed as core units) also cover aspects of IPM. Industry stakeholders will have another opportunity to consider their appropriateness of being retained as core units during the validation stage review.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

RE: Entry Requirements. this is a cert III. there should be some Entry requirements added and/or demonstrated experience operating at a trade or leading hand level for min 2 years.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification is aimed at someone entering the workplace and as such entry requirements become artificial barriers to learning and would therefore not be appropriate for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I agree with 179 and 678 that this should be a trade qualification - We teach to the same level to trainees and apprentices and general public. No need of disadvantaging the latter.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The decision as to whether or not this qualification is treated as a trade qualification is outside the scope of this project or any Skills Service Organisations remit.



**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I would suggest AHCIRG346 Operate pressurised irrigation systems and AHCPGD309 Perform specialist amenity pruning, should be taken out from the core and become electives.

I like the inclusion of AHCWRK309 Apply environmentally sustainable work practises as a core- we need to embrace environmental sustainability in our horticulture/landscaping practice.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The core units have been increased to better reflect a general 'amenity horticulture' outcome. On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed. The SMEWG also advised that AHCPGD309 Perform specialist amenity pruning is a suitable unit for inclusion as a core unit in this qualification as it covers pruning skills and knowledge that are applicable to amenity horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I agree with 1717- CCM units should be electives and or delivered as skillsets.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Given the regulatory requirements regarding chemical application and on the advice of the SMEWG, AHCCHM304 Transport and store chemicals, and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been retained as core units following first draft consultation and will be available again for consideration for their appropriateness during the validation review stage.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I agree with 1591- What I have mostly experienced is that people with no experience or cert I and or II still want to start at Cert III level since there are no prerequisites. Cert III is more of an application than learning the basics. This becomes harder to deliver to a class with various levels of skills and knowledge.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification is aimed at someone entering the workplace and as such entry requirements become artificial barriers to learning and would therefore not be appropriate for this qualification.

As per clause 5.2 of the RTO Standards - Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides any requirements the learner needs to meet to enter and successfully complete their chosen training product.

**Organisation Type:** Peak Industry Body

**Coverage:** SA

**Stakeholder Comments:**

I read the comments re the Cert III Hort and I actually believe that it should be a trade. The practical nature of much of the training equates to a trade level qual. I note that TAFE see this as a trade level qual and I really think it is.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The decision as to whether or not this qualification is treated as a trade qualification is outside the scope of this project or any Skills Service Organisations remit.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Similar to the Cert II in horticulture, the proposed 11 units, make up well in excess of 50% of the course and this is not seen as appropriate. This course is currently delivering five core units and 11 electives, the proposed extension of these to 11 units sees the ratio switch, and flexibility removed from the course which currently allows the course to be delivered to suit specific industry requirements in different regions. It was noted that this is a general qualification and the proposed changes will limit the ability of training to reflect work duties.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and have confirmed that the core units have been increased to better reflect a general 'amenity horticulture' outcome. Given the regulatory requirements regarding chemical application AHCCHM304 Transport and store chemicals and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases have been added as core units.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed.

The SMEWG also advised that AHCPGD309 Perform specialist amenity pruning is a suitable unit for inclusion as a core unit in this qualification as it covers pruning skills and knowledge that are applicable to amenity horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCPDG309 Perform specialist amenity pruning and AHCIRG346 Operate pressurised irrigation systems are both seen by the members as being too specialised for this qualification and should be removed from the proposed core units.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed. The SMEWG also advised that AHCPGD309 Perform specialist amenity pruning is a suitable unit for inclusion as a core unit in this qualification as it covers pruning skills and knowledge that are applicable to amenity horticulture.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCPCM3X8 Identify and select plants is considered by the member organisations as a good unit to use, with some amendments based on the feedback on the Skills Impact website, members thought that the new unit was good and relevant.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Core units to re consider:

AHCIRG346 – Operate Pressurised Irrigation systems – Online students do not always have access to pressurised irrigation.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCIRG346 Operate pressurised irrigation systems is a suitable unit for inclusion as a core unit as the knowledge and skills in this unit of competency are applicable to the majority of workplaces where students undertaking this qualification would be employed. Please note that as stated in the assessment requirements, the individual must have operated a pressurised irrigation system on at least two occasions in a workplace setting or an environment that accurately represents workplace conditions.

**Organisation Type:** Peak Industry Body

**Coverage:** TAS

**Stakeholder Comments:**

Need a unit of competency that addresses 'substrate production'. A unit on this would be great at Certificate III.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

This is covered in a number of units in the AHC training package including AHCSOL305 Prepare growing media. This unit has therefore been added to the elective units list.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

RE: Qualification description. Please reference to 'community' or 'community organisations'. This qualification is widely used in NT; Yulara and Katherine - landscape gardeners. We love it.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The qualification descriptor has been amended to include the words "Depending on the units, selected individuals can be employed not only in the agriculture industry but also other rural and regional sectors, and community organisations".

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

The core of Cert III in Rural Ops should include a unit on 'employability skills'.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that the core units in this qualification provide the core employability skills applicable to this qualification. Additional employability skills applicable to specific workplaces can be included through the selection of elective units under the qualifications packaging rules.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Remove sustainable practices for the list of core units and add the learning across all units and move the unit to the list of electives.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Recommendation to use PER217 soil unit, the unit is a better fit for general horticulture skills and will cover all growing of sampling.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCPER215 Assist with garden soil health and plant nutrition has been added to the elective units list for this qualification.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Troubleshooting irrigation units should be added to the list of core units.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCIRG338 Troubleshoot irrigation systems has been added to the elective units list for this qualification.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Technology units are needed, drones are being utilised. Examples include pest management. Crop and stock monitoring. Virtual fencing.

Suggest CUAPHI316 -

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CUAPHI316 Capture images using drone technology has been added to the elective units list for this qualification, along with a number of units dealing with pest management, crops and stock.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

No comment for this course.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Packaging Rules; 6 units must be from this Training Package.

Rather than "This" should that state Agriculture, Horticulture and Conservation and Land Management (AHC) Training Package?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Changed to "6 units must be from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Overall comment – looks good.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This is a good course, but it is not being delivered as it is not currently on the funded course list.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Organic Farming is a sector that should use this qualification.

Packaging rules should provide for a specialisation in organic farming.

i.e. Where appropriate electives may be packaged to provide a qualification with a specialisation area as follows:

-at least 4 electives must be selected with the unit code AHCORG from the electives list below for the award of the Certificate IV in Agriculture (Organic Farming)

The electives list in this qualification should include the following AHCORG Units (or their relevant reviewed version):

- AHCORG401 Manage biodynamic production
- AHCORG402 Manage organic livestock production
- AHCORG403 Manage organic soil improvement
- AHCORG404 Arrange selling through community based marketing
- AHCORG405 Implement sustainable practices in the organic farm business
- AHCORG406 Oversee compliance with an organic certification scheme
- AHCORG408 Manage on farm composting

Please refer to Skills Impact project for Permaculture, Composting and Organic Farming

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback, the following changes have been made to this qualification:

Changed the packaging rules to include the following:

"For the award of the Certificate IV in Agriculture (Organic Farming) choose:

- 4 units from group A with the unit code AHCORG
- 3 units from groups A or B
- 2 units from the remaining units listed in groups A or B, or any currently endorsed Training Package or accredited course."

Moved/added the following AHCORG units to elective Group A:

- AHCORG401 Manage biodynamic production
- AHCORG402 Manage organic livestock production
- AHCORG403 Manage organic soil improvement
- AHCORG404 Arrange selling through community based marketing
- AHCORG405 Implement sustainable practices in the organic farm business
- AHCORG406 Oversee compliance with an organic certification scheme
- AHCORG408 Manage on farm composting

Note: the title and/or code of these units may change as these units are currently under review.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Please see comment earlier for additional ORG units to include for Organic Farming

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback, the following changes have been made to this qualification:

Moved the following AHCORG units from elective Group B to elective Group A:

- AHCORG401 Manage biodynamic production
- AHCORG402 Manage organic livestock production
- AHCORG403 Manage organic soil improvement

Note: the title and/or code of these units may change as these units are currently under review.



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

These entry requirements are a barrier for students who have completed year 12 and are wanting to enter the ag industry, those who are career changers or university graduates. They are also a barrier for those in the horticulture industry that want to enrol in a cert IV in Agriculture as they will not hold ag crop production skills, but potentially production or amenity horticulture. I am curious as to why we have entry requirements for this qualification. All RTO's have a regulatory responsibility to only enrol students who have a reasonable chance of success. My preference is to remove the entry requirements, the RTO's pre training review and interviews will weed out those who are not suitable.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and requested that the following sentence needs to be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Additional units that would be useful for this qualification includes

AHCPER401 Provide advice on permaculture principles and practices (This unit would expose agriculturists to permaculture)

AHCPER406 Identify and analyse bioregional characteristics and resources (This unit would be of interest to farmers who also have an interest in conservation, or community based farming)

AHCPER407 Design harvesting and storage systems for farm products (working title) (This unit may be of interest to small farm holding with multiple products to be stored in different ways)

AHCPER409 Manage a seed bank (Useful for farms who harvest and store their own seed)

AHCPER411 Operate within a sustainable community and bioregional development program (this unit would suit community based farming operations)

For farms with a need to process volumes of farm waste including (Carcass', animal waste and plant waste)

AHCCOM401 Develop a composting recipe

AHCCOM402 Plan and schedule compost production

These units have been used in the past for farms who process their own chicken shed turnover or animal mortalities.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The following changes have been made to this qualification:

Added the following AHCPER and AHCCOM units to elective Group B:

AHCPER401 Provide advice on permaculture principles and practices

AHCPER406 Identify and analyse bioregional characteristics and resources

AHCPER407 Design harvesting and storage systems for farm products

AHCPER409 Manage a seed bank

AHCPER411 Operate within a sustainable community and bioregional development program

AHCCOM401 Develop a composting recipe

AHCCOM402 Plan and schedule compost production

Note: the title and/or code of these units may change as these units are currently under review.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK4X3 Supervise work routines and staff performance.

I am not sure this should be a core unit. It is appropriate as an elective, but our preference is to remove it from the core list.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and advised that AHCWRK4X3 Supervise work routines and staff performance is to remain as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Two years relevant agriculture industry experience.

If this requirement for enrolment must stand, then it is preferable to list it as 'significant industry experience' similar to what is listed for ACM40418.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and requested that the following sentence needs to be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK4X5 Implement and monitor environmentally sustainable work practices.

Same comment as for supervise work routines. A good unit as an elective, but to utilise it for a core is not appropriate.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

The SMEWG considered this feedback and advised that AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Packaging Rules.

Refer to Training Package Products Policy Section 3.2.1 'Entry requirements must be specific to the knowledge, skills, or experience required to commence the qualification, and expressed in terms of competency or licensing.'

This qualification has not had an entry requirement previously. What evidence is there for the need for an added entry requirement for this qualification?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and the following sentence be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCWRK4X3 Supervise work routines and staff performance. Adding this as core disadvantages the owner operator that does not employ staff. I recommend leaving as an elective

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and advised that AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Please re-instate BAC404 as an elective (A). It is a significant unit in the creation of a balanced cropping and animal production C IV program. I have not noticed it mentioned on the units earmarked for deletion list??

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCBAC404 has been superseded by AHCBAC413 Plan and implement agricultural crop maintenance. Only current units can be included within an updated qualification. This updated unit is in Group A of this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: Core Units. Adding additional core units generally means an addition to scope process for the RTO. it seems that when reviewing qualifications the RTO workload is not considered but it is the RTO that has to implement the packages

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The last full review of this qualification was in 2016. AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard for this qualification.

The SMEWG appreciates and understands the impact changes made to qualifications have on RTOs and do take this into consideration when undertaking the review. However, ensuring the qualification is fit for the next 3 - 5 years is vitally important and all the changes made are reflecting the minimum standards in skills and knowledge expected by employers/employees of those graduating in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Core requirements should remain at just the WHS unit. It is universally achievable unlike the AHCWRK4X3 Supervise work routines and staff performance unit which would not be relevant to a parent-child small farming operation.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Core should remain as just WHS4X1 - agree with comments 1318 & 1764 & 255

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Core. These additional core units do align with the qualification description. I think they're a good addition.

**Consideration and Proposed Resolution:** Noted

Thank for your feedback and support.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Given the position of the industry and adoption rates of technology on farm, there is a distinct lack of units reflecting these industry changes, at a farm management level should there not be a unit designed to supervise & implement a farm technology program?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG suggest that supervising farm technology can be covered under AHCMOM402 Supervise maintenance of property, machinery and equipment (this unit is in elective units list Group A).

AHCAGB521 Select and use agricultural technology can also be imported into the qualification under the qualification packaging rules, as such, the SMEWG does not believe there needs to be a separate unit on "supervise and implement a farm technology program".

It should be noted that technology is also embedded in a number of the AHC units that are available in this qualification and there a number of imported technology related units in this qualification, an example of some of these units are:

- AHCAGB405 Analyse and interpret production data
- AHCDRY402 Manage milking shed operations
- AHCLSK339 Pregnancy test livestock
- AHCSDT412 Perform advanced tests on seeds
- BSBINS402 Coordinate workplace information systems
- BSBTEC401 Design and produce complex text documents.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Core, AHCWRK4X5 Implement and monitor environmentally sustainable work practices. We need clarification is this natural environment or work environment?

Agree with 1318

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit is on implementing and monitoring environmentally sustainable work practices, so the environment is the workplace. However, this unit is core in a number of qualifications (such as agriculture and horticulture) where the work practices can have an effect on the natural environment. As such the unit would be contextualised to suit the student cohort.

Please see the content of this unit for clarification regarding the context of this unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Stipulating these entry requirements may be placing unnecessary barriers - as per comment 1764

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I believe we need to add the "CPPREP4301 Confirm and market livestock for sale" unit to the list of electives (possible group B). We have an elective on buying livestock and one of transporting livestock but no units on 'selling' livestock. This is the most important part of a livestock farm business and crucial to the success of the business. This needs to be part of Cert IV training.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CPPREP4301 Confirm and market livestock for sale has been added to elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Also agree with others AHCWRK4X5 Implement and monitor environmental sustainable work practices, not to be used as a core, keep it as an elective.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Agree with others AHCARK4X3 Supervise work routines & staff performance, should remain as an elective - as it penalizes those who do not supervise staff.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Entry Requirement don't reflect requirements for core units.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Core Units. Agree with other comments - can see the reason for the WHS unit, but the other two units are not appropriate for family run farms. Sustainable practices are taught as industry best practice in other production units.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard for this qualification.

On SMEWG advice, the additional two core units listed in this qualification will remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Agree with 1764 and 1783 re Entry requirements. These requirements present a hurdle for enthusiastic people trying to enter Agriculture - strange approach for an industry which says it is short of skilled labour!

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Addition of AHCWRK4X3 Supervise work routines and staff performance, is unnecessary and not relevant to owners/farmers who do not employ or supervise others. This unit should remain as an elective, not core.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Agree with comments above (251) that CPPREP4301 Confirm and market livestock for sale, would be an important addition to the list of electives. Selling livestock is a principal function of livestock enterprises and critical to the successful operation of the business. CPPREP4302 Prepare livestock for sale, would also be an appropriate addition to the electives list for the above reasons.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CPPREP4301 Confirm and market livestock for sale and CPPREP4302 Prepare livestock for sale, have been added to elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements. I agree with other's comments . I don't see the need for these entry requirements and believe it will exclude many potential students.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK4X5 Implement and monitor environmentally sustainable work practices. Agree with others comments, again a suitable elective unit but not core.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK4X3 Supervise work routines and staff performance. I agree this should not be a core unit. Assumption that all farms have multiple staff.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, which has been requested by industry as the minimum standard for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Would also like to see organic and regenerative farming units in qualification.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

There have been a number of organic, permaculture and composting units added to the qualification. There are also several biodiversity, environment, soil and water units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The entry requirements present an unnecessary barrier to enrolment. We review students suitability for enrolment at the time of application including a LLN assessment and requirement that the student has suitable farming

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We feel these entry requirements are prohibitive to students who we generally have enrolling in this qualification and who go on to successfully complete the qualification. LLN testing filters out unsuitable students and the requirement to have access to a suitable commercial case study farm with access to production and financial records is adequate.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We would recommend that there is one core unit- AHCWHS4x1. The other two units should be elective units. Sustainable work practices are already built in to most units and is more appropriate there. AHCWRK4x3, whilst a good unit, this unit should remain as an elective as it is not appropriate to owner operators.

There are a large number of unit code changes that will need to be dealt with.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The last full review of this qualification was in 2016.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, and the three core units have been requested by industry as the minimum standard of skills and knowledge required for this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Bio-security !!!!! Important even more at this level of training and education. Needs to be a Core Unit of Competency. Implement a Bio security Plan!!!

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC BIO401 Plan and implement a biosecurity program is in the elective units list Group A. The SMEWG considered this feedback but advised that this unit should remain in the qualification as an elective to enable selection of appropriate unit/s to suit the student cohort and workplace.



**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Entry Requirements

We do not agree with entry requirements. Some of our current Cert IV students are new to the industry and recent school leavers. Students should not have this training taken away from them. We need keen and passionate entrants into the Ag industry – these entry requirements will not assist in this workforce need.

Examples of people that the entry requirements would not accommodate are:

- Teachers
- Mature age looking to get into Ag (ie changing career and focus)
- People from aligned industries with relevant and transferable skills eg mining and Civil
- Family farms where a person marries into the family and wants to develop their knowledge in Agriculture

Strongly disagree. The Ag industry needs anyone who is keen and able to enter the industry and can transfer skills to the sector.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Core Units

Should only have 2 core units.

AHCWRK4X3 – a bit general and light on and takes an elective unit away from the qual. Best to leave the work routines to be covered in specific units eg livestock and cropping etc. Many people at level IV are not supervising people (family farms may not employ people). The inclusion of this unit as a core, would be inapplicable to a large number of students that would undertake this course.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, and the three core units have been requested by industry as the minimum standard of skills and knowledge required for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Permaculture units should not be included in this course, there are very few trainers qualified to teach them, and do not have a stand-alone permaculture qualification, they do not fit with the Cert IV agriculture.

**Additional Stakeholder Support:** RTO - VIC x 4

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The permaculture units have been included in the qualification on the advice of permaculture industry representatives. They are included as electives and should only be selected if the RTO has suitable trainers.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Entry requirements are a barrier to entry, all entry requirements should be removed, as they prevent people with experience that is transferable from industry to industry (e.g. horticulture to agriculture), secondary school leavers (which may have studied some agriculture as a VCE subject but not necessarily as a VET course) and international students from participating in the course. The network membership is unanimous in its opinion that this should be removed from the course. It was noted that RTO's already have to conduct pre-training reviews and can only enrol people with a reasonable chance of success into a course. Furthermore, it was noted that a year 12 leaver could go straight into a degree course, but with proposed entry requirements, not be able to enrol in a CIV in Agriculture. There was also discussion on the existing skills shortage in Agriculture, and that the more barriers that are put up, could lead to an even greater skills shortage in the future, e.g. attracting people from other industries.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK4X3 Supervise work routines and staff performance is not an appropriate unit as a core. It is not teachable to a student not directly involved in rostering and staff supervision. In order to deliver this unit, it would need to be rewritten to "preparing" students to take on these rolls. The unit as it is currently written is not deliverable in a classroom environment using scenarios and roll play.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X3 Supervise work routines and staff performance is appropriate as a core unit as it ensures individuals have the minimum supervisory/managerial skills required for the job roles associated with this qualification, and the three core units have been requested by industry as the minimum standard of skills and knowledge required for this qualification. The assessment conditions of this unit allow for assessment to be undertaken in a workplace setting or an environment that accurately represents workplace conditions, as such the unit is deliverable in a classroom/scenario based environment.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCWRK4X5 Implement and monitor environmentally sustainable work practices is widely seen as doubling up on sustainability fundamentals already included in all other units, and is therefore not supported in it's inclusion by member organisations.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practises has undergone review and significant changes have been made.

Therefore, AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices, which has been recognised by the SMEWG.

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

I support the updated Qualification Description for the Certificate IV in Agriculture. I agree there should not be entry requirements.  
Qualification Description

This qualification describes the skills and knowledge for supervisory/managerial job roles in the agriculture industry including farm supervisor, and farm team leader.

Individuals with this qualification will perform tasks involving technical skills, problem solving and supervisory skills to operate, monitor and improve performance of agricultural systems and projects, and may supervise staff.

Work must comply with work health and safety and environmental regulations and legislation that apply to the workplace.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification, and the following sentence has been added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry".

**Organisation Type:** Registered Training Organisation

**Coverage:** TAS

**Stakeholder Comments:**

RE: Entry requirements.

I like the proposed addition to the qualification description in place of the entry requirements. Easy explanation.

**Consideration and Proposed Resolution:**

Thank you for the feedback and support.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCPCM406 Develop a soil health and plant nutrition program. Often an RTO will be delivering this unit over a period of 6 months or less. Is it feasible/practical for a learner to complete all the requirements in elements 1, 2 & 3 and then still have time to monitor plant growth and evaluate the program as specified in element 4?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit is not currently under review and out of scope for this project. Your feedback will be noted in the improvements register for consideration as part of any future review of this unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCTRF403 Develop a sports turf maintenance program. This is a sports turf unit which requires high level turf management skills/knowledge. Unsure if it belongs in this qualification

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that as the Certificate IV in Sports Turf Management is no longer available, the skills and knowledge contained in AHCTRF403 Develop a sports turf maintenance program, and AHCTRF404 Plan and implement sports turf renovation are essential to a number of job roles at this level and as such these units should remain as elective units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements.

Very general statement. Pre-existing training would be highly variable, suitable or even current. Refer to Package Products Policy Section 3.2.1 'Entry requirements must be specific to the knowledge, skills, or experience required to commence the qualification, and expressed in terms of competency or licensing.

Is there a rationale for the added entry requirement? Entry requirements act as a barrier to the full range of potential participants and thus participation in training.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and the following sentence be added to the qualification description:

"This qualification applies to individuals with existing horticulture industry experience and technical skills and knowledge gained through training or employment specifically in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Qualification Description; 'supervisory job roles in the horticulture industry.'

This is a general horticulture qualification. Are there job roles at AQF4 level other than that of a supervisor?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

There are a number of supervisory job roles at this level; however, the industry advice is that this description remain as "supervisory job roles in the horticulture industry", as the range is too broad to mention all possible specific job roles.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Entry Requirements. Suggest to add, and/or demonstrated experience operating at a trade or leading hand level for min 2 years. AQF levels determine links to job roles and completion of a CIII is not a reliable indicator as an entry point. Eg. Non-industry person completes CIII Hort. no experience

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: AHPCPM406 Develop a soil health and plant nutrition program. Good point 293 - however how an RTO delivers is regulated by ASQA not by the contents of a TP. We can include criteria such as: for 3 different crop types or include at least one woody plant.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: AHCTRF403 Develop a sports turf maintenance program. Agree with 293.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that as the Certificate IV in Sports Turf Management is no longer available, the skills and knowledge contained in AHCTRF403 Develop a sports turf maintenance program, and AHCTRF404 Plan and implement sports turf renovation are essential to a number of job roles at this level and as such these units should remain as elective units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The Qual. is lacking units in innovation/ technology/continuous improvement and business to business/customer skills: BSBCRT411 Apply critical thinking to work practices; BSBSUS412 Develop and implement workplace sustainability plans; BSBSTR301 Contribute to continuous improvement; SIRXCEG005 Maintain business to business relationships; BSBOPS304 Deliver and monitor a service to customers.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that these units can be imported into the qualification under the packaging rules for this qualification. Innovation, technology and continuous improvement as well as business and customer service skills are available in a number of units in this qualification. This qualification has been reviewed with a focus on horticulture supervision and technical skills at AQF4.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The two AHCCHM units need to be in the same grouping - you can't do one without covering the other.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

There are three AHCCHM units in this qualification (AHCCHM403 Prepare safe operating procedures for calibration of equipment, AHCCHM404 Develop procedures to minimise risks in the use of chemicals (Group B), and AHCCHM405 Plan and implement a chemical use program (Group A)).

These units have been placed in the two elective groups to enable greater flexibility in the selection of these units on the advice from the SMEWG.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

A very difficult unit for an RTO to deliver and learners to demonstrate in a vocational setting when all of the elements and PC are considered.

Sustainability should be incorporated into all units of competency and looked at holistically.

Whether the unit being delivered is pruning, irrigation or nutrition it is easy to make environmental best practice part of your delivery and assessment

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG have recognised that the skills and knowledge contained within this unit 'AHCWRK4X5 Implement and monitor environmentally sustainable work practices' needs to be included in the core of this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE" AHCTRF403 Develop a sports turf maintenance program. Agree with 293 - Does not belong in this qualification. The high level of knowledge skill required in turf management makes it unsuitable for a general Cert IV Hort.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that as the Certificate IV in Sports Turf Management is no longer available, the skills and knowledge contained in AHCTRF403 Develop a sports turf maintenance program, and AHCTRF404 Plan and implement sports turf renovation are essential to a number of job roles at this level and as such these units should remain as elective units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCTRF404 Plan and implement sports turf renovation. Agree with 293 - This unit requires a high level of specialised knowledge/skill. It does not belong in the general Cert IV Hort. qualification. Needs to be removed.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that as the Certificate IV in Sports Turf Management is no longer available, the skills and knowledge contained in AHCTRF403 Develop a sports turf maintenance program, and AHCTRF404 Plan and implement sports turf renovation are essential to a number of job roles at this level and as such these units should remain as elective units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCPCM406 Develop a soil health and plant nutrition program. Agree with 293 - The end result will be that this will be delivered by RTO's over 6 months. Are industry now seeking for the qualification to be extended by 6 months, with the Cert IV to be delivered over 12 months?

It is not feasible for students to complete all the requirements in Ele:1-3 and then go on to monitor plant growth, then evaluate program (Ele:4). This unit needs to either be paired back so that it can be delivered in a six month timeframe, or moved to the electives list.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that AHCPCM406 Develop a soil health and plant nutrition program can be delivered over the duration of the course without having to extend it beyond the volume of learning for an AQF4 level qualification (0.5 - 2 years).

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCWRK4X5 Implement and monitor environmentally sustainable work practices. Agree with 293 - This should not be included as a core unit. In it's current form it is near impossible for RTO's to deliver. Sustainability is already incorporated in other units and should not be replicated e.g. AHCPCM404 KE 1.5 plants "response to different cultural and environmental factors" and KE 1.7 "soil characteristics, particularly in relation to the geographical and climatic region of the intended planting site".

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practises has undergone review and significant changes have been made. AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as the SMEWG recognise that this unit reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Please remove entry requirements. Many of our students have completed other studies, not necessarily in hort and just require the next level up of technical skills that a Cert III do - such as developing soil plans, implementing pests etc.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCWRK4X5 Implement and monitor environmentally sustainable work practices. Agree with 293/720 too difficult to complete for students who are NOT working at a supervisory level

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practises has undergone review and significant changes have been made. AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit as the SMEWG recognise this unit reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

The Certificate IV in Horticulture is a supervisory level qualification, aimed at individuals either working as supervisors or with aspirations to move to a supervisory position.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCTRF403 Develop a sports turf maintenance program. Agree with 293 'This is a sports turf unit which requires high level turf management skills/knowledge. Unsure if it belongs in this qualification'.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that as the Certificate IV in Sports Turf Management is no longer available, the skills and knowledge contained in AHCTRF403 Develop a sports turf maintenance program, and AHCTRF404 Plan and implement sports turf renovation are essential to a number of job roles at this level and as such these units should remain as elective units in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Entry requirements are not necessary. We currently have no issues with existing entry requirements along with our LLN testing requirements and case study farm access.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

4 core units not required. WHS unit should be included as a core unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback,.

The SMEWG have given this a great deal of consideration and feel the four core units are necessary as it meets the minimum core skills and knowledge required for an individual to be working in horticulture at a supervisory/management level.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Entry requirements are a barrier to entry, all entry requirements should be removed, as they prevent people with experience that is transferable from industry to industry, secondary school leavers and international students from participating in the course. The entry requirements are too high and the network membership is unanimous in its opinion that this should be removed from the course, like the new entry requirements proposed for the CIV in Agriculture.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.



**Organisation Type:** Registered Training Organisation

**Coverage:** ACT

**Stakeholder Comments:**

Originally I agreed with entry requirements for the Cert IV and the Diploma, though on reflection I believe that entry requirements will be a barrier to delivery. Our industry is desperate for workers, we want people to enrol in the Cert IV and Diploma. We should tighten up the qualification descriptors and remove the entry requirements.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I would like to have entry requirements for the Cert IV and Diploma to ensure that students who enrol are capable of completion. However, I agree to remove them from the Certificate IV if the qualification description is tightened up.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On the advice of the SMEWG, entry requirements have been removed from the Certificate IV in Horticulture and the entry requirements for the Diploma of Horticulture Management have been changed to the following: "Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

- have relevant equivalent skills and knowledge acquired through participation in the horticulture industry".

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

I would like there to be a sentence in the qualification description that states that it is assumed the individual has had some kind of industry experience or training in horticulture prior to enrolling in this qualification.

**Additional Stakeholder Support:** RTO - ACT x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that the following sentence to be added to the qualification description:

"This qualification applies to individuals with existing horticulture industry experience and technical skills and knowledge gained through training or employment specifically in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Entry requirements.

Can we add the following to the qualification description please; 'While there are no qualification requirements it is expected that the learner is either already employed in the horticulture industry or has current or past training in horticulture technical skills'

**Additional Stakeholder Support:** Govt Local - VIC x 1, Peak Industry Body - National x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and the following sentence be added to the qualification description:

"This qualification applies to individuals with existing horticulture industry experience and technical skills and knowledge gained through training or employment specifically in the horticulture industry."

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

RE: Entry requirements.

A suggestion for wording in the qualification description. 'While there are no qualification entry requirements industry expects the learner to be either already employed in the horticulture industry or have current or past training in the horticulture sector.'

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and the following sentence be added to the qualification description:

"This qualification applies to individuals with existing horticulture industry experience and technical skills and knowledge gained through training or employment specifically in the horticulture industry."

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Organic farming is a sector that should use this qualification.

Packaging rules should provide for a specialisation in Organic Farming

i.e. Where appropriate electives may be packaged to provide a qualification with a specialisation area as follows:

-at least 4 electives must be selected with the unit code AHCORG from the electives list below one of which must be AHCORG506 Manage an agroecology production system, for the award of Diploma of Agriculture (Organic Farming)

The electives list should also include the following apart from those already listed:

AHCORG503 Design and document an organic farm landscape

AHCORG504 Develop and manage a community based marketing supply chain

AHCORG505 Develop and monitor a sustainable production plan

AHCORG506 Manage an agroecology production system

Please see Skills Impact project for Permaculture, Composting and Organic Farming.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback, the following changes have been made to this qualification:

Changed the packaging rules to include the following:

"For the award of the Diploma of Agriculture (Organic Farming) choose:

- 4 units from group A with the unit code AHCORG, one of which must be AHCORG506 Manage an agroecology production system
- 2 units from the remaining units listed in groups A or B, or any currently endorsed Training Package or accredited course."

Added the following AHCORG units to elective Group A:

AHCORG503 Design and document an organic farm landscape

AHCORG504 Develop and manage a community based marketing supply chain

AHCORG505 Develop and monitor a sustainable production plan

AHCORG506 Manage an agroecology production system

Note: the title and/or code of these AHCORG units may change as these units are currently under review.

Removed the following AHCORG units from elective Group B:

AHCORG401 Manage biodynamic production

AHCORG402 Manage organic livestock production

AHCORG403 Manage organic soil improvement

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Add elective AHCORG506 stated in comment above

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added AHCORG506 Manage an agroecology production system, to elective Group A.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The entry requirements could be a barrier for year 12 leavers, who may be suitable due to their secondary agriculture learning and potentially a VETDSS Cert II qualification.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG considered this feedback and advised entry requirements to be removed.

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

RE: AHCORG units in Group B Electives. See comment in Packaging Rules for additional AHCORG units of competency

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback, the following changes have been made:

Changed the packaging rules to include the following:

"For the award of the Diploma of Agriculture (Organic Farming) choose:

- 4 units from group A with the unit code AHCORG, one of which must be AHCORG506 Manage an agroecology production system
- 2 units from the remaining units listed in groups A or B, or any currently endorsed Training Package or accredited course."

Added the following AHCORG units to elective Group A:

AHCORG503 Design and document an organic farm landscape

AHCORG504 Develop and manage a community based marketing supply chain

AHCORG505 Develop and monitor a sustainable production plan

AHCORG506 Manage an agroecology production system

Note: the title and/or code of these AHCORG units may change as these units are currently under review.

Removed the following AHCORG units from elective Group B:

AHCORG401 Manage biodynamic production

AHCORG402 Manage organic livestock production

AHCORG403 Manage organic soil improvement

**Organisation Type:** Other

**Coverage:** National

**Stakeholder Comments:**

Additional elective units recommended for this qualification should include:

AHCPER502 Design and integrated permaculture system (This unit provides opportunity for graduates to develop a strong understanding of permaculture principles)

AHCPER508 Manage a permaculture aid and development project (This unit introduces farmers to potential to work with international aid programs for setting up polyculture farming systems)

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added the following AHCPER units to elective Group B:

AHCPER502 Design and integrated permaculture system

AHCPER508 Manage a permaculture aid and development project

Note: the title and/or code of these AHCPER units may change as these units are currently under review.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The entry requirements could be a barrier for those wanting to complete a Dip of Ag coming out of another industry such as horticulture. These students would not meet the entry requirements, based on production or amenity horticulture not being "agriculture experience" or agriculture qualification.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG considered this feedback and advised entry requirements to be removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

We would like to see the removal of core units for this qualification. Having 40% of the qualification as cores removes the flexibility to create a diploma based on the individuals learning needs and industry requirements. There is a Diploma in HRM as well as an advanced diploma in agribusiness that covers off HR units as well as finances. The inclusion of these in a diploma of ag is duplicitous. They are all great units as electives, but should not be listed as cores.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The core has been reduced to 3 units:

AHCBUS511 Manage enterprise staff requirements has been moved from the core units list to elective units list Group A.

The packaging rules have been amended to reflect this change.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements.

Entry requirement details are not compliant with Training Package Products Policy 3.2.1.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG considered this feedback and advised entry requirements to be removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements.

This course has not previously had an entry requirement. What evidence is there for the need for an entry requirement for this course?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG considered this feedback and advised entry requirements to be removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Qualification Description.

The qualification description is similar to the current AHC50116, being suitable for management job roles in agriculture. The utility of this qualification has been narrowed with the added BUS/WRK/WHS core units. AHC51419 Diploma in Agribusiness Management crosses into this space having a business management focus for 'decision making and supervisory roles on farms, stations and rural businesses'. What options are there for training in agriculture at AQF5 for other job roles. Perhaps this should be seen as an opportunity to cater for higher technical skill and other job roles in agriculture.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification is superseding AHC50116 and has been reviewed and updated with a focus on agriculture management and technical skills for those job roles at AQF5. There is no commonality between this qualifications core units and those listed in AHC51419 Diploma in Agribusiness Management.

Qualification description changed to:

This qualification describes the skills and knowledge for management job roles in agriculture, including managing livestock production, crop production and advice. Job roles vary across different industry sectors.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCBUS511 This unit should not be included as a core unit, it excludes any student not directly involved in agricultural business according to the following:

1. Performance evidence:

There must be evidence that the individual has managed enterprise staff requirements over a production cycle of at least six months.

2. Assessment conditions: relationships:

access to employees and/or contractors.

by these 2 points this unit will exclude any school leaver at a minimum. And be a barrier to enrolment for any other student at a lower level of employment or management looking to upskill for the future.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective list Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Recommend the inclusion of two newly created water allocation units; AHCWAT5X1 Purchase and sell temporary water for agricultural production and AHCWAT5X2 Identify carry over water or continuous accounting options, be placed in the electives of this qualification. Suggestions as to Group A or Group B welcome.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added the following AHCWAT units to elective Group B:

AHCWAT5X1 Purchase and sell temporary water for agricultural production

AHCWAT5X2 Identify carry over water or continuous accounting options

Note: the title and/or code of these AHCWAT units may change as these units are currently under review.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCBUS518 Prepare and monitor budgets and financial reports. I agree that this should be a core unit, if not a prerequisite. So many units at Diploma level require at least basic financial skills that, if they don't have them, they struggle to complete successfully.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and the SMEWG are in agreement.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements. Should this be reworded to require a lower level agriculture or similar qualification such as horticulture or CLM qualification or completion of agriculture qual at secondary school and Year 12 to demonstrate they have the ability to understand what will be required of them throughout the course or minimum 2 years in ag or hort industry experience

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed from this qualification, and the following sentence be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCWHS5X2 Manage WHS would be a good unit to have particularly with the new manslaughter laws, to continue the building on WHS knowledge at this level. Past this, potentially.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements. Is stipulating specific entry requirements such as this putting unnecessary barriers in place for people with other qualifications of same or higher level but seeking to re-skill?

Prospective students undertake a comprehensive pre-enrolment LLN review to ensure they are undertaking appropriate level of qualification for their skill level also.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Core Units. Agree with 1764 - mandating 4 of 10 units is far too many and doesn't allow any flexibility for student driven needs to be factored in.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The core has been reduced to 3 units:

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective list Group A. The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Entry requirements would be a barrier to Adult learners, people making "Tree Change" they need the business skills they can employ managers or farm hands with practical skills. Wives (widows) taking over the farm business or participating in the business need this qualification not the hands on skills.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

No core units necessary the student cohort for this qualification needs to have a wide and varied choice.

Need to clarify the environment unit is this one the natural environment?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices. The unit is on developing workplace policy and procedures for environment and sustainability, so the environment is the workplace. However, this unit is core in a number of qualifications (such as agriculture and horticulture) where the policies and procedures can have an effect on the natural environment. As such the unit would be contextualised to suit the student cohort.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Unit AHCWRK513 Write and present reports, is a useful inclusion for students working in and studying agriculture to help them articulate into tertiary studies Bachelor of Agriculture. Would be a good inclusion on the list.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCWRK513 Write and present reports,has been added to elective Group B.



**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCBUS511 Manage enterprise staff requirements. Having this unit as a core unit will prevent those that do not manage staff from completing the qualification. Such as Family business, sole operators, or farm production managers that are not and will not be involved in HR of the company. If The unit is included some assessment will need to be simulations as gaining access to HR information is mostly restricted due to confidentiality in larger companies. This unit is in the Diploma of HRM also. Should be an elective unit only.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective list Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCBUS511 Manage enterprise staff requirements, as a core unit will prevent many students completing this qualification with the Performance evidence and Assessment conditions. Much better as an elective.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Qualification Description. Include job roles - agronomist and agricultural service providers. Both need Diploma skills and knowledge.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG considered your feedback and advised to update the Qualification description to:

This qualification describes the skills and knowledge for management job roles in agriculture, including managing livestock production, crop production and advice. Job roles vary across different industry sectors and may include:

- Farm production manager
- Production unit manager
- Station/property manager
- Pastoral operations manager
- Agricultural service providers.

Note: There is a separate qualification for agronomists, AHC51920 Diploma of Applied Agronomy.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Entry Requirements. More definition is need as to what constitutes 2 years of relevant agricultural experience. Is this 2 years continuous work on a farm? Or can this be covered by Year 11 and 12 agricultural studies? Need to be careful how this is defined so as to not to create barriers for entry.

Agree with comments from 1764 and 1783 and 1744

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Disagree with having 4 core units - this equates to 40% of the qualification.

Why these 4 agribusiness units? If students what to major in agribusiness they have the option of completing a Diploma in Agribusiness. Most students completing the Dip Ag want 'ag units' not business units. This could reduce the number of enrolments in this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCBUS511 Manage enterprise staff requirements - requires employees in the workplace - this is often not the case if a family run farm. This means the majority of assessments will need to be simulated. This unit lack relevance for students who do not have employee or engage contractors. The completion timeframe for this is 6 months - this impedes completion. This unit is better suited as an elective unit.

**Consideration and Proposed Resolution:** Adopted

Than you for your feedback.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCBUS518 Prepare and monitor budgets and financial reports - it is interesting to note this unit is proposed as a core unit in this qualification and is not a core unit in Diploma of Agribusiness? Why??

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The Diploma of Agribusiness is outside of scope for this project, this unit may potentially be included as a core unit in a future version of the Diploma of Agribusiness.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

This unit along with AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability, and AHCWHS5X2 Manage workplace health and safety processes to remain in the core of this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Recommend the addition of AHCBUS408 Operate within a budget as an elective.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCBUS408 Operate within a budget framework, has been added to elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

100% Agree with 1764. The inclusion of core units in this Qualification will restrict and deter a lot of potential students. As the Ag sector is so broad and farming business structures vary so much. Taking up 40% of a students qualification with units that may not be relevant to their learning needs (eg husband and wife run enterprises or sole operators) or job role (eg finance and HR is commonly a separate job role with in larger business, and HR and WHS units required business to have staff, not common in family/sole run enterprises) will prevent them from gaining Ag focusses technical skills that are desperately needed to improve Agricultural production outcomes. These units should be available as elective units only.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCWHS5X2 Manage workplace health and safety processes. Element 2 requires consultation with employees - required for assessment for students who do not have employees. This unit requires the development of components of a safety management system. For students who work for a corporate farm that has a safety management system in place, this unit lacks relevance. These students may not get access to the injury and incident data that is needed to complete assessments as they are employees, not managers. A better idea would be to have AHCWHS4X1 Maintain workplace health and safety processes, added as an elective.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core of this qualification. This unit can be assessed in a simulated environment as the assessment conditions of the unit state 'or an environment that accurately represents the workplace'. A student may currently work for a corporate farm with their own management system, this does not mean they should not learn how to develop a system. The student may be required to develop a safety management system for a future employer.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability - recommend as elective only for students who have a specific interest in this field.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Entry Requirements do not reflect core unit requirements. If listed core units were to be included; business, HR and policy related entry requirements would need to be added. The student market for this qualification then becomes very limited.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Entry Requirements. Please include - Agriculture and horticulture advisory and service provision skills.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The four Core units nominated are inappropriate and will severely limit the applicability of the Qualification. [RTO name] supports the inclusion of ONLY Manage workplace health and safety as this is applicable to all students. The other core units nominated are only chosen by 20% of students. The majority of [RTO name] Diploma of Agriculture students DO NOT have any responsibility for budgets, financial management staff management or development of environmental policies. Inclusion of these units will make the qualification unattractive to many candidates.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name], in partnership with NSW DPI Energy Efficiency Program, is developing a course aligned to the units MSSO15011 Conduct a sustainability energy audit. This unit is from the Diploma of Environmental Monitoring and Technology. It is our intention to make this unit available to industry as a stand alone course and as an elective option for Diploma of Agriculture students. There is strong rural sector interest in training in this area and we support the importation of this unit as a Group B in the Diploma of Agriculture.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

MSSO15011 Conduct a sustainability energy audit has been added to elective units list Group B to enable selection of appropriate unit/s to suit the student cohort and workplace.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Qualification Description. Suggest to add - Agricultural service sector - advisors and managers

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Qualification description changed to:

This qualification describes the skills and knowledge for management job roles in agriculture, including managing livestock production, crop production and advice. Job roles vary across different industry sectors and may include:

- Farm production manager
- Production unit manager
- Station/property manager
- Pastoral operations manager
- Agricultural service providers.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Core Units. I agree, remove core units to allow flexibility of course design. 4 units almost half the course and no agriculture specific content Performance criteria for these units will exclude some students

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The proposed changes are too restrictive and many of our current students, who are successfully studying the qualification, would not be eligible. About 1/3 of our students have a previous degree and do very well at this level but would be excluded under these entry requirements. We also have school leavers who may have studied agriculture at high school successfully complete the qualification. It should be remembered that in some businesses the physical work is contracted out and the owner/manager is concentrating on the management of the business which is what the Diploma of Agriculture covers.

We find that the existing entry requirements are sufficient and the requirement for students to complete LLN testing very important.

RuralBiz Training predominantly provides online training, and have an added requirement of students having access to a commercial case study farm where they have access to production and financial data.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The job outcomes from the qualification are farm production manager, production unit manager and station/property manager. These occupations cover an extremely wide range of positions in a very wide range of business structures. The range includes sole traders managing their own farms, to a manager in a corporate farming network. The farms may be very large (eg cattle station in the NT) or very small (eg intensive livestock production). This qualification has to be flexible enough to cover them all. Having 40% of the units as core units has removed this flexibility. Previously, without core units, students were able to work within the packaging rules to design a Dip Ag which would be relevant to their workplace.

The core units are not suitable for most of our students who run family farms where labour is provided by family members or contractors. Our students are representative of the large majority of broadacre farms.

AHCBUS511 Most of our students are farmers who do not have employees. They are unable to fulfill the requirements of the current unit within their workplace. You might note that the old Manage Staff was much more useful because we could teach these important skills but we have had to remove this unit. This is a poor outcome given that Agriculture as an industry needs more "people" skills. We recommend that the performance skills and knowledge in this unit are urgently reviewed.

AHCWHS502 We find the Certificate IV unit is much more aligned with the WHS needs of our students. It is more practical, with appropriate content for a family farm manager. By using the Certificate IV unit, our students learn how to build and implement a practical WHS system for their own workplace. The Level 5 unit AHCWHS502 is more suited to a corporate farm manager, although most company run farms have a WHS system which is developed and monitored by their central HR team rather than the local farm manager who is involved in activities more related to the Certificate IV level unit.

We do agree it is appropriate to have a WHS unit listed as a core unit, but our preference would be to have the level 4 unit listed.

AHCWRK511 Farm owner/managers usually do not develop separate formal written policies around sustainability. They incorporate these concepts into each of their management plans so we have found it is more appropriate to address sustainability in our livestock, cropping and general farm planning units. AHCWRK511 is highly inappropriate for our students and it is likely to become a "meeting requirements" unit rather than one which improves skills in production management.

AHCBUS518 This unit is often selected by our students, but it does not need to be a core unit.

If there is a need to have a core unit, perhaps AHCAGB518 would be more relevant to more students. This is a unit that the majority of our students select.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A. The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We would also like to express concern over the number of unit code changes in this qualification. Many recent unit code changes have been in the style of wording rather than substance of content. If there are significant changes to content, we would urge you to give an extended transition period. The huge time and financial burden the continuing changes in this package create for RTOs is not related to the small gains in outcomes they bring for our students or the industry.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The last full review of the agriculture and horticulture qualifications and the units of competency in this project was in 2016. Those qualifications and units of competency that have had changes that are deemed 'Not Equivalent' have had their codes changed IAW the Training Package Products Policy, Version 2.0, 2019.

Skills Impact on behalf of industry would be happy to put in a request for a teach out extension if there is a strong rationale and support from industry to extend the teach out period.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Entry Requirements

DO NOT agree with entry requirements. What about a person that is passion about Ag and wanting a career change? This rules out passionate people from seeking further employment opportunities. Not good for industry.

The best farm workers are some that have not come from farming themselves.

What about school leavers of people seeking alternative work options? These entry requirements will rule them out before they have started.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements to be removed. They also advised that the following sentence should be added to the qualification description:

"This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Packaging Rules – Core Units

Proposed packaging rules will impact units to be selected upon for students.

Need to have flexibility in there so students can study Ag topics. This is not allowing the flexibility the students are seeking. With 4 core units it only leaves the student 6 electives for Agriculture focussed topics.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.



**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Core Units

This is a Diploma in Agriculture not the Diploma in Agribusiness Management.

Dip Ag is livestock, cropping machinery.

Finance and WHS are already imbedded in Dip Ag units. The proposed changes are taking out the Ag from Dip Ag. Dip Ag is – hands on and practical – these core units are not that.

The introduction of these core units would make this course easier to do online, but it results in a qualification that loses it's hands on focus and shifts it to the agricultural business side which is covered under the AHC51419 Diploma of Agribusiness Management. This will be detrimental and we do not agree with the introduction of these core units which will result in the decreased ability to include useful hands on units in this qualification.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I feel very strongly that the proposed changes to the Diploma of Agriculture are going to be detrimental to the qualification. This qualification has allowed students great flexibility to capture different knowledge areas as part of their qualification. Tying 40% of the qualification up in core units is going to significantly impact this. I would be happy to see Manage work health and safety processes and Prepare and monitor budgets and financial reports added as core units. These are units that most students already complete.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

My other concern, as it affects my work directly, is the large number of changes to unit codes. This takes so much time to deal with, to upgrade units to insure they are compliant. Many of the changes in recent years have been quite significant and really changed the direction of a unit- Manage enterprise staff requirements is a case in point. Other changes have just been rewording sentences and no real change to the substance of a unit, yet still requires new mapping documents and code changes across all paperwork. I would ask that you consider an extended transition time to allow this to occur.

I have thought about the proposed changes at length, and really can't see that there is going to be any benefit in outcomes for students. If it isn't broken, don't fix it.

My comments on core units and entry requirements are also relevant to the other qualifications currently being reviewed.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The last full review of the agriculture and horticulture qualifications and the units of competency in this project was in 2016. Those qualifications and units of competency that have had changes that are deemed 'Not Equivalent' have had their codes changed IAW the Training Package Products Policy, Version 2.0, 2019.

Skills Impact on behalf of industry would be happy to put in a request for a teach out extension if there is enough support from industry along with each State/Territory Training Authority (STA/TTA).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I am also concerned that the entry requirements will seriously impact (Business Name) Training and other RTO's. I have recently completed pre-enrolment interviews with students who have previously completed Bachelor degrees in other fields along with PhD's.

These students have found themselves involved in agriculture, often through marriage, and are keen to increase their knowledge. I am also seeing many students who have started agricultural science at university and dropped out to take up the Diploma of Agriculture because it is production based.

As an RTO, we find that students meeting the LLN requirements to be the most useful entry requirement, along with our own requirement of students having access to a commercial case study farm.

Please don't take the opportunity away from these students to study Agriculture! It seems peculiar for such requirements to study a Diploma of Agriculture when anyone who has the required ATAR can study Agriculture at university.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements have been removed and the following sentence added to the qualification description: "This qualification applies to individuals with existing agriculture industry experience and technical skills and knowledge gained through training or employment specifically in the agriculture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The unit Manage enterprise staff requirements has issues, as it really requires the student to be managing staff. I feel changes are required to this unit to allow students to learn the skills required to manage staff. The unit Develop workplace policy and procedures for environment is not required as a core unit as this topic is already addressed in nearly every Diploma level unit. It feels a lot like there is an environmental push for this to be added as a core unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.  
The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCBUS511 Manage enterprise staff requirements is inappropriate for this course, as with the Cert IV in agriculture, the student needs to be actively engaging in workplace activities which would facilitate the delivery of this unit as it would not be deliverable with scenarios and roll play. Many students will not have access to employees and/or contractors as emphasised in the assessment conditions for this unit.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.  
The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The network see the proposed inclusion of four core units is 40% of the course, as taking away too many opportunities for comprehensive education. Many students use this qualification as an articulation point into an undergraduate degree in agriculture, 40% of the course as core units restricts the articulation pathways significantly.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.  
The packaging rules have been amended to reflect this change.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCWHS5X2 Manage workplace health and safety processes is seen as important to member organisations, especially if there is specific learning around the current workplace manslaughter laws. A such the network supports it's inclusion as a core unit.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability, as with the Cert IV sustainability unit, is seen as doubling up on sustainability fundamentals already covered in other units delivered in this qualification.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core unit as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices, this unit to remain in the core of this qualification.

Please note that elements of environment and sustainability practices are embedded where applicable in a number of units in the Diploma of Agriculture; however, the SMEWG has included AHCWRK5X11 in the core of this qualification to ensure all participants undertaking this qualification are able to meet their obligations under state and federal policy.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Overall the majority of members disagree with the inclusion of core units in this qualification as it removes the flexibility for tailoring the qualification to meet regional and specific sector requirements delivered Australia wide.

It was noted that the Qualification Description are for a management position and not for other technical roles in industry at this level. Someone interested in a management position, could undertake the existing Diploma of Agribusiness Management.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK5X11 Develop workplace policy and procedures for environment and sustainability has been included as a core as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

AHCBUS518 Prepare and monitor budgets and financial reports has been included as a core unit as it provides the financial and budgetary expertise required of the job roles associated with this qualification.

AHCWHS5X2 Manage workplace health and safety processes to remain in the core after further deliberation carried out by the SMEWG confirmed this unit is a core skill required for the job roles associated with this qualification.

AHCBUS511 Manage enterprise staff requirements has been moved from the core to elective Group A.

The packaging rules have been amended to reflect this change.

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

I support the updated Qualification Description in the Diploma of Agriculture.

**Qualification Description**

This qualification describes the skills and knowledge for management job roles in agriculture, including managing livestock production, crop production and advice. Job roles vary across different industry sectors and may include:

- Farm production manager
- Production unit manager
- Station/property manager
- Pastoral operations manager
- Agricultural service providers.

Individuals with this qualification will take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

While there are no qualification entry requirements it is assumed that the learner is either already employed in the agriculture industry or has current or past training in agriculture technical skills and knowledge.

Work must comply with work health and safety and environmental regulations and legislation that apply to the workplace.

No licensing

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support.

**Organisation Type:** Registered Training Organisation

**Coverage:** TAS

**Stakeholder Comments:**

RE: Entry requirements.

I like the proposed addition to the qualification description in place of the entry requirements. Easy explanation.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: AHCBUS518 Prepare and monitor budgets and financial reports. A vocational student who is not performing this task in the workplace will be unable to meet the Performance evidence requirements of this unit which state " An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has managed enterprise staff requirements over a production cycle of at least six months, including:"

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Please note that the assessment conditions state 'or an environment that accurately represents the workplace', hence a simulated environment is acceptable.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: Packaging rules. Any units which have the word "manage" or the word "implement" in the title are unlikely to be feasible for an RTO to assess unless the student is engaged in a workplace performing the tasks described in the unit.

It is a rare RTO that will be able to provide learners with the opportunity to implement or manage projects of the scale asked for in many of these units

If a learner cannot implement or manage the project, then any assessment becomes invalid.

The question must then be raised if projects cannot be implemented or managed, how are learners to develop the skills and knowledge to progress their careers?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification has been reviewed with a focus on horticulture management and technical skills at AQF5. The SMEWG advise that units with management or implementation in the title can be assessed in a simulated environment as the assessment conditions state 'or an environment that accurately represents the workplace.'

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: AHCSOL505 Monitor and manage soils for production. There needs to be some work done so this reflects soils in urban landscapes, or another Unit specifically on managing urban soils

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit is not currently under review; however, your comments have been captured in our improvements register and will be considered the next time this unit goes through a major review.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Where is develop a horticultural production plan or equivalent?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCPHT511 Develop a horticultural production plan is in a number of horticulture production related qualifications including: Diploma of Nursery Management and Diploma of Production Horticulture.

The SMEWG did not identify this unit as a required unit for this qualification; however, under the packaging rules this unit can be imported, if required.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Core Units. Previous qualification did not have any core units, diploma could be designed for students who wanted to specialise in horticulture skills, not necessarily manage staff.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification has been reviewed with a focus on horticulture management and technical skills at AQF5 and the SMEWG have identified the core skills that are deemed essential skills and knowledge.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

These packaging rules limit the flexibility to allow the qualification to meet the needs of the students. This seems a little more like a diploma in management, not horticulture. Most horticultural businesses are small business and have very few staff

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification has been reviewed with a focus on horticulture management and technical skills at AQF5 and the SMEWG have identified the core skills that are deemed essential skills and knowledge.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Core Units.

Previous qualification had 0 core. Five out of ten units will restrict RTOs in terms customisation for the training needs of the end user.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification has been reviewed with a focus on horticulture management and technical skills at AQF5 and the SMEWG have identified the core skills that are deemed essential skills and knowledge.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Entry Requirements.

Very general statement. Pre-existing training would be highly variable, suitable or even current. Refer to Package Products Policy Section 3.2.1

'Entry requirements must be specific to the knowledge, skills, or experience required to commence the qualification, and expressed in terms of competency or licensing. This will act as a barrier to participation in this training.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG have considered this feedback and revised the entry requirements to the following:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

- have relevant equivalent skills and knowledge acquired through participation in the horticulture industry".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Qualification Description.

Similar qualification descriptor to AHC50416 as a qualification for managers in amenity horticulture. There are already a number of current specialist horticulture management diplomas at this level - AHC50320, AHC50716 (deleted AHCv7.0), AHC50820, AHC51019, AHC52021. In addition, there are a range of AHC business/management skill sets and BSB qualifications and skill sets. Are all horticultural job roles at AQF5, managerial? Could this qualification be general, catering for a wider range of job roles/development of higher-level technical skills for career changers, pathways to further study etc?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This qualification is superseding AHC50416 and has been reviewed with a focus on horticulture management and technical skills at AQF5. There is very little commonality between this qualifications core units and those listed in AHC50320, AHC50820, AHC51019 and AHC52021.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

Regarding 1557's comment on Horticultural Production Plan is available in the Nursery Management and Production Horticultural Diplomas, not suited to this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCPHT511 Develop a horticultural production plan is in a number of horticulture production related qualifications, including:

- Diploma of Nursery Management
- Diploma of Production Horticulture.

The SMEWG did not identify this unit as a necessary requirement to be placed within the electives of this qualification.



**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: Packaging Rules. I agree with 293. Many businesses have persons they put through the Diploma course but don't have the opportunity to demonstrate the 'manage' requirements of the assessments.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Units with management or implementation in the title can be assessed in a simulated environment (provided that the assessment condition of the unit allows this). This qualification has been reviewed with a focus on horticulture management and technical skills at AQF5.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

For some reason this is not working properly - I agree with all saying that the 5 core are too management focused. It would be best to drop the cores, have 10 electives and if RTOs want to run a diploma of hort which is management focused they can. The dilution of technical skills and the lack of hort based units would see an exodus of students

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management and technical skills at AQF5 and meets the current and future needs of the industry.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Agree with 1557 this is inflexible and is more like a diploma in management. A constant criticism/question from students about this qualification currently is "where is the horticulture?"

This may explain why national enrolment numbers in this qualification in 2016 were 1310 and in 2020 were only 530

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management and technical skills at AQF5 and meets the current and future needs of the industry.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Drop entry requirements as many students who are doing this have completed 1 -2 years in the industry or come from school but would like to complete a higher level certificate than the 3 or 4.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that entry requirements changed to the following:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

- have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This course does not account for the higher levels of Horticultural skills and knowledge, aside from management, which is required in many roles. Skills and knowledge such as botany, biology and physiology, ecology, environment and climates, soil management and plant management. These higher skills and knowledge are required in many areas of horticulture both in the private sector and in the public sector in areas such as Botanic Gardens, Zoological Gardens and the National Trust. Local Government also covers many of these high end Horticultural areas.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management. The qualification has been updated from a zero core structure to five core units with a focus on managerial skill requirements to meet the current and future needs of industry. Higher level horticultural technical skills and knowledge requirements remain available in the elective units. In addition this qualification now has entry requirements ensuring that individuals have essential technical skills and knowledge prior to undertaking the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

On a practical level at my Institute (and I suspect all of the others) we would not get a cohort to make it worthwhile to deliver this course. Our students come to us with a very clear objective, to gain skills and knowledge in the science of Horticulture with the intention of applying them in a workplace situation. The majority of our graduates work in the industry with many of them rising to senior positions over time.

I am often contacted by supervisors and managers from a wide variety of horticulture enterprises when they are seeking to employ graduates from my diploma courses. They want to employ people with a high level of horticultural skills and knowledge which can be applied in the workplace.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management. The qualification has been updated from a zero core structure to five core units with a focus on managerial skill requirements to meet the current and future needs of industry. Higher level horticultural technical skills and knowledge requirements remain available in the elective units. In addition this qualification now has entry requirements ensuring that individuals have essential technical skills and knowledge prior to undertaking the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I could understand this course being a stream alongside a horticultural stream to create two pathways; Management and Applied Science (Horticulture)

There are already "management" type Units of Competency within the package that could be selected as electives to design a "management" type course.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management and technical skills at AQF5 and meets the current and future needs of the industry.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

It seems to be implicit in the core structure and Entry Requirements that all of the horticultural skills are attainable at level III – this is clearly not the case.

This being the case the draft Diploma of Horticulture Management provides no pathway for further training in the applied Horticultural area

A check of the AQF level 5 criteria clearly states that “graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or professional learning”

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management. The qualification has been updated from a zero core structure to five core units with a focus on managerial skill requirements to meet the current and future needs of industry. Higher level horticultural technical skills and knowledge requirements remain available in the elective units. In addition, this qualification now has entry requirements ensuring that individuals have essential technical skills and knowledge prior to undertaking the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The particular selection of UOC's as core units reduces the amount of “Horticultural” units that can be selected.

There is only one unit that is purely relevant to Horticulture in list A (AHCPGD507 - Manage Plant Cultural Practices) which further diminishes the number of Horticultural units available for selection to two (2)

The choice of not having specialist Horticultural UOC's in the cores table means that potentially one could undertake the entire Diploma of Horticulture without a Horticultural UOC

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback. AHCPM507 Diagnose plant health problems, and AHCPM510 Collect and classify plants, have been moved from elective Group B to elective Group A.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

If this proposed course is the only offering at diploma level, it is a diminution of the current course in terms of higher horticultural skills and knowledge.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management. The qualification has been updated from a zero core structure to five core units with a focus on managerial skill requirements to meet the current and future needs of industry. Higher level horticultural technical skills and knowledge requirements remain available in the elective units. In addition, this qualification now has entry requirements ensuring that individuals have essential technical skills and knowledge prior to undertaking the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCSOL505 Manage soils for production is not particularly relevant to amenity horticulture. Perhaps a UOC could be developed and contextualised for soils in amenity/urban horticulture.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit (AHCSOL505 Manage soils for production) to remain in elective group B.

AHCSOL406 Sample soils and interpret results has also been added to elective group B to enable selection of appropriate unit/s to suit the student cohort and workplace.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Suggestions for other units of competency that could be developed to further strengthen the Diploma of Horticulture Management.

- o Develop/Plan and implement a propagation program for Amenity Horticulture
- o Develop/Plan and implement Turf management Program for Amenity Horticulture
- o Develop/Plan and implement a Pruning program for Amenity Horticulture
- o Develop strategies and Implement best practices in sustainable Horticulture
- o Use technology to Manage and maintain Horticultural Assets
- o Design spaces for public Amenity

and possibly something like Manage small business operations.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The following units already exist in the AHC training package:

- AHCNSY404 Plan a propagation program
- AHCPGD508 Plan the restoration of parks and gardens
- AHCPGD509 Develop and implement a streetscape management plan.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Entry Requirements. The proposed changes are too restrictive and many of our current students, who are successfully studying the qualification, would not be eligible.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

- have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We strongly disagree with 50% of the units being tied up in core units. This will result in very little flexibility within the qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management. The qualification has been updated from a zero core structure to five core units with a focus on managerial skill requirements to meet the current and future needs of industry. Higher level horticultural technical skills and knowledge requirements remain available in the elective units. In addition this qualification now has entry requirements ensuring that individuals have essential technical skills and knowledge prior to undertaking the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Entry requirements as with the Cert IV in Horticulture, are a barrier to entry, all entry requirements should be removed, as they prevent people with experience that is transferable from industry to industry, secondary school leavers and international students from participating in the course. The network membership is unanimous in its opinion that this should be removed from the course.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

- have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The member organisations do not support the inclusion of the currently proposed core units, these are heavily management skill orientated and their inclusion comes at the expense of technical skills that are sought in industry. The proposed changes will water down technical skills which could result in a need for further training which in turn may deter some students. The network recommends going back to 10 electives, which would allow business or technical specialisations to be negotiated by participants and RTO's.

Their inclusion in the elective list would be supported as an alternative.

By including these core units most member organisations felt that they would lose their international student cohort.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and maintain the advice that this qualification has been reviewed with a focus on horticulture management. The qualification has been updated from a zero core structure to five core units with a focus on managerial skill requirements to meet the current and future needs of industry. Higher level horticultural technical skills and knowledge requirements remain available in the elective units. In addition. this qualification now has entry requirements ensuring that individuals have essential technical skills and knowledge prior to undertaking the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I would like to have entry requirements for the Cert IV and Diploma to ensure that students who enrol are capable of completion. While, I agree to remove them from the Certificate IV if the qualification description is tightened up. I still believe they are necessary for the Diploma.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

• have completed the following units of competency (or equivalent):

- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** ACT

**Stakeholder Comments:**

Originally I agreed with entry requirements for the Cert IV and the Diploma, though on reflection I believe that entry requirements will be a barrier to delivery. Our industry is desperate for workers, we want people to enrol in the Cert IV and Diploma. We should tighten up the qualification descriptors and remove the entry requirements.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

• have completed the following units of competency (or equivalent):

- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Peak Industry Body, IRC Representative

**Coverage:** National

**Stakeholder Comments:**

Entry Requirements: Any individual wishing to work in horticultural management must have knowledge of how to store, transport and handle chemicals. Regardless if they themselves will work with chemicals in their management role. If a manager asks an employee to work with chemicals they themselves must know the basics. At the very minimum I recommend AHCCHM304 Transport and store chemicals and AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases. should be included in the entry requirements for the Diploma of Horticulture Management.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

• have completed the following units of competency (or equivalent):

- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Peak Industry Body, IRC Representative

**Coverage:** National

**Stakeholder Comments:**

The revised Diploma of Horticulture Management is aimed at a supervisor/management role I think the very minimum they should have coming into the Diploma is the two chemical units as they will be responsible for training, supervising and scheduling chemical application so a knowledge of this is imperative given the legislation that surrounds chemicals in all states. As a TAFE could offer these as a fee for service to those who need them I think this would be a great solution.

I feel quite strongly on this and do not feel it would be an obstacle.

The Diploma of Horticulture Management should have entry requirements.

I support the wording below:

Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

have relevant equivalent skills and knowledge acquired through participation in the horticulture industry.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

• have completed the following units of competency (or equivalent):

- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

The Diploma of Horticulture has been seriously reframed into the Diploma of Horticulture Management. This diploma should have entry requirements. I support the wording below:

Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCCHM304 Transport and store chemicals
- AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

have relevant equivalent skills and knowledge acquired through participation in the horticulture industry.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCCHM304 Transport and store chemicals
- AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

It is important to show the career path and the training package align. The Diploma of Horticulture has been updated into the Diploma of Horticulture Management. This diploma should have entry requirements. I support the wording below:

Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCCHM304 Transport and store chemicals
- AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

have relevant equivalent skills and knowledge acquired through participation in the horticulture industry.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCCHM304 Transport and store chemicals
- AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."



**Organisation Type:** Registered Training Organisation

**Coverage:** ACT

**Stakeholder Comments:**

The Diploma of Horticulture has been updated into the Diploma of Horticulture Management. This diploma should have entry requirements. I support the wording below:

Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

have relevant equivalent skills and knowledge acquired through participation in the horticulture industry.

**Additional Stakeholder Support:** Govt Local - NSW x 1, RTO - NSW x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advised that entry requirements should be updated to:

"Prior to commencing this qualification an individual must:

- have completed the following units of competency (or equivalent):
- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCPMG302 Control plant pests, diseases and disorders
- AHCWHS3X1 Contribute to workplace health and safety processes

OR

• have relevant equivalent skills and knowledge acquired through participation in the horticulture industry."

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The Diploma of Community Coordination and Facilitation is a course that is very appropriate for Landcare facilitators to improve their skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities. The Australian Government fund Regional Agriculture Landcare Facilitators under the Regional Land Partnerships program to build the future of sustainable agriculture in Australia. The Diploma of Community Coordination and Facilitation qualification is suitable for developing the skills required in this position. RuralBiz Training has a small number (9) over the past few years who have engaged in units from the Diploma of Community Coordination and Facilitation under part qualification training as a pathway towards enrolling in the full qualification. This course appeals to a niche but important sector of the Australian agricultural industry. Since the outbreak of COVID-19 multiple Landcare conferences have been cancelled and these events are usually an opportunity to promote enrolment in the course. We believe that COVID-19 has had a negative impact on enrolments in this qualification and hope to see an increase in the next two years.

RuralBiz Training is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. RuralBiz Training request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

AHCCCF403 Obtain and manage sponsorship  
AHCCCF502 Facilitate the development of group goals and projects  
AHCCCF503 Promote group formation and development  
AHCCCF504 Support group and community changes in resource management  
AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of your feedback the Diploma of Community Coordination and Facilitation, and associated units of competency have been placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

The Diploma of Community Coordination and Facilitation is a fairly unique qualification which is highly relevant to people working in the Landcare and Catchment Management field. The challenges in getting enrolments include being able to allocate time to professional development while working, lack of recognition of qualifications in terms of remuneration in the Landcare industry, not a lot of awareness about this qualification and the pathways for attaining it e.g. RPL.

Happy to provide other information or feedback.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

As a result of consultation feedback the Diploma of Community Coordination and Facilitation and selected associated units of competency are now online for stakeholder feedback.

Provided there is sufficient stakeholder support and evidence that there is a need for their retention, they will be reviewed and updated.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I have had discussions with a number of our staff members, and we do not have demand for the full Diploma in Community Coordination and Facilitation qualification.

We do use one unit of competency from this qualification in the Weeds Officer training program - CHCCDE002 Develop and implement community programs.

[Name of RTO] does not request the retention of the qualification and will apply to have to put CHCCDE002 on explicit scope.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

Please note, CHCCDE002 Develop and implement community programs, is not in the scope of this project and will not be affected by any changes made within this project.

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

To my knowledge there has been very little or no uptake of the qualification in the past.

Most people who peruse careers in this space will do a Cert 3 or Diploma CEM, either post university degree or leading on and then doing a uni degree.

I get the sense from industry, and I have been in industry for 30 years, that if they want to choose higher education options they will go with a degree and not an Adv. Dip.

The reason for this is that industry better recognises uni degrees over this Advanced Dip.

Happy to discuss further via Teams or a phone call.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and your comments have been noted and AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated, which industry hope the changes made will lead to an increase in the uptake.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this qualification is currently online for further stakeholder review and feedback.

**Organisation Type:** Employer

**Coverage:** QLD

**Stakeholder Comments:**

In a previous role, as mentioned, I co-ordinated and delivered training into all indigenous communities across Queensland including the Torres Straits and even though we were training Land and Sea Rangers and staff in Animal Control and Regulation there was a big focus on the very content of the units in question. In a different role I was involved in the development of training for the Qld Biosecurity Act when it came out and again the focus was communities and engagement. When I saw these units and went through them I do have a concern we are throwing out the baby with the bath water as there is going to be a resurgence in this area across multiple industries but particularly the rural industries and to give examples of these reasons for a resurgence – and I hate to even type the words – drought, bushfire and floods. There are much less dramatic reasons that have impacts on communities that in turn effect industries and the VET sector, in many cases, is yet to be utilised as a tool to the solutions.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I have been in discussion with

CEO Landcare NSW

CEO Landcare VIC

CEO Qld Water and Land Carers

CEO National Landcare Network Australia

As well as a few NSW Landcare staff and facilitators.

All of the CEOs are (hopefully) coming back to me with their thoughts on the qualification in the next 24 hours. Interestingly, NSW & VIC have identified a need within their organisation to develop skills/ a competency framework amongst facilitators and potentially this qualification could address those skill shortages and all CEOs think there could be value in retaining the qualification for this purpose.

Identified areas requiring skill improvement in this group are

- Promoting group formation and development
- Working as staff with a voluntary board/ Committee governance
- Business skills – understanding budgets and financial reports, HR basics

We will keep working on a revised qualification and send it through on Friday.

**Additional Stakeholder Support:** RTO - NSW x 2

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Thanks for your time to chat today re the AHC51216 Diploma of Community Coordination and Facilitation. We will gather the requested supporting documentation and forward it to you.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The Diploma of Community Coordination and Facilitation and associated AHCCCF units of competency should not be deleted. We teach them at [RTO], and they provide specific training for a niche group of students. There are many reasons for the lack of enrolments in recent years; one being a lack of funding and the other major disruption being Covid 19.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

The Diploma of Community Coordination and Facilitation is a course that is very appropriate for Landcare facilitators to improve their skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities. The Australian Government fund Regional Agriculture Landcare Facilitators under the Regional Land Partnerships program to build the future of sustainable agriculture in Australia. The Diploma of Community Coordination and Facilitation qualification is suitable for developing the skills required in this position. RuralBiz Training has a small number (9) over the past few years who have engaged in units from the Diploma of Community Coordination and Facilitation under part qualification training as a pathway towards enrolling in the full qualification. This course appeals to a niche but important sector of the Australian agricultural industry. Since the outbreak of COVID-19 multiple Landcare conferences have been cancelled and these events are usually an opportunity to promote enrolment in the course. We believe that COVID-19 has had a negative impact on enrolments in this qualification and hope to see an increase in the next two years.

RuralBiz Training is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. RuralBiz Training request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

- AHCCCF403 Obtain and manage sponsorship
- AHCCCF502 Facilitate the development of group goals and projects
- AHCCCF503 Promote group formation and development
- AHCCCF504 Support group and community changes in resource management
- AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation, noting that the following units have been reviewed and retained:

- AHCCCF4X3 Obtain and manage sponsorship
- AHCCCF5X2 Facilitate the development of group goals and projects
- AHCCCF5X3 Promote group formation and development
- AHCCCF5X4 Support group and community change management processes
- AHCCCF6X1 Coordinate the development of regional plans.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Possible title change could benefit this qualification however I havent had any bright ideas aside from possibly 'Diploma of Community Group Facilitation' or something like that.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We hope this qualification will be made available for public review as stakeholders have indicated they would welcome this opportunity.

Enrolments for this qualification have always been small as it is a niche market. Some students have chosen to enrol in part qualifications over several years to develop skills in key areas without completing the full qualification. There has also been funding available in NSW to assist with part qualification training.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

The qualification as it reads now, looks a lot more relevant to our industry than the existing version of this qualification. I need to have a good look through it, but for now I would say it is already improved.

**Additional Stakeholder Support:** Peak Industry Body - NSW x 1, RTO - NSW x 4

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

We look forward to any further comments on how this qualification can be further improved, if necessary, to meet the industry needs.

**Organisation Type:** Employer

**Coverage:** SA

**Stakeholder Comments:**

I would encourage Skills Impact to maintain this qualification for the development of skills in the agricultural and NRM sectors. The skills required by employees/group facilitators of these grower groups/landcare groups are very specific, and skills cannot be acquired in other areas of the agricultural or natural resource management industry.

It may be worth also noting that the Grower Group Alliance in WA surveyed its members (community group facilitators) in late 2021 to identify their key professional development needs for 2022. The skills they needed align very closely with those skills proposed in this Diploma - <https://www.gga.org.au/activities/2022-program/>

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

AHC51216 Diploma of Community Coordination and Facilitation has been reviewed and updated.

The draft qualification code and title is:

- AHC512XX Diploma of Community Group Coordination and Facilitation.

Along with selected associated units of competency this is currently online for further stakeholder consultation.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Is there a unit on Grant Writing? This is a particular gap in training for our industry. We really do need this to be added somewhere. Landcare groups spend a lot of time writing submissions to get grants. This is one of their major tasks.

**Additional Stakeholder Support:** Peak Industry Body - NSW x 5, RTO - NSW x 4

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CHCMGT004 Secure and manage funding has been added to the elective Group A. This unit deals with making submissions for funding (such as grant applications).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Thank you for considering keeping this qualification. I don't believe there is another qualification that covers the needs of group coordinators and facilitators.

I strongly believe that Covid has impacted this course as there have been limited occasions to market the course face to face at conferences and the like.

The addition of the project management units should be a huge positive.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification and addition of project management units.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Update of name to 'Diploma of Community Group Coordination and Facilitation', should provide clarity - Did consider Diploma of Landcare Facilitation as a name but the term 'Landcare' is not widely used in some states.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention and name change of this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

This qualification provides a framework of specialised skills and knowledge that are not formally recognised by any other qualification and that make it uniquely suitable for people working in community group facilitation roles.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Packaging rules allow sufficient specialisation in CCF and enough flexibility to customise qualification to meet a range of student learning goals.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support of the changes to the qualification packaging rules.



**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Inclusion of project management units as electives provide a valuable addition to the qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the addition of project management units.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Possibly include CHCMGT004 Secure and manage funding as a group A elective as development of grant writing skills (as opposed to seeking sponsorship) have been identified as important to the job roles and currently lacking within the qualification.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CHCMGT004 Secure and manage funding has been added to the elective Group A.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Support the changes, the qualification will be well suited to industry. Thanks

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support of the changes to the qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Hopefully the new name will add more meaning to what this qualification covers. Hopefully the addition of the word 'group' clarifies the purpose of the qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the name change of this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Agree it is appropriate not to have set entry requirements for this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for no entry requirements for this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Core unit selection appropriate to skills required in job roles.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support of the core units list for this qualification.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

One factor that may have had an impact on the enrolments in this qualification is the fact that the RTO who teaches this qualification have on their webpage the need for the applicant to have their own farm or run their own property. This entry requirement precludes many coastal Landcare workers. The qualification is relevant to them, but this one sentence makes them think otherwise.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback regarding the RTO website. This feedback has been passed onto the RTO.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

I think it's a great course and one that must be kept. Obviously numbers have been low due to covid, but it's now time to get back out and learning again

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

This is a great qualification suited to the needs of Landcare coordinators, coordinators of volunteer and community groups. It's application could be too much broader than the NRM field, the new qualification name will better reflect this and appeal to a broader audience.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention and name change of this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Agree with no entry requirements

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for no entry requirements for this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

it would be beneficial to include a unit focused on writing grant applications.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CHCMGT004 Secure and manage funding has been added to the elective Group A. This unit deals with making submissions for funding (such as grant applications).

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Support the inclusion of project management units as electives.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the addition of project management units.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Project management skills are highly desirable for facilitators working with community groups. These units are a logical inclusion as electives.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The BSB project management units (BSBPMG430, BSBPMG530, BSBPMG531, BSBPMG532, BSBPMG533) have been added to Elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

CHCMGT004 Secure and manage funding would be a more appropriate alternative to Obtain and manage sponsorship for Group A, as grant writing is a fundamental skill for group facilitators. Obtain and manage sponsorship is a relevant unit but could be moved to Group B.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CHCMGT004 Secure and manage funding has been added to the elective Group A. This unit deals with making submissions for funding (such as grant applications).

AHCCCF4X3 Obtain and manage sponsorship has been moved to elective Group B.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Group facilitators and coordinators in the NRM sector require a specialised set of skills and knowledge. This qualification covers the unique needs of professionals and volunteers working in this sector.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Suitable core units provide a good foundation for community coordination/facilitation roles

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support of the core units list for this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

This diploma is great training for Landcare coordinators and facilitators. it is the most suitable and well rounded package i know of for these types of roles. low enrolments would have been influenced by COVID over the last two years.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

RE: Qualification Description: Change from "land management" to "natural resource' management. This shows inclusiveness for coast care and rivercare also.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback,

The qualification description has been changed from "land management" to "natural resource management".

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Replace unit AHCCCF4X3 with a Grant Writing topic - suggest CHCMGT004 from the Health suite of units. Landcare Coordinators, both Local and Regional, are continually writing grant applications and therefore seeking to improve their skills in this regard. Sponsorship is sought much less often. This change would make this course more relevant to our industry.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CHCMGT004 Secure and manage funding has been added to the elective Group A. This unit deals with making submissions for funding (such as grant applications).

AHCCCF4X3 Obtain and manage sponsorship has been moved to elective Group B.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

BSBPMG430, 530-533 - Suggest that at least one of these units be included in Group A. Potentially BSBPMG430? Many in our industry would want to do several of these units as they are extremely relevant to our industry with only 4 electives to be selected from Group B it would exclude other relevant topics. Great inclusion as electives for our industry

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The project management units have been included in Group B and not Group A as placing them in Group A may weaken the integrity of the qualification as it would allow an individual to attain this qualification having only completed two CCF specific core units of competency. The BSB project management units will remain in Group B electives.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

This is a great course which is very relevant to our industry and will only be improved by the suggestions and changes noted here, in particular the addition of the Project Management units. I think this course is a must for all Landcare staff, nation wide.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention and changes made to this qualification, including the addition of project management units.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Agree that this change of name [to included 'group'] is a better description of the topic

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the name change of this qualification.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Entry requirements are currently listed on the Rural Biz site and need to be removed as they are onerous and are likely preventing many interested people in our industry from looking further into this course. Having no Entry requirements is very appropriate for this industry

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for no entry requirements for this qualification. Your feedback regarding the RTO website has been passed onto the RTO.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

I like the current title because it reflects the role of coordinators.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the name change of this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

CORE UNITS: From the Program I manage, I see clarity on strategic planning, governance and supporting groups with governance structures as vital to group longevity, access to funding, healthy work spaces etc. The only change I would suggest to the units within this qualification is to add Facilitate the development of group goals and projects to the core in place of the existing 'support group and community change management processes'. Whilst this is important, you cannot manage change well without having basic clear governance structures in place.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback. The SMEWG advised that AHCCCF5X2 Facilitate the development of group goals and projects be added to the core of this qualification, and that AHCCCF5X4 Support group and community change management processes be retained in the core of this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Grant writing is a task for all Landcare coordinators. I agree with the inclusion of the proposed CHCMGT004 Secure and manage funding.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for including CHCMGT004 Secure and manage funding in elective Group A.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Understanding basic project management skills is important for coordinator roles ie working within budget, time, cost, quality and clear scope. I agree with the addition of project manager units of competency to this qualification.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the addition of project management units.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Until recently I wasn't aware this qualification existed. I am heartened to see it does. In future program iterations, I would see this as a key qualification for coordinators to either have already undertaken or be willing to undertake.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

This is a great qualification for community and industry. Not just for Landcare but NRM, Project Officers etc

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

AHCCCF4X3 - agree with comment made by 1972 that CHCMGT004 would be a more appropriate core unit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback. The SMEWG advised that CHCMGT004 Secure and manage funding be moved to elective Group A, and AHCCCF4X3 Obtain and manage sponsorship be moved to elective Group B.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

CORE UNITS: I think we could have both AHCCCF5X2 Facilitate the development of group goals and projects, and AHCCCF5X4 Support group and community change management processes, in the core of the Diploma of Community Coordination and Facilitation. I have been in situations where both would apply since I have worked as a coordinator.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback. The SMEWG advised that AHCCCF5X2 Facilitate the development of group goals and projects be added to the core of this qualification, and that AHCCCF5X4 Support group and community change management processes be retained in the core of this qualification.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

Working in a Program that supports Landcare coordinators, I am seeing the need for coordinators to facilitate discussions around goals and priorities of their groups (AHCCCF5X2). Although, technically they should not? lead these discussions, it tends to fall back to them and these skills will definitely help them and their groups know where they are heading and reflect accordingly in the coordinators work tasks.

The Program I co-managed have focused largely on supporting groups in strategic planning, identifying goals etc.

I can also see that AHCCCF5X4 has great significance and are key skills to have as well.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback. The SMEWG advised that AHCCCF5X2 Facilitate the development of group goals and projects be added to the core of this qualification, and that AHCCCF5X4 Support group and community change management processes be retained in the core of this qualification.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Qualification description. The qualification and contributing units would be equally as useful to those working in community health. Shouldn't seem exclusive to those involved in land management, can this last part be expanded on?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The qualification descriptor does not preclude individuals from community health undertaking the qualification. However, it is worth noting that community health is covered in a number of qualifications in the Community Services Training Package.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

More governance subjects would be beneficial as is an important part of working with community group e.g. support development of policies and procedures, support development of group strategic or action plans.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These subjects are covered within the AHCCCF and AHCBUS coded units in this qualification, such as:

- AHCCCF5X2 Facilitate the development of group goals and projects
- AHCCCF5X5 Contribute to regional planning process
- AHCCCF6X1 Coordinate the development of regional plans
- AHCBUS516 Develop and review a business plan
- AHCCCF4X4 Contribute to association governance
- AHCCF4X16 Present proposed courses of action at a meeting.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Also need a unit on 'develop and submit funding proposals'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

CHCMGT004 Secure and manage funding has been added to the elective Group A. This unit deals with making submissions for funding (such as grant applications).

**Organisation Type:** Employer

**Coverage:** NSW

**Stakeholder Comments:**

I did not know about this course. I would be really interested in doing it and therefore hope it remains an option.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

This course sounds fabulous and I cannot understand why Landcare Coordinators are not flocking to it.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the retention of this qualification.



**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Although it was suggested if the advanced diploma of horticulture could remain, this would be the preferred outcome, understand students often enrol into university qualification at this level, for this reason, the attendee has no reason to oppose the deletion of the qualification.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback and support for the deletion of this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We would like to request that any units which are specialised to this qualification be included in the Advanced Diploma of Agribusiness Management. Whilst we have had low numbers in this qualification there has been a reasonable number of enquiries relating to this qualification. We request that this qualification is retained and reviewed.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback, the majority of units in this qualification are also available in the Advanced Diploma of Agribusiness Management.

Please note that the Advanced Diploma of Agribusiness Management is not currently under review, and is out of scope for this project. Your feedback will be noted in our improvements register and will be utilised for any future review of this qualification. Your request for review and retention will be discussed with the SMEWG and/or the APH IRC.

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AHCWRK6X3	Design and conduct a field-based research trial

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE, 'prepared a report format that complies with organisational and funding organisation requirements'. What is the purpose of having 'funding organisation requirements'? Could we change the 'and' to 'or', as a lot of our projects are not related to any funding requirements.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "and funding organisation" from PE, bullet point 2 and bullet point 6.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE 'developed project reports to organisational and funding organisation standards'. Same here, change and to or.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "and funding organisation" from PE, bullet point 2 and bullet point 6.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Agree with 1601 - change to "organisation or funding requirements" in all instances.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "and funding organisation" from PE, bullet point 2 and bullet point 6.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: Application: Change to "to meet organisational OR funding requirements". Many reports drafted in the AHC area are not subject to external funding - make this 'OR' not 'and'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "and funding" from application.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: PCs Report submission or distribution following organisational or applicant guidelines should be included here also. Wording should be discussed by SME group.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG agreed to the following changes:

- Element 3 changed to "3. Revise and submit report for distribution",
- PC 3.4 changed to "3.4 Complete and submit project report within approved timeframes",
- PE bullet point seven changed to "finalised and submitted report within approved timeframe".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

Please do not delete this unit, we use it here at DBCA.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit is no longer proposed for deletion. It has been reviewed, updated and recoded.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Performance evidence. Final dot point. Needs reference to Recording and reporting of other cash and in-kind contributions.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PE bullet point 4 "recorded and reported cash and in-kind contributions".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Element 3 is unclear. I do not know what this means.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 3 changed to "Communicate and promote groups and programs with individuals and groups of culturally diverse backgrounds", PC 3.1 changed to "3.1 Promote involvement in groups and programs with individuals and groups of culturally diverse backgrounds according to plan".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Performance evidence. Add 'multiple' so dot point three reads 'multiple cultural groups'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 3 change to "developed working relationships with representatives of multiple cultural groups".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Performance evidence. Dot point 4. Sometimes its not involvement it is more awareness and input from culturally diverse groups

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 change to "facilitated awareness and input from culturally diverse groups on community issues related to the program".

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Unit title could just be 'Coordinate events to support group purpose'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Unit title changed to "Coordinate events to support group purpose".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC1.1 Add 'and funding or sponsorship requirements' to the end of this PC

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "1.1 Identify relevance of events contribution to group goals and funding or sponsorship requirements".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC1.4 Could start with 'Identify and manage...'

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.4 changed to "1.4 Identify and manage risks of events, including group and public safety, and group image".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC1.5 Remove 'section of' from this PC

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.5 changed to "1.5 Promote event to members and the community".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC2.1/Element 2: Should there be something about addressing identified risks?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC 2.2: "2.2 Implement safe working practices to minimise identified risks", and renumbered the PCs that follow.



**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Performance evidence. Remove 'small' from dot point 1 and remove dot point five altogether - closed event and restored venue to clean, pre event condition, this is not needed.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 1 changed to "facilitate groups to plan event".

PE bullet point 5 is linked to Element 3, changed to "closed event and restored venue to pre-event condition".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: PC1.3 remove 'and diverse viewpoints', not needed.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.3 changed to "1.3 Determine legislative and ethical requirements for inclusion in decision or discussion".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC2.3 should read 'Seek input and approval from committee.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.3 changed to "2.3 Seek input and approval from committee".

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. [RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

AHCCCF403 Obtain and manage sponsorship  
AHCCCF502 Facilitate the development of group goals and projects  
AHCCCF503 Promote group formation and development  
AHCCCF504 Support group and community changes in resource management  
AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of your feedback the Diploma of Community Coordination and Facilitation, and associated units of competency were placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Despite changes the essence of the unit is fundamentally unchanged and equivalence should be considered.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The changes made to this unit, in particular the foundation skills and assessment requirements of this unit, necessitate a change to the unit code and equivalence.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC4.3. Probably need to expand this to include media (e.g. newspapers, radio etc), websites and social media platforms.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.3 changed to "4.3 Acknowledge sponsor support for program or project in literature, reports, media, websites, on social media platforms and on-site".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Title and entire unit: The constitution is the most important item in organisational governance and doesn't seem to be recognised as such in this unit. There is so much to governance, probably needs to be split across a few different units

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Constitution has been added to PC 1.1, PE bullet point 2, PE bullet point 2 sub-bullet point 1 and KE bullet point 6.

Please note that this unit is on contribution to association governance, not all aspects of organisational governance. There are a range of competencies across a number of training packages that deal with managing, monitoring, planning of corporate governance.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PCs in their entirety. These elements and performance criteria aren't really representative of the performance and knowledge evidence required

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1, 2.1, 2.2 and 2.3 have been updated, PC 3.5 has been deleted.

Please note that this unit is on contribution to association governance, not all aspects of organisational governance. There are a range of competencies across a number of training packages that deal with managing, monitoring, planning of corporate governance.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Make PC2.1 Identify opportunities for the group to work to achieve group objectives

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 has been changed to "2.1 Identify opportunities for the group to contribute to group objectives".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

I think PC2.3 should be the first step.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.2 and PC 2.3 swapped/re-sequenced.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC3.5. Is this a useful performance measure?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.5 removed and renumbered PCs that followed.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Element 2. Should read 'Should be facilitating input and introducing opportunities to identify new initiatives and ideas'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 2 changed to "2. Facilitate input and introduce opportunities to identify new initiatives and ideas".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC3.1 Should read 'Maintain contact with members of the group and community to facilitate interchange of ideas and information'.

**Consideration and Proposed Resolution:** Adopted

Thank your for your feedback.

PC 3.1 changed to "3.1 Maintain contact with members of the group and community to facilitate interchange of ideas and information".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Element 4 should read: Facilitate effective group operation

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 4 changed to "4. Facilitate group operation".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC4.1. replace 'hinder' with 'impact group' and remove last part of PC; remove 'before damage occurs to the group'

**Consideration and Proposed Resolution:** Adopted

Thank your for your feedback.

PC 4.1 changed to "4.1 Identify issues with potential to impact group operations".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

PC4.2. Replace 'Assess' with 'Identify potential'

**Consideration and Proposed Resolution:** Adopted

Thank your for your feedback.

PC 4.2 changed to "4.2 Identify potential external threats and facilitate negotiation of solutions between the group and external parties".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Performance evidence. Final dot point. Replace 'used a range of' with 'is aware of a range of '

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This PE is linked to Element 4, awareness is not an appropriate PE, this PE to remain as written.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We would change the name of 'AHCCF504 Support group and community changes in resource management to something about change management as people think this unit is about natural resources but it's more about managing changes at the group and community level due to voluntary initiatives or legislative requirements.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

AHCCCF504 Support group and community changes in resource management has been changed to: AHCCCF5X4 Support group and community change management process and is currently online for further stakeholder feedback.

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Grant writing should be in this unit, if it's not, can we put it in? Or can we change what is written to make it applying for an amount of money rather than to ask for money for a specific issue?

**Additional Stakeholder Support:** Peak Industry Body - NSW x 1, RTO - NSW x 4

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that the content/focus of this unit should remain on facilitating group goals and projects and that the unit CHCMGT004 Secure and manage funding should be included in the elective units list for the Diploma of Community Group Coordination and Facilitation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I think this unit could have adjustments made to cover the need for a unit covering grant application.

The focus of this unit is too much on goals and issues, and only element 5 covers the proposal.

Perhaps a simplification of elements 1-4 and then the incorporation of elements 1,2 and 4 from the unit CUAFIM511 Source funding for projects would make a really good unit. CUAFIM511 isn't the a direct fit- the application and element 4 are not at all suited.

Industry may require some further adjustments in criteria.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that the content/focus of this unit should remain on facilitating group goals and projects and that the unit CHCMGT004 Secure and manage funding should be included in the elective units list for the Diploma of Community Group Coordination and Facilitation.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Support this change to remove the words 'land management and environmental' to apply more broadly to issues within the context and scope of the groups activities.

**Consideration and Proposed Resolution:** Noted

Thank you for your support.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Combine elements 2 & 3 and simplify performance criteria.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The performance criteria have been simplified for element 3; however, combining elements 2 and 3 together would make the element unwieldy as element 2 is about the development of priorities, whereas element 3 is about development of goals and action plans.



**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

Add 'to identify' in PC3.3. 3.3 Review previous goals and action plans with the group to identify as part of the development of new goals and action plans. Remove PCs 3.4 and 3.5.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.3 changed to "3.3 Review previous goals and action plans with the group to identify and develop new goals and action plans".  
Removed PC 3.4 and 3.5, and renumbered the PCs that followed.

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Performance evidence. First dot point, 'goals and actions' would read better than 'goals and projects'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 1 changed to "facilitated the development of group goals and actions".

**Organisation Type:** Other

**Coverage:** NSW

**Stakeholder Comments:**

RE: Knowledge evidence. No need for final dot point as mediation and facilitation strategies are covered in dot point 1.

**Consideration and Proposed Resolution:**

Thank you for your feedback.

KE bullet point 9 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. [RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

AHCCCF403 Obtain and manage sponsorship  
AHCCCF502 Facilitate the development of group goals and projects  
AHCCCF503 Promote group formation and development  
AHCCCF504 Support group and community changes in resource management  
AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of your feedback the Diploma of Community Coordination and Facilitation, and associated units of competency were placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

AHCCCF403 Obtain and manage sponsorship  
AHCCCF502 Facilitate the development of group goals and projects  
AHCCCF503 Promote group formation and development  
AHCCCF504 Support group and community changes in resource management  
AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The following unit has been reviewed and retained:

· AHCCCF5X3 Promote group formation and development.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Support the changes to this unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your support.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. [RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

- AHCCCF403 Obtain and manage sponsorship
- AHCCCF502 Facilitate the development of group goals and projects
- AHCCCF503 Promote group formation and development
- AHCCCF504 Support group and community changes in resource management
- AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of your feedback the Diploma of Community Coordination and Facilitation, and associated units of competency have been placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. [RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

- AHCCCF403 Obtain and manage sponsorship
- AHCCCF502 Facilitate the development of group goals and projects
- AHCCCF503 Promote group formation and development
- AHCCCF504 Support group and community changes in resource management
- AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The following unit has been reviewed and retained:

- AHCCCF5X4 Support group and community change management processes.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

New name for AHCCCF5X4 should reduce confusion on unit content. 'Support group and community change management processes' is more appropriate than the existing title; 'Support group and community changes in resource management'.

**Consideration and Proposed Resolution:** Noted

Thank you for your support.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Support the updated name for this unit, provides clarity about unit content. Or could be 'Support change management processes in community groups' or 'facilitate change management in community groups'

**Consideration and Proposed Resolution:** Noted

Thank you for your support.

The title "Support group and community change management processes" reflects the elements and performance criteria of the unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Change in unit name provides clarity, students previously thought this unit was about natural resource management. The new name does feel a bit laborious - Perhaps 'Support change in communities and groups'.

**Consideration and Proposed Resolution:** Noted

Thank you for your support.

The title "Support group and community change management processes" reflects the elements and performance criteria of the unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. [RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

AHCCCF403 Obtain and manage sponsorship  
AHCCCF502 Facilitate the development of group goals and projects  
AHCCCF503 Promote group formation and development  
AHCCCF504 Support group and community changes in resource management  
AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of your feedback the Diploma of Community Coordination and Facilitation, and associated units of competency have been placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

[RTO name] is committed to offering this course via a flexible online enrolment with content that has been tailored to Landcare facilitators, especially those working in rural areas. [RTO name] request that consideration be given to retaining this qualification in its current format as part of the AHC training package and that the following units be retained:

AHCCCF403 Obtain and manage sponsorship  
AHCCCF502 Facilitate the development of group goals and projects  
AHCCCF503 Promote group formation and development  
AHCCCF504 Support group and community changes in resource management  
AHCCCF601 Coordinate the development of regional plans

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of your feedback the Diploma of Community Coordination and Facilitation, and associated units of competency were placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

We have completed 7 students in this unit in 2016-2017 (probably under its previous code, AHCCCF601A) and despite not having recent enrolments we would request to retain this unit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As a result of stakeholder feedback the Diploma of Community Coordination and Facilitation, and associated units of competency were placed online for further consultation and potential retention of these components rather than them being deleted (archived) on the national training register (training.gov.au).

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'determine fencing resources and measurements to construct fencing'. At a Cert II level students wouldn't be determining the resources and measurements themselves.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "determine fencing resources and measurements to construct fencing" from PE.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

"installation, construction and repair techniques" indicates a practical skill demonstration should be carried out - therefore why is this within the Knowledge Evidence area?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This KE is "knowledge of installation, construction and repair techniques for electric fences", it is linked to PCs 2.1, 2.2, 2.3 and 2.4.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'determine fencing resources and measurements to construct fencing' has been removed from PCs

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "determine fencing resources and measurements to construct fencing" from PE also.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.1 'dispose of or recycle rubbish and waste material' Need to know how/what to recycle and how to dispose of hazardous materials/chemicals etc. Requires KE point to support.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE bullet point four: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with property and structure maintenance".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Reference to 'defects' in second bullet point. And deterioration (PC 1.3) ?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added "and deterioration," after defects in KE second bullet point.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Reference to 'tools' in first bullet point. Does this include how to select (element 2 and KE) and use the tools?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added "use and selection" after limitations in KE first bullet point, and removed third bullet point.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills - Reading 'activity'. What about reading manuals for tools and equipment?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit is about basic maintenance and repair (not requiring a specialist trades person) under supervision. The tools and equipment that would be used don't require manuals (i.e. hammers, pliers, screwdrivers, etc.).

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.1. Reference to 'material'. What about the disposal of hazardous material

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE bullet point five: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with fabrication and repair of metal or plastic structures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Last bullet point - equipment. Does this mean how to use the equipment?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE last bullet point removed and first bullet point changed to "types of fabrication materials, tools and equipment, their use, selection and application".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Second last bullet point - PPE. Should the identification of hazards and risks be explicit (as in PC 1.2)?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The reporting of hazards and risks is in the PE.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Second last bullet point - cleaned and tidied up work area and disposed of or recycled waste. methods including recycling and hazardous material.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE bullet point five: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with fabrication and repair of metal or plastic structures".



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Second bullet point - identified workplace health and safety hazards and risks and reported to supervisor. Hazards and risks may be environmental. Need to know what applies to the operation of machinery and equipment. Need KE point to support. Not sure why environmental impacts have been removed from current unit. What was the rationale>?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Added KE bullet point five: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with fabrication and repair of metal or plastic structures". Note: There is no machinery mentioned in this unit. The KE regarding "environmental codes of practice" has been removed as it was not linked/mapped to the PCs.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Reading - workplace instructions. What about tools, equipment manuals and materials safety data sheets?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit is about basic fabrication and repair of metal or plastic structures (not requiring a specialist trades person) under supervision. The tools and equipment that would be used don't require manuals (i.e. hammers, pliers, cutters, screwdrivers, saws, etc.).

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Great unit that we will use for our cohorts.

Spelling error in oral communication (instructions should be instructions)

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback, typo corrected in oral communication.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.2. Assess property structures for soundness. Assessment of property structures for soundness may be a job for a relevant qualified trades person. There is no obvious KE to support this PC.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

KE bullet point four is linked to this PC.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet point 7 - Not specified in the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 7 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet points 6. Not explicit in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fifth bullet point - Not explicit in the PCs and no KE to support. Perhaps add to foundation skills.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 removed,

Added FS Reading "Read and interpret maps, plans, site drawings and simple technical drawings".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fourth bullet point - Suggest review wording for clarity of meaning.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Changed PE bullet point 4 to "assessed and determined property repairs and maintenance requirements".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.2 Recycling and disposal of waste, including hazardous waste requires a supporting KE point

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE bullet point seven: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with property improvement, construction and repair".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.4 Should the identification of planning or building requirements or restrictions be part of the preparation for work (element 2)?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

PC 3.4 is the compliance with the planning or building requirements or restrictions that were confirmed in PC 1.4.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 2. Prepare tools and equipment. PC 2.1 mentions materials needed for the task but element does not include materials. Is there a missing step in estimating/sourcing/calculating material requirements in order to carry out the property improvements?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 2 changed to "Prepare tools, equipment and material",

PC 2.1 and 2.2 changed to:

"PC 2.1 Select and check quantity and quality of materials for the task

PC 2.2 Select tools and equipment required for the task and check for safe operation.

FS Numeracy added "Calculate quantities of material, take measurements, read and use tape measures and scale rulers".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.4. 'planning and permissions'. Should there be a KE point about the types of planning and permission needed?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 4 changed to "property construction and structural improvement legislative requirements, including types of planning and building permissions".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final bullet point. KE point needed to support this action. Suggest that recycling and safe disposal of environmentally hazardous material should be explicit in the PCs and supported with KE . What was the rationale to remove reference to environmental codes for practice from this unit?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE bullet point seven: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with property improvement, construction and repair".

The SMEWG advised that environmental codes for practice in the KE was not linked to the PCs and therefore, were not relevant to this unit of competency.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.2. 'tools and equipment'. And materials?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added "and materials" to PC 2.2.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final bullet point - 'and disposed of waste'. Disposal and recycling of waste (PC 4.1) requires supporting KE.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE bullet point eleven: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with electric fence planning and construction".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet point 6 - 'operated fencing tools and construction equipment'.

The use of tools for construction is implied but not explicit in the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC "2.2 Select tools and equipment required for the task and check for safe operation", and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet point 5 - job specifications. Job specifications not in PCs. Does this mean the fencing plan?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 changed to "fencing plan specifications".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet point 4. No KE item to support.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added KE "fencing plans and site maps relevant to electric fence planning and construction".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Numeracy. Should estimation be included here (refer to PC 1.2).

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

FS numeracy changed from "calculate costings" to "estimate costings".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PC2.4. So if labour is not required this is an optional PC? I think this needs rewording or removing as this is not fair to all students.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed "if required" from PC 2.4.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE Frequency, 'on at least one occasion'. I think the student should be asked to demonstrate these skills on two occasions. As an assessor I would not be satisfied a student can construct a gate or fence competently if they only do it once. There are so many variables to be included in fence construction that I think should be considered twice.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The volume of evidence required to demonstrate competency in this unit is appropriate. Frequency to remain as "on at least one occasion". This does not mean the student only completes the task only once. This means they are formally assessed on each PE on at least one occasion, this could be more than once.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.2 Would it be more relevant to use the terminology "land class" rather than natural features?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Natural features is not the same as land class. PC 1.3 (formerly PC 1.2) changed to "...natural features, land class and proposed use".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.5 A Cert III level unit shouldn't include reference to "Manage" - can this be revised to 'control' or 'reduce'

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The individual is Identifying and implementing, not managing. This is consistent with the language used in other AHC units written for this AQF level.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.4 Rather than "complete records" wouldn't it be more realistic for a Cert III student to  
- report back to supervisor on job outcome; or  
- update property map to reflect change, if required

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed PC 4.4.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'constructed gate assemblies and swing gates'. Referring to 'gates' in plural indicates this must be assessed multiple times - is that the intent?

It's not common for students working on farm (in Vic at least) to be swinging gates on a regular basis, let alone multiple gates.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 changed from "gates" to "gate".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.2. Estimation and calculation of materials needed for the work not included in the job task?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC "1.2 Calculated fencing material required for the task", and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. 'disposing of waste materials'. Should include hazardous waste and recycling.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

SME advice was to add a KE bullet point eight: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with conventional fence planning and construction".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'used and maintained fencing machinery, tools and equipment'. This is not explicit in the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 8 - removed "machinery".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'sourced and arranged delivery of fencing materials' Not explicit in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback

Added new PC "1.2 Calculated fencing material required for the task".



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Numeracy. The estimation of materials and costs are not explicitly included in the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC "1.2 Calculated fencing material required for the task".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.1 Recycling requires a supporting KE.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advice was to add a KE bullet point eight: "disposal and recycle of waste material, including identification and disposal of hazardous material associated with conventional fence planning and construction".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.3 Should the specifications be explicit here?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.3 changed to "3.3 Construct fence according to fencing plan specifications and fence design".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.3. 'equipment'. And materials?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Material removed from PE.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.3 'Identify hazards and risks, and implement safe working practices to manage risks'. Identification of hazards and risks not supported by KE. Does this include all site/activity/machinery operation related hazards and risks?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Hazards and risks is linked to PE dot point one and three and KE dot point one.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. 'telehandler operation and maintenance manuals'. What about the cleaning, minor servicing and maintenance tasks as in PCs 4.1 and 4.3?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Cleaning, minor servicing and maintenance is covered in the operation and maintenance manuals.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.6 'operations using hand, audible or radio communication equipment'. Not supported in knowledge evidence.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added PE "maintained communications during telehandler operations using hand, audible or radio communication equipment",  
Added KE "telehandler communications procedures using hand, audible and radio communication equipment".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.6 'Inspect for missing parts, damage, faults or malfunctions, and report and tag defects'. Should this come before 1.5 and include action to rectify prior to fitting attachments?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Pre-operational checks and the inspection go hand in hand (i.e. they are generally done together).

Added "rectify" to PC 1.6.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 3.1 is a duplication of points 1.5 & 1.6 in element 1.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Pre-operational checks and pre-start/start up are not the same. Pre-operational checks would normally include the physical walk around of the vehicle, whereas pre-start/start up would normally occur at the controls of the telehandler.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Final bullet point 'common injuries, causes and implications of using unsafe practices when operating telehandlers and fitting attachments' This is repetitious as it's already covered within WHS, operating the machinery and equipment etc.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.  
KE bullet point 1 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Can the words "if required" be added the end of the final second level bullet point? 'workplace recording and reporting procedures if required'.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
This KE is linked to PC 4.6 and as such it needs to remain as written. It is not appropriate to add 'if required'.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.6 'Maintain communications'. In what context is this to be applied? The person has already confirmed the activity (1.1) requirements. Wouldn't maintaining communication be considered a distraction?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
This is maintaining communications with others in the vicinity of the telehandler or who may be giving directions to the operator, etc.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PCs 1.5 and 1.6 These two points are repetitious and could be combined.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
PC 1.5 and 1.6 go hand in hand (i.e. they are generally done together), however PC 1.6 deals with what to do when there are missing parts, damage, etc.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.3 'Assess site' This should be one of the first things done and should be moved up to element 1 (1.3) or at least to 3.1 if it stays within element 3.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
This PC could go earlier in the sequence, however putting it at 3.3 allows for the telehandler being in place on the site or not being on site.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Can the words "if required" be added after tagging defects. 'carried out telehandler pre-operational checks and maintenance including tagging defects if required'

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added "if required" to PE bullet point 4.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Third last bullet point, 'operated telehandlers on an incline and an off-road surface with and without attachments'. Given evidence must be sighted on "at least two occasions" does this mean that it's twice on an incline - once with and once without an attachment - and twice off-road - once with and once without an attachment - the expectations need to be explicit please.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 8 changed to "operated telehandler on an incline and off-road surface".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final bullet point. Add "if required" at the end. 'recorded telehandler and equipment use if required'.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This PE is linked to PC 4.6 as such it needs to remain as written.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. 'duty of care to self, others and the environment'. Is this referring to the natural environment (ie soil damage, air quality control) or the work environment / cabin etc?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This is referring to the natural environment and the work environment (which may include such things as the proximity of the vehicle to buildings, trees, power, etc.).

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Unit is not required as covered by RIIHAN309F (The machine is the same under both sectors). This would be a duplication. Import RIIHAN309F into AHC package.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that this unit has been developed to address the operation of telehandlers in an agricultural environment. A number of the elements and performance criteria and associated assessment conditions of RIIHAN309F are not applicable to agriculture and pose a barrier to undertaking this unit.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.6 Throughout the rest of the unit comments about reporting are followed by "in line with workplace procedure". Important that farm settings still be considered a workplace.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.6 changed to "Inspect for missing parts, damage, faults or malfunctions, and rectify, report and tag defects according to workplace procedures".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Application statement. Change to This unit of competency describes the skills and knowledge required to conduct telehandler operations, including the use of attachments, safe driving and operation.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The first sentence of the application statement changed to "This unit of competency describes the skills and knowledge required to operate a telehandler, including the use of attachments, safe driving and operation."

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

PC 1.2 pluralise reference to manual, manuals is better.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.2 changed to "1.2 Source and interpret relevant machinery operation and maintenance manuals and manufacturer instructions".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

Add a PC 2.5 Safely, remove, clean and store attachments

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC "2.5 Safely remove, clean and store attachments according to operation and maintenance manual and workplace procedures".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.1 Suggest to add so PC reads; Perform pre-start and start up procedures, as per workplace procedures and manufactures instruction.

Reference to operator fatigue management could be included, particularly given that most operators will be working independently. PC 3.1 and 3.2 could be combined.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.1 changed to "3.1 Perform pre-start and start up procedures according to workplace procedures and manufacturer instructions".  
PC 3.2 to remain as a separate PC as PC 3.1 is pre-start and start up procedures, whereas PC 3.2 is Checking controls, etc. and rectifying/reporting faults.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

Change PC 3.4 to Drive and operate telehandler, modifying techniques as required to meet changing work.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.4 changed to "3.4 Drive and operate telehandler, modify operating techniques as required to meet changing work conditions".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

Suggest to change PC 3.6 to; Maintain communications with other site personal (where possible) during telehandler operations using hand, audible or radio communication equipment according to workplace procedures.

This is a key point which must be included however may need to be adjusted to better relate to the autonomous nature of work.

Potentially along the lines of: Coordinate and communicate planned activities with others on site, prior to commencing work activity

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.6 changed to "3.6 Maintain communications with other site personnel during telehandler operations using hand, audible or radio communication equipment according to workplace procedures".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

Change PC 3.7 to; Complete work within the operating capacity of the equipment , responding to alarms and indicators as per manufacture specifications.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.7 changed to "3.7 Complete work within the operating capacity of the equipment, responding to alarms and indicators according to manufacturer specifications".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 4 Inclusion of transporting machine between worksites, including driving between sites and preparing machine for transport on float.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advice was to add PC 4.2 to Element 4: "4.2 Prepare telehandler for transport where required according to workplace procedures", and renumbered PCs that follow.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.1 This should be included in Element 2, as changing attachments may occur during operation, not just at the end of operation.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC "2.5 Safely remove, clean and store attachments according to operation and maintenance manual and workplace procedures".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

PC 4. 5 should read; Remove and store telehandler keys in secure location

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.5 changed to "4.5 Remove and store telehandler keys in secure location".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Oral Communication. Use clear language to report malfunctions, faults irregular performance or damage to telehandler and attachment, and also to communicate with others on site.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Communicating with others on the site is explicit in the performance criteria (PC 3.6).

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. These two dot points could be combined;

- carried out telehandler pre-operational checks and maintenance including tagging defects if required
- carried out telehandler pre-start, start-up and shutdown procedures

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The first PE is linked to PC 1.5 and 1.6, the second PE is linked to PC 3.1. These PEs read better as separate PEs.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Suggest; selected and safely attached, removed, tested and operated attachments according to manufacturer specifications and in line with machine capacity

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 7 changed to "selected and safely attached, removed, tested and operated attachments according to design limits, manufacturer specifications and workplace procedures".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Suggested change and two additions

- respond to machine alarms and guages, reporting any faults irregular performance or damage for telehandler or attachments
- Safely transport telehandler between sites
- Safely park and secure machine after use

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The SMEWG advice suggested to change PE bullet point 10 to "responded to telehandler alarms and indicators, and reported telehandler and attachment malfunctions, faults irregular performance or damage",

Added PE bullet point 11 "prepared telehandler for transportation", and

Added PE bullet point 12: "parked and secured telehandler in a suitable location after use".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Suggest change;

- relevant legislation with regard to telehandler operation and state/territroy licensing requirements

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 10 changed to "relevant legislation with regard to telehandler operation and state/territory licensing requirements".



**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

Our existing business has been selling, servicing and hiring telehandlers to Victorian farmers (among others) for over 10 years. Licence requirements in Victoria aside there is still a great requirement for telehandler competency training specific to agriculture, to increase and promote safe use on farm.

We have contextualised the existing Resource and Infrastructure unit as far as able but there is an evident difference between use of a telehandler on a construction site and on farm.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

I don't know a lot about telehandlers but I do know that they are used more frequently on citrus farms now. All training would be in-house. They are also used in the macadamia industry and no doubt other tree crops.

A farm focused unit would be very useful.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

I feel that the requirements of this performance evidence are really heading in the right direction.

It will be good to get a national standard established on the quantity of plants and the level to which they must be identified.

I feel that the i.d requirement of 80 plants is a good (an achievable) number, considering that in many instances this unit will be delivered to new entrants to the industry.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

There is a substantial amount of knowledge evidence required by this unit. (this is a good thing)

It is imperative that this is recognised by state government boards and hours/funding is allocated appropriately to allow for sufficient time for learning and assessment

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The allocation of hours/funding is outside the scope of this project as it is a state training authority process.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

Good to see this unit at level 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Cultivar level if appropriate, not all plants are cultivars.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG agree that not all plants are cultivars and feel this is implied in the PC.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Soil characteristics should not be covered in this unit, soils unit is a core unit, this is muddying learning requirements for this unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advice is that KE bullet point one sub-bullet point eleven are the basic soil characteristics. This bullet point has been changed to "soil characteristics and texture, in relation to the local region".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

There is a lot of knowledge required for this unit. It combines both botany and plant taxonomy. It does need a substantial amount of hours to deliver this unit with the knowledge evidence, and performance evidence listed.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The allocation of hours/funding is outside the scope of this project as it is a state training authority process.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Good to bring in origin of plants as this is relevant to selection for a particular set of conditions, etc-but PCs 3.1 and 3.2 are looking at either side of so called cultural requirements, could be a bit of overkill-surely PC3.3 and PC3.1 are the same?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, PC 3.1 and 3.3 merged into one PC "3.1 Refer to origins of the plants and the cultural requirements of different plant types".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PE. Identified a minimum of 50 plants to common name and scientific name without using reference material.

Allocated PUSH hours need to reflect this-this number of ID would be a weekly Plant ID test of plant samples or in-situ plants-at least 5 or 6 sessions-plus time to collate a portfolio of 30 plants-as well as practicals in basic garden design activities which by their nature require time for students to practise and implement. Achievable with adequate hours.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The allocation of hours/funding is outside the scope of this project as it is a state training authority process.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC1.3

Commonly used plants-does this refer to broad categories such as Woody plants, ground covers, Climbers, Grasses, etc.?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Yes, commonly used plants-does refer to broad categories such as Woody plants, ground covers, Climbers, Grasses, etc.

Please see the KE of this unit (grouping of plant types).

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

More specific information needed for cultural requirements, what does this mean? function of plant and use within the environment are covered in PC 4. this seems to be a redundant PC (3) that needs rewording, is it cultural requirements of plants, or cultural requirements of the environment the plants are being placed? plants don't have cultural requirements, people do.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On the advice of the SMEWG, PC 3.1 and 3.3 merged into one PC "3.1 Refer to origins of the plants and the cultural requirements of different plant types"

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Elements 3 and 4.

Could this just replace Element 3? 3 and 4 are very similar-amalgamate?

Or make all the Explain criteria just about cultural stuff and the Identify criteria just about use of plants within the site

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Element 3 is about the requirements of different types of plants, etc.

Whereas Element 4 is about the function of the plant in the landscape, conditions of the site and selection of the plant for the site.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: Performance Evidence. I agree with 1760, the allocation of hours of delivery of this unit is crucial so that students are able to grasp and demonstrate the competency requirement adequately. The required theory content for someone at this level of competency is quite large so the allocation of hours to this unit is crucial so that RTO's are given ample time to deliver the content and assess each student.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The allocation of hours/funding is outside the scope of this project as it is a state training authority process.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

This unit should be a Core unit in the Parks and Gardens, Nursery and General Horticulture streams and replace AHCPM302. AHCPM302 should be moved to as an elective. This unit should be only an elective in the Landscape and Turf streams.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These qualifications are outside the scope of this project. This item to be included on the improvements register for the future review of these qualifications.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

Photosynthesis, light levels, quality and quantity, respiration, oxygen movement, transpiration, water movement within a plant needs to be made clearer that a basic knowledge is required only as many of these metabolic processes can become complex and highly detailed which will fill a lot of hours of content. It could be possible to create a separate unit alone just on the Botany let alone including it with plant identification.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice KE bullet point one changed to "basic principles of plant growth and development, including:", the word "basic" removed from sub-bullet points.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

For 2.2 and 2.3 Add basic.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.2 and 2.3 changed to:

"2.2 Describe basic types, functions and structure of leaves, buds and meristems"

"2.3 Describe basic types, functions and structure of flowers, fruit and seeds".

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: Knowledge Evidence. I agree with 1557, Soils should not be included here as this should be covered in the core soils unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that KE bullet point one sub-bullet point eleven are the basic soil characteristics. This bullet point has been changed to "soil characteristics and texture, in relation to the local region".

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC 2.1 Add here describe basic or simplistic types, functions and structure of roots, stems.....etc.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "2.1 Describe basic or simplistic types, functions and structure of roots, stems, trunks and vascular systems".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Application. 'select plants' - For what purpose? For site conditions or for use in a garden design?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Unit application first sentence changed to "This unit of competency describes the skills and knowledge required to identify and select plants to suit the work site, including identifying commonly used plants, describing plants and explaining plant cultural requirements.".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. 'grouping of plants' - The word 'types' is used in element 3.1.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice KE bullet point two has been changed to "grouping of plant types, including:".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. •

- plant identification techniques, plant selection, plant physiology, and habit and growth characteristics of the plants
- basic soil characteristics texture, in relation to the local region
- taxonomy at the family, genus, species and cultivar level

The first of these is already covered in the dot points above. The rest are sub points of the first point.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice KE bullet point one sub-bullet point nine removed, sub-bullet point six changed to "root structure, types and function". See other changes made to sub-bullet points.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Suggest review as there is repetition in some KE points and others missing such as plant cultural requirements (words used in Es and PCs) and site conditions.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice KE bullet point one, sub-bullet point 9 changed to "plant cultural requirements, soil, light levels, water, disease and pest protection, temperatures, and drainage". See other changes made to sub-bullet points.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'selected a group of plants for three different scenarios, for use in a basic garden design'. Basic garden designs not specified in the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice PE bullet point four now reads "selected a group of plants for three different scenarios.".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Unit Mapping Information. This new unit overlaps with two existing units AHPCM303 Identify plants and AHPCM306 Provide information on plants and their culture. The superceded AHPCM302 is a core in the current Cert III Hort AHC30716 but not that this unit has been included as an elective in the version proposed in this project.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit does not cover the same content as AHPCM303 or AHPCM306, there is a skills and knowledge gap not covered by AHPCM303 and AHPCM306, namely "the basics of plant physiology and implications on selection". This unit has been developed to address this gap. This unit has also been included in the revised Certificate III in Horticulture as it provides core skills and knowledge required of a graduate of this qualification. AHPCM303 and AHPCM306 are both included as electives in this qualification.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.2 'Identify site conditions related to plant use'. The identification of site conditions is not supported in the knowledge evidence.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that KE bullet point one, sub-bullet point 10 and 11 are linked to this PC.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 4 'select plants' - For use within the landscape/horticultural setting for site conditions? The PE suggests this is for use in a basic garden design.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice, Element 4 changed to "4. Identify and select plants to suit the plant use and work site".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Should PC 3.3 come after PC 3.1 and be plural rather than singular?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice, PC 3.1 and 3.3 merged into one PC "3.1 Refer to origins of the plants and the cultural requirements of different plant types"

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.2 'Explain growing conditions'. Is this referring to site growing conditions? 'and their performance' - In relation to what? Suggest replace wording with growth and development.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that PC 3.2 should remain as "3.2 Explain growing conditions and their impact on plants and their performance".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.1 'Explain cultural requirements of different types of plants'. Almost repeats the purpose of the element. Should the element wording be about determining or identifying plant cultural requirements?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.1 and 3.3 merged into one PC "3.1 Refer to origins of the plants and the cultural requirements of different plant types".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 2. 'Describe plants based on growth and development requirements'. The three PCs require a description based on plant type and functions of structural features - describe a plant and how it works. Growth and development requirements suggests it is about what a plant needs to grow. Wording of element does not entirely match up with PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 2 changed to "2. Describe plants based on growth and development".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.2 'commonly used plant types'. Commonly used for what?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.2 changed to "1.2 Identify a variety of commonly used plant types in terms of function in the landscape".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 1; 'Identify commonly used plants'. For horticulture?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that this element should remain as it is.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: Performance Evidence. Number of plants identified need to be reflected in the nominal hours as it can be quite a lengthy process to demonstrate the knowledge and skill required.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The allocation of hours/funding is outside the scope of this project as it is a state training authority process.



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Could be used as an agricultural unit for identifying pastures and crop plants not only horticulture. Take care to have Performance evidence and Knowledge evidence relevant to pastures and crops.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

This is a good unit for the horticultural stream.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.4 'Select plants'. What does this mean or is intended by this statement from an Agricultural perspective?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.3 and 4.4 merged into one PC "4.3 Identify and select plants based on their cultural requirements and growth habit".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. An additional 30 plants is excessive from an Agricultural context.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, 50 plants to common name and scientific name without reference material and 30 with reference material is a realistic industry expectation (particularly to cover the different grouping of plant types referred to in KE). This PE to remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. 'basic flower, fruit, seed structure'. This is the same as the one three below "Basic root structure, fibrous..." and could be removed.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 1, sub-bullet point 7 is about the plants flower, fruit and seed structure. Sub-bullet point 9 has been removed and sub-bullet point 6 has been changed to "root structure, types and function".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. First bullet point. This is all duplicated in multiple points below - can it be removed?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

"basic principles of plant growth and development, including " are detailed in the sub-bullet points (i.e. the sub-bullet points provide the detail of the principles).

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Agree with comment made by 1557 - this unit is about identifying and selecting plants and going in to too much detail on soil characteristics wouldn't be relevant. Soil is already referenced in one of the above bullet points also.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point sub-bullet point eleven are the basic soil characteristics. This bullet point has been changed to "soil characteristics and texture, in relation to the local region".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'minimum of 50 plants' is extremely high for an agricultural course - perhaps 20 or so would be more realistic.

Why is it specifying "without using reference material" within the criteria - again this is unrealistic and should be "with use".

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, 50 plants to common name and scientific name without reference material is a realistic industry expectation (particularly to cover the different grouping of plant types referred to in KE). This PE to remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final bullet point, 'for use in a basic garden design'. This does not apply in agricultural circumstances and should be removed.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice, PE bullet point four has been changed to "selected a group of plants for three different scenarios".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Bullet Points, 'respiration, oxygen movement' and 'transpiration, water movement within a plant'. These two bullet points are actually covered by the point below "Basic leaf structure and function, chlorophyl..." - can they be removed?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice, KE bullet point one sub-bullet point four changed to "leaf structure and function, including; chlorophyl and, stomata".

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: PC 1.2 - Identify using Hort. classification. This will allow grouping of plants link to uses

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.2 changed to "1.2 Identify a variety of commonly used plant types in terms of function in the landscape".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Think PC 4.3 can be changed to Select plants based on ....

And remove PC 4.4.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.3 and 4.4 merged into one PC "4.3 Identify and select plants based on their cultural requirements and growth habit".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This is a ridiculous amount of plants to ID for this unit. That is why there is a separate unit for plant ID. Thought this unit was about the functioning of plants and where they are fit for purpose (That is what the performance criteria indicates). Agree with 1783 that reference material should always be available to look at. The students need the tools/skills to get to the correct ID, not memorise plant names. Would like to see both dot points replaced with the "grouping of plants" listed in knowledge evidence and put a figure against that. 30 plants maximum total.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that 50 plants to common name and scientific name without reference material and 30 with reference material is a realistic industry expectation (particularly to cover the different grouping of plant types referred to in KE). This PE to remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. final bullet point. Think that you should remove the end of sentence "for use in basic garden design" this would open this unit up to be used in a wider context of Ag, Hort and Conservation.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point four has been changed to "selected a group of plants for three different scenarios."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Oral Communication. I don't think the information needs to be provided verbally.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This FS is linked to PCs 2.1, 2.2, 2.3, 3.1 and 3.2.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. First three bullet points. Agree with 179. These need to be made clear that the top 3 knowledge points are at a basic/practical level.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The word "basic" added to KE bullet point one, sub-bullet points one, two and three to remain as written.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Agree with 293 - It will be good to get a national standard established on the quantity of plants (80 being a good number) and the level to which each plant is identified.

A broad plant knowledge as described here gives students a good foundation of known plants, as well as knowledge of general family characteristics. Both of which are important - not just knowledge general plant family characteristics as per the current plant I.D. unit on offer AHPCPM303.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that 50 plants to common name and scientific name without reference material and 30 with reference material is a realistic industry expectation (particularly to cover the different grouping of plant types referred to in KE). This PE to remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Agree with 1760. This is absolutely achievable and a move in the right direction, but time taken to deliver unit and assess PE needs to be reflected in the assigned nominal hours for this unit.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The allocation of hours/funding is outside the scope of this project as it is a state training authority process.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

KE Points - Photosynthesis, light levels, quality and quantity, respiration, oxygen movement, transpiration, water movement within a plant needs to be made clearer that a basic knowledge is required. These knowledge points need to remain as part of this unit (do not separate). Only the wording needs to be adjusted here to give clarification that it is at a basic level.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point one changed to "basic principles of plant growth and development, including".

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Very happy to see that live specimens have been stipulated in the assessment conditions/required resources.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

RE: Knowledge Evidence. Remove 'plant physiology' - this has been covered in the knowledge points above, point 1, sub-points 1-7. No need to replicate.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point one sub-bullet point ten changed to "plant identification techniques, plant selection, and habit and growth characteristics of the plants".

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Disagree with 623. I like the wording here. Plant I.D. is fundamental to a wide range of AHC areas e.g. landscape design - I only see the benefits in ensuring that this unit could be used in other AHC areas mentioned. As content is UOC's can not be replicated across training packages, I see not risk here at all. This wording ensures that the knowledge/skill gained is implemented in a real-world scenario. Keep the current wording in place.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

PE bullet point four has been changed to "selected a group of plants for three different scenarios".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Identify, select and specify plants should be included as a UOC. Currently AHCARB508 covers trees exclusively. Why the specificity – trees are plants! Surely the UOC could be written to allow contextualisation to the field it is taught in.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback,

The SMEWG advise that this unit is for a student undertaking a Certificate III qualification. AHCARB508 is targeted at a Diploma level student.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

AHCPCM3X8 Identify and select plants is a good new unit is very practical and will help build students plant knowledge for industry.

PE: Identifying minimum of 50 plants to common and scientific name will suffice.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Oral communication. Accessibility Issue for non-verbal communicators?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed FS Oral communications.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

I think PC1.5 should be removed. Cert II students only need to recognise and report hazards not implement or take actions. The recognise and report hazards is covered in PC1.1, risks in PC1.2 and controls in PC1.3.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed PC 1.5 and renumbered PCs that follow.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE. 'machinery and equipment operator manuals relevant to the work area' What does the student have to do with these? There is no verb provided. Do they follow the operator manuals or read them etc?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 removed.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE Frequency, 'on at least one occasion'. WHS is paramount to all industries and therefore should be assessed more than once. I would strongly recommend changing this to at least two times. Just because a student can demonstrate these skills in an office environment does not mean they can do the same in a construction or fencing environment.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the volume of evidence required to demonstrate competency in this unit is appropriate. Frequency to remain as "on at least one occasion". One occasion is the minimum for assessment, this does not mean this is the only time an individual has performed the skill.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

Currently only has reading and oral communication as foundation skills, we would request that writing is included. Workplace procedures often include a written report of some form, and reporting is not always done via communication. We also think that basic written skills should be demonstrated at this level. It appears to be a requirement in many other units

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

There are no implicit writing skills in the performance criteria of this unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NT

**Stakeholder Comments:**

PC 3.1 is a repetition of PC 1.1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.1 removed and replaced with PC 1.7.

**Organisation Type:** Registered Training Organisation

**Coverage:** NT

**Stakeholder Comments:**

RE: Performance Evidence. 'Machinery and equipment operator manuals' are not always available especially remote - YouTube often a better and far more used source of information.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.2 'Identify and report hazards and assess risks'. Report hazards and assess risk for work operations?

**Consideration and Proposed Resolution:** Adopted

Thank you for you feedback.

PC 2.3 (formerly PC 2.2) changed to "Identify and report hazards and assess risk to work operations".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.3 'Access workplace health and safety information as required'. Is this to mitigate risks? There seems to be something about the act of mitigating risks to work safely missing from this element.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.4 (formerly 2.3) changed to "Access workplace health and safety information as required to mitigate risks".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.6 This point would be better aligned with Element 2 or 3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.6 moved to Element 2 PC 2.1 and renumbered PCs that follow.



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 2.2 is again repeating points from PC 1.1 through PC 1.5 in element 1.

**Consideration and Proposed Resolution:** Noted

Thank you for you feedback.

PC 2.3 (formerly PC 2.2) changed to "Identify and report hazards and assess risk to work operations".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.3 Shouldn't accessing information be one of the first points within element 1? Surely you need to know where to access information or procedures before you can know what kind of PPE you need?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

PC 2.4 (formerly 2.3) changed to "Access workplace health and safety information as required to mitigate risks".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 1.5 is a duplication of all prior points as hey have already recognised, assessed and followed procedures to control hazards and risks to this point.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed PC 1.5 and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

The performance criteria don't seem to follow a logical flow through the elements. See notes below.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

See previous responses/changes made to PCs above.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 1.7 needs to be moved to element 3.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.7 moved to Element 3 PC 3.1 and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Second bullet point, 'observed safety during work operations'. "observed" - what are we asking for the student to demonstrate? Do they need to observe someone or something OR are they required to carry out or follow instruction?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 2 changed to "Follow safe practices during work operations", and PE bullet point two changed to "followed safe practices during work operations".

**Organisation Type:** Registered Training Organisation

**Coverage:** NT

**Stakeholder Comments:**

Have the equivalences been designated yet? The changes made to AHCWHS2XX did not seem that major, apart from improvement in language. Will this be equivalent or not equivalent?

Our main interest is that AHCWRK and AHCWHS units are a big part of the CEM courses we run so changes in name/equivalence will have a big impact on our student progression and certificate completions.

As you know the CEM course all changed last year so there has been a lot of work rewriting courses and units etc already.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit has had a number of changes made including: unit title, application and a number of PCs. The foundation skills have been added to this unit and the performance evidence, knowledge evidence and assessment conditions have been updated. These changes will effect the determination of equivalence.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

PC1.1 Is it really the responsibility of someone working at C3 level to "make information.....accessible to all employees"?

Surely this is a job role of their supervisor/manager?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** Other

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC 1.1 Agree with 293. Wording could be made that information is provided to fellow employees when required. The role is to be able to explain the WHS rules and processes when required.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

Undertake WHS training and provide WHS training to me are two very different requirements.

I think provide is at cert IV and unlikely to be in the job role of a cert III student.

I think it would be more appropriate to change PC2.6 to 'Assist with workplace health and safety training where required.' Undertake is covered in cert II.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.6 changed to "Assist with workplace health and safety training where required".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE frequency, 'on at least one occasion'. WHS is paramount to all industries and therefore should be assessed more than once. I would strongly recommend changing this to at least two times or allow them to demonstrate the skills in two different environments/workplace settings. Just because a student can demonstrate these skills in an office environment does not mean they can do the same in a construction or fencing environment.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that the volume of evidence required to demonstrate competency in this unit is appropriate. Frequency to remain as "on at least one occasion".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PC1.1. I agree it does seem out of context and not really suitable to the application of the unit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

currently only has reading and oral communication as foundation skills, we would request that writing is included. 'recorded incidents in the work area according to relevant workplace health and safety legislative requirements' implies that something is documented/written. We also think that workplace procedures often include a written report of some form, and reporting is not always done via communication. A student should definitely be able to demonstrate good written skills at this level.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added FS Writing "Use clear language and accurate industry terminology and logical structure to record risks".

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

PC 1.1 should be removed, agree with 293 "PC1.1 Is it really the responsibility of someone working at C3 level to "make information.....accessible to all employees"? Surely this is a job role of their supervisor/manager?Please re-instate BAC404 as an elective (A). It is a significant unit in the creation of a balanced cropping and animal production C IV program. I have not noticed it mentioned on the units earmarked for deletion list?"

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC2.6 Agree with 1601, "Undertake WHS training and provide WHS training to me are two very different requirements. I think provide is at cert IV and unlikely to be in the job role of a cert III student. I think it would be more appropriate to change 2.6 to Assist with workplace health and safety training where required. Undertake is covered in cert II."

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.6 changed to "Assist with workplace health and safety training where required".

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: PC 1.1 Definitely agree with others - it is surely the supervisors role - a worker will not be able to make info available to ALL EMPLOYEES

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: PC 2.6. Yes undertake and provide are totally different. It should just be Undertake - all students/workers are required to undertake WHS training.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.6 changed to "Assist with workplace health and safety training where required".

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: PC 3.3 Bit repetitive with 2.4 Follow workplace procedures, safety signs and work instructions for controlling risks. I see one is risk management and one about observing safe practices but still duplication.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.4 changed to "Follow workplace health and safety procedures and work instructions for controlling risks",

PC 3.3 removed and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.6 Agree with 1601; 'Undertake WHS training and provide WHS training to me are two very different requirements. I think provide is at cert IV and unlikely to be in the job role of a cert III student.

I think it would be more appropriate to change 2.6 to Assist with workplace health and safety training where required. Undertake is covered in cert II.'

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.6 changed to "Assist with workplace health and safety training where required".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 3. Should 'Observe' be replaced with "Follow"? A lot of the criteria in this element are duplicated from element 2.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 3 changed to "Follow safe practices during work operations", see changes made to PCs in element 2 and 3.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.4 Is not relevant to element 2, 'Assist in' - should be moved to element 3 which is the actual following of instructions.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.4 changed to "Follow workplace health and safety procedures and work instructions for controlling risks",

PC 3.2 changed to "Read and follow workplace procedures, safety signs and work instructions:."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Reporting should be removed from 4.1 as it's covered in detail in 4.2.

Contributing is a different action/activity versus reporting which would involve a formal process

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.1 changed to "Participate in ongoing monitoring of all aspects of workplace health and safety".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

I think the flow of these points needs a rethink:

4.1 - participate in ongoing monitoring of whs activities

4.2 - report and communicate on issues identified

4.3 - contribute to developing solutions to control risks

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.1 changed to "Participate in ongoing monitoring of all aspects of workplace health and safety".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. If a student has demonstrated they can apply whs policies and procedures, as stated in the first bullet point. Isn't it then implicit that they have also met the following two bullet points?

If the first bullet point was removed, then all the following points stand on their own merit, however as it's currently written, the first point covers everything below.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet points 1 to 3 changed to:

"applied workplace health and safety policies and procedures, including:

- procedures for hazard identification and risk control
- workplace safety signs, symbols, labels and work instructions".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Would the final bullet point, 'observed and directed others to follow workplace safe working operations' be better written as: 'assisted co-workers in following whs policies and procedures'?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE second last bullet point changed to "assisted co-workers in following workplace health and safety procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Element 2 uses the word 'Assist' I suggest adding this to PC2.1. This is more inline with the scope of someone working at a cert III level

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "Assist with explaining information regarding hazard identification, and risk assessment and control".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.1 Agree with 293 - Make isn't an appropriate term to be used here, and doesn't fit with the context of the unit named "Contribute to"

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1 Provide to whom? At Cert III students wouldn't be leading these activities

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "Assist with explaining information regarding hazard identification, and risk assessment and control".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.3 Already undertaken in element 2

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.3 removed and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. The first three knowledge evidence points are basically the same as the Cert II ones - why?

- relevant employee and employer responsibilities under workplace health and safety legislation, regulations and codes of practice
- workplace health and safety policies and procedures, including emergency procedures relating to hazards, fires, emergencies, accidents, and risk control
- workplace safety signs, symbols, labels and work instructions relevant to area of work

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These three KEs are linked to PCs 1.1, 1.2, 1.3, 2.2, 2.4, 3.2, 3.3 and 4.2.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: PC 1.1 Agree with 293 that it really may not be what most cert III have responsibility of in the workplace

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: PC 1.1 Yes, I agree with other comments.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

See comment at 4.1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.1 changed to "Participate in ongoing monitoring of all aspects of workplace health and safety".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: PC 4.1 and Performance Criteria. Frequency. 'Contribute to ongoing' .... To me this reads 'more than one occasion' for Performance Evidence'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.1 changed to "Participate in ongoing monitoring of all aspects of workplace health and safety".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

General: Term "Employee" should be changed to "Worker" to be consistent with the model WHS laws and to capture a wider range of people who would be covered by WHS laws and working in an Agricultural enterprise (eg VSS Work Experience student, family members working on farm and volunteers etc)

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

"employee" replaced with "worker" throughout the unit.



**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

PC1.1: A worker doesn't 'make information readily accessible'. The PCBU does. The worker has to know that policies and procedures should exist and find out from the PCBU where they are.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access information regarding organisation work health and safety policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Foundation Skills: Reading – "interpret WHS legislation" is not a Certificate III level. Interpreting instructions, policies and procedures yes, but not legislation (we would consider this to be a complex text and more akin to a higher ACSF level).

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

FS Reading bullet point one changed to "Follow workplace health and safety legislation, regulations and codes of practice".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PCs 1.2 & 1.3 are well explained and actually make sense and flow well for this level.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Second bullet point; 'established'. This should be replaced with "implement" - students undertaking this unit would rarely be able to establish anything independently, or be working in an environment where there are already processes in place

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 2 changed to "implemented procedures to document the identification of hazards and assessment of risk covering the operations of the workplace".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 1.1 is more management based - too high level for Cert IV. Cert IV's are team leaders or overseers, they are implementing managers decisions. They need to be aware of broader legislation, regulation etc but not necessarily the specific provisions.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access relevant provisions of workplace health and safety legislation, regulations and codes of practice".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1 This sentence 'Implement and monitor workplace procedures for consultation on workplace health and safety issues to ensure that all members of the work group have the opportunity to contribute' encapsulate all following points within this element - either keep PC 2.1 and get rid of the rest or get rid of PC 2.1 and keep all the rest.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "Implement and monitor workplace health and safety consultation procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

As per element 2 comment - PC 3.1 tries to say everything in one sentence that is then broken down in to the following bullet points. Needs to be PC 3.1 only, or delete PC 3.1 and leave the broader list.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.1 changed to "Identify and report existing and potential workplace health and safety hazards".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'Providing training in risk assessment' - this statement is at a too high level for a Cert IV student.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 changed to "arranged workplace health and safety training".

**Organisation Type:** Peak Industry Body

**Coverage:** QLD

**Stakeholder Comments:**

Elements 6 & 7 need to be reworked. It seems that PC 6.2 is not necessary, or is it? This seems to have been written by an Auditor? Essentially you need to establish, monitor, review, evaluate and implement and communicate.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Elements 6 & 7 will be reworked and submitted to the next round of SME feedback, prior to first drafts being put online for public consultation. Element 6 now reads; Establish, monitor and review the workplace health and safety record keeping system and records. PC 6.1 now reads; Establish and monitor a system for keeping workplace health and safety records, PC 6.2 now reads; Review workplace health and safety record keeping system and records. Element 7, now reads; Evaluate the workplace health and safety system. PC 7.1 now reads; Review and assess the effectiveness of the workplace health and safety system. PC 7.2 now reads; Consult with stakeholders to identify improvements to the workplace health and safety system. PC 7.3 now reads; Document improvements to the workplace health and safety system and PC 7.4 now reads; implement and communicate improvements to the workplace health and safety system.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC1.5 'Procedures' would be a better word than 'systems'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.5 changed to "Provide and explain information on the workplace health and safety procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 7. The added PCs make this element more than just an evaluation. Make improvements to...?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 7 changed to "Evaluate and improve the workplace health and safety system".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 6. As for element 5. this element is just a repeat of the two PCs. Suggest review these PCs (5 & 6) - combine possibly?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 6 changed to "Establish and maintain a workplace health and safety record keeping system", added a new PC "6.3 Implement improvements to the workplace health and safety record keeping system".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 5. The PCs seem to be missing something about the establishment and maintenance of a program post development.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Following changes made to Element 5 PCs:

"5.1 Develop and monitor a workplace health and safety induction program

5.2 Develop and monitor a workplace health and safety training program"

added new PCs:

"5.3 Review the workplace health and safety induction and safety training programs

5.4 Implement improvements to the workplace health and safety induction and safety training programs".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: Performance evidence. ' interpreted and followed a designated work plan or set of instructions for a job' . Most important - MUST be able to follow instruction

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 changed to "followed instructions for a job"

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: 1X2 Is this code correct? If so, what is the rationale for the change in AQF level?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit has been reviewed to meet the outcomes of someone undertaking this unit as part of a Certificate II qualification (the current version of this unit is an orphan unit in the AHC training package).

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. This knowledge evidence requires a review for AQF level 1. The AQF level 1 knowledge learning outcome criteria is ' Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE reviewed and KE bullet points 3, 5 and 10 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final bullet point. 'worked cooperatively and collaboratively with others to complete tasks'. Working with others is in element 3 but cooperation and collaboration is not explicit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE last bullet point changed to "worked with others to complete tasks".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Twelfth bullet point. 'used routine capture and restraint procedures'. May not be required to capture and restrain animals as per PC 1.5.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point twelve removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Eleventh bullet point. 'used basic interpersonal and communication skills, including listening, questioning and receiving feedback'. Not explicit in elements or PCs - Foundational Skills.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.  
PE bullet point eleven removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Tenth bullet point, 'demonstrated appropriate initiative to deal with problems or...' Dealing with a limited range of predictable problems in AQF level 2.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.  
PE bullet point ten removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. May not do all these.

- preparing and providing food and water
- grooming
- counting stock
- recognising common animal behaviours and determining required response

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.  
These PE are linked to PCs 2.2, 2.3, 2.4, 2.5, 2.6.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet points 5, 6, and 7 are not explicit in the PCs.

- identified species using common names
- interpreted and followed a designated work plan or set of instructions for a job
- planned a daily routine to complete required workplace tasks

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.  
PE bullet points 5 and 7 removed, bullet point 6 changed to "followed instructions for a job".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 3. Work with others and handle unexpected contingencies. If this is an AQF 1 level, dealing with a limited range of predictable problems and using judgement is at least a level 2.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 3 change to "Communicate progress of animal care activities" PC 3.4 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PCs 2.5 and 2.6 suggest to add if required.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Element 2 changed to "Contribute to animal care", these PCs to remain as is.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.1 Why describe? Confirm with supervisor, although, that appears in PC 1.6?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Identify workplace approach to working with animals".



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.1 This is the same as what is then detailed out in the following three points - can we have either just 1.2 to 1.4 and delete 1.1, or vice versa?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Access sources of information about the industry".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.2 A Cert II wouldn't be able to resolve conflict, can this word be removed and potentially replaced with something about knowing how to report issues?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.2 changed to "Recognise and report conflict with others according to workplace requirements".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 5.2 A Cert II doesn't create their own schedule - it's set for them

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

This PC is about creating their own personal schedule of work based on the work plan that was confirmed at PC 5.1. PC 5.2 changed to "Create a personal daily work schedule, including timelines for workplace activities and confirm with supervisor".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 5.6 Replace AND with OR

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Changed PC 5.6 to "Report completed tasks".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fifth bullet point, 'created work schedule; including timelines' Not appropriate for Cert II - would be better to say Followed

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

This PE is linked to PC 5.2. PE bullet point 5 changed to "created a personal daily work schedule, including timelines".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Second bullet point. 'observed employment requirements'. What is the action expecting to be assessed for "Observed" - does it mean Carried out or Followed?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE second bullet point changed to "identified and followed employment requirements".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This will be a good addition to the core units of the Cert II in Agriculture. It is necessary and should include digital communication.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit content to remain as written, however, AHCWRK2X5 Participate in workplace communications content has been reviewed with the following added:

new PE bullet point three "sourced written or electronic information",

new KE bullet point two "written and electronic sources of information".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

By separating the elements in to spoken and written isn't this then discriminatory to persons who may be hearing or sight impaired or have literacy issues? Shouldn't it be an element like:

Follow routine workplace instructions.

The criteria can then allow for the various methods instructions may be issued or received rather than stipulating them.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Reviewed and combined element 1 and 2 into one element and PCs, and renumbered elements and PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.3 This element doesn't align to anything with this unit - being able to do math isn't relevant to this performance criteria

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

PC 3.2 to 3.4 (formerly 4.2 to 4.4) are about recording data in standards workplace forms and documents, data includes numbers and being able to record numbers and perform routine mathematical processes/calculations and rectifying errors is a pretty basic process for someone to complete workplace documentation.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. First and second bullet points, 'spoken and written instructions', suggest to replace and with or.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE first and second bullet points, removed "spoken and written".

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.4. I disagree with 1783 - communication includes communicating calculations and figures clearly and with an understanding of how you came to the result.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

PC 3.2 to 3.4 (formerly 4.2 to 4.4) are about recording data in standards workplace forms and documents, data includes numbers and being able to record numbers and perform routine mathematical processes/calculations and rectifying errors is a pretty basic process for someone to complete workplace documentation.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 1. Replace Apply with Identify in element title and PC 1.1 becomes PC 1.3 Identify the purpose and elements of the QA and HACCP based systems and relate them to workplace requirements (HACCP mentioned in KE).

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Element 1 changed to "Identify basic quality assurance practices", PC 1.1 moved to PC 1.3 and changed to "1.3 Identify the purpose and elements of the quality assurance system and Hazard Analysis Critical Control Point based systems and relate them to workplace requirements", and renumbered preceding PCs.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. HACCP has specific principles and application, have added information to PCs relating to missing information Add KE

Purpose of a HACCP and QA program requirements for, and the nature of a QA and HACCP plan.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 2 changed to "purpose of a Hazard Analysis Critical Control Point (HACCP) and QA program", added new KE bullet point 3 "the nature of, and requirements for a HACCP and QA plan".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PCs. Add PC 3.1 Identify quality control measures  
3.2 Identify inspection and re-inspection procedures

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added PC's 3.1 and 3.2; "3.1 Identify quality control measures  
3.2 Identify inspection and re-inspection procedures", and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 2. Provide Information. The requirement to follow workplace policies and procedures in the provision of information seems to be missing from the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "2.1 Provide information to customers in a timely and professional manner, and according to workplace policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Final bullet point. 'the workplace values, structure, products and services.' What about the need to know what the workplace policies and procedures are in the context of own work?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The following changes have been made to the Assessment Requirements:

PE added bullet point "applied workplace policies and procedures relevant to providing information on products and services";

KE added bullet point "workplace policies and procedures relevant to providing information on products and services"; and

AC added "specifications:

workplace policies and procedures relevant to providing information on products and services".

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE Frequency, 'on at least one occasion'. ASQA clearly defines competency as 'the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments'.

If a student only has to demonstrate a skill on at least one occasion then it is not meeting the standard for competency or the rule of sufficiency either. I would suggest on at least two occasions .

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Regarding the performance evidence. ASQA's standards are for the regulation of the VET sector, not Standards for Training Packages.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

AHCWRK3X9 – as an industry who requires employees to understand and apply environmentally sustainable practices we believe we are well placed as subject matter experts for this unit. There is a large jump between the AHCWRK2X9 and AHCWRK3X9 requirements. Reviewing the unit it reads as though perhaps it would be better placed in the cert IV qualification, the volume of information required in the unit we think is excessive for cert III.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

All the environmental sustainability units have been reviewed and significant change made, these should now be better suited to the qualifications in which they sit.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.4 What does "respond" mean for this point? Are we asking them to follow instructions?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.3 (formerly PC 2.4) changed to "2.3 Follow changes to work practices and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 3 and PC 3.1 Majority of our students work for private family run agricultural businesses who have minimal documented formal 'plans' which students can refer to.

Following a plan doesn't align to 'Seek opportunities' either. Is this point relevant?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.1 removed, PE bullet point 5 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.2 Very few students have 'co-workers' given they work in small family run businesses. It may be more appropriate to refer to 'your supervisor'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 3.1 (formerly PC 3.2) changed to "3.1 work with supervisor to identify possible areas for improvements to work practices in own work area".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'used industry standard terminology'. Isn't this a knowledge evidence point?

**Consideration and Proposed Resolution:** Adopted

Thank you you for your feedback.

PE bullet point 6 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. 'recorded measurements of current usage'. Can this be changed to "reported" as it more accurately reflects real workplace practice

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This PE is linked to PC 1.3.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Reference to 'threats and problems' in Knowledge Evidence. At a Cert II level, asking them to recognise potential environmental threats without defining what 'environmental' is extremely vague. Are you looking for an understanding of weather or potential pest & weed impacts?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 1 changed to "environmental, and resource hazards and risks relevant to industry sector".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Second bullet point. This is the first time any detail has been mentioned of what specifically environment might refer to - these are all natural environment issues not necessarily 'workplace' when read in conjunction with the performance criteria

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 2 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Given we are within the AHC package, there is an assumption that as soon as the term 'environmentally sustainable' is used it is referring to the natural environment around us.

The language used within this unit must reflect the AHC work places where students are primarily outdoors. If this was a BSB package unit (i.e. BSBSUS211), then this terminology would make more sense (and is actually extremely similar to BSBSUS211).

What is the actual purpose of this unit? Is it to ensure students understand the consequences of how they use resources in their workplace?

Students undertaking this unit within the AHC programs would mostly be engaged in entry level farm hand or practical tasks where they have very little involvement in discussing resource efficiency issues.

The terms 'environmentally sustainable' 'resource efficiency' need to be more clearly defined.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The unit is on environmentally sustainable work practices, so the environment is the workplace. However, this unit is core in a number of qualifications (such as agriculture and horticulture) where the work practices can have an effect on the natural environment. As such the unit would be contextualised to suit the student cohort. For example on a property the disposal of waste products and material if not done correctly could have an adverse effect on the water catchment or could have an impact on crops, stock feed, native habitat, human population, etc.

Added the following KE bullet points three and four to provide clarity regarding common industry and environmental resources:

- "• resources used in own industry sector, including:
  - labour
  - electricity
  - financial
  - time
- environmental resources used in own industry sector, including:
  - land
  - soil
  - water
  - vegetation".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.3 It would be highly unlikely that a Cert II student would be measuring usage

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, PC 1.3 to remain as "1.3 Document and measure current usage of resources using appropriate techniques".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.4 Given most records are maintained electronically the term 'file' should be removed.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Electronic records are also filed.



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PCs 1.3 & 1.4 could be merged as document & record are the same action. However, it is very rare that Cert II students do this as its more likely to be a verbal exchange with their supervisor

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

On SMEWG advice, PC 1.3 and 1.5 (formerly 1.3 and 1.4) to remain as "1.3 Document and measure current usage of resources using appropriate techniques"

"1.5 Record and file documentation measuring current usage".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1 What is the definition of 'workplace environmental' given we are already within the AHC package where this term is usually interpreted a the flora/fauna around us?

If this is refer to their physical work space then wouldn't this criteria be part of the WHS unit of competency?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Workplace environmental procedures are those procedures that provide guidance and direction regarding those practices that are performed to minimise the impact to the environment. This may include the work environment, whilst maintaining efficient use of resources.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1 Can there be a definition provided in context of the AHC package within which we are operating of what "environmental work practices" means?

2.1 needs context and definition so we can understand what is intended by the words 'workplace environmental procedures' - does it refer to a paper recycling program or the way we plant trees?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit is on environmentally sustainable work practices, so the environment is the workplace. However, this unit is core in a number of qualifications (such as agriculture and horticulture) where the work practices can have an effect on the natural environment. As such the unit would be contextualised to suit the student cohort. For example on a property the disposal of waste products and material if not done correctly could have an adverse effect on the water catchment or could have an impact on crops, stock feed, native habitat, human population, etc.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.2 At a Cert II level, asking them to recognise potential environmental threats without defining what 'environmental' is extremely vague. Are you looking for an understanding of weather or potential pest & weed impacts?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed PC 2.2.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. First bullet point. How does the student demonstrate within the "performance evidence" that they have identified issues? Wouldn't that be Knowledge Evidence?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This is performance evidence as they are "identifying.....". This is linked to PC 1.4.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Refer previous comments regarding defining this term. At a Cert II level, asking them to recognise potential environmental threats without defining what 'environmental' is extremely vague. Are you looking for an understanding of weather or potential pest & weed impacts?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 1 changed to "environmental, and resource hazards and risks relevant to industry sector".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Move PC 1.1, make it PC 1.3.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 moved to PC 1.4 and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Dot point 4. Rewrite - procedures for reporting environmental and resource hazards and risks, and environment and resource efficiencies and inefficiencies.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 4 removed, and replaced with "procedures for reporting environmental and resource hazards and risks, and environment and resource efficiencies and inefficiencies".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Dot points 1 and 2. Rewrite with appropriate language ie environmental, and resource hazards and risks associated with the relevant sector in which the individual works. Identifying hazards and risk will incorporate identifying aspects/impacts.

Environmental aspects and impacts - no need for especially as the identified aspect (activity/organisational interaction with environment) may have varied consequences/probability rating for each workplace depending on current control measures - example of aspects and impacts

Because of the oil spill (aspect), the soil has become contaminated (impact).

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 1 changed to "environmental, and resource hazards and risks relevant to industry sector", KE bullet point 2 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Add KE

1. Principles of sustainability - the economy, society, and the environment
2. environmental legislation, regulations, standards, codes of practices as may be relevant to industry sector and workplace.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new KE bullet point 2 "principles of sustainability, including; the economy, society, and the environment".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 2.2 Not needed as hazard identified in above element - signs and symptoms not correct language.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.2 removed, renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 1.5 should be PC 1.1 - need to identify the hazards to understand what is the issue and therefore identify and report.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.5 moved to PC 1.1 and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final bullet point is not specified in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 10 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Dot points 1, 5, 6, 7 and 8 would only apply to some but not all types of sample collecting from rural and horticultural e.g. when conducting post-mortem examinations of livestock. The KE should support actions of collecting samples.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet points 1, 5, 6, 7 and 8 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Fine with the changes.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE Frequency, 'on at least one occasion'. Change this to 'conduct a site inspection in two different sites'.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the volume of evidence required to demonstrate competency in this unit is appropriate. Frequency to remain as "on at least one occasion". This is a minimum and does not mean that the individual will only show competency on one occasion.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.2 Suggest adding a KE point to support knowing how/where to source maps including digital maps.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE second bullet point added "how to source site maps and plans, including digital maps".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Final two bullet points. 'local government regulations relating to the proximity of trees to buildings, services and roads' and 'local tree protection and preservation regulations and codes of practice relevant to conducting site inspections'. These KE points do not appear to support PCs.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

These two KE are linked to PCs 1.3 and 1.5,

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Fourth bullet point. 'plant identification and plant physiology'. Suggest remove this KE dot point.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 4 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Third bullet point. Reference to soil testing removed from PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 3 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Third bullet point. 'used industry standard terminology'. Not specified in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 3 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Final dot point. 'use of communications equipment and protocols in the event of an emergency'. Use of communication equipment and protocols not specified in PCs. Should this be incorporated into a PC?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.4 and 1.5 changed to "1.4 Select, fit, use, maintain and store personal protective equipment (PPE), and safety and communications equipment

1.5 Identify and report unserviceable safety and communications equipment. and PPE according to workplace procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final dot point. 'used industry standard terminology'. Not explicit in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 7 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fourth dot point. 'dealt with contingencies'. Vague PE point.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Third dot point. 'avoided and controlled escalation of the emergency'. May not be possible. Element 3 is about implementing control procedures and 4 is about confining the emergency where possible. Suggest review PE for consistency.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 3 reviewed and changed to two bullet points: "implemented fire protection and control procedures", and "safely confined and managed the emergency".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Second dot point. 'evaluated the emergency'. Evaluated the emergency to determine emergency response?? Suggest clarify point for meaning.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 2 reviewed and changed to: "evaluated the emergency to determine emergency response".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Application states takes broad direction and takes responsibility for own work. This level does not Manage but follows instructions and demonstrates a level of responsibility.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This is standard text for a unit of competency at this level. Note that this does not state or imply managing or taking responsibility for others.



**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE Frequency, 'on at least one occasion'. Should be done at least twice or on two different worksite activities. Coordinating is a skill that cannot possibly be assessed with a student only doing it once.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the volume of evidence required to demonstrate competency in this unit is appropriate. Frequency to remain as "on at least one occasion". This is a minimum and does not mean that the individual will only show competency on one occasion.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC2.1 Add if required. Not all tasks or situations will require the hire of equipment, some organisations may already have required equipment, machinery for the task.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "2.1 Purchase materials and hire equipment and machinery where required as authorised by the supervisor"

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: Knowledge Evidence. Add or if required, not all situations or organisations require external agency permits.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Changed KE bullet point 4 to "responsibilities and requirements for obtaining external agency permits where required", and PC 2.2 to "2.2 Obtain external agency permits in the correct order where required".

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC 1.2 Add potential personnel, some small workplace organisations only have an employer and an employee so there may be no scope or requirement for extra personnel

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The current wording of this PC enables the identification of personnel, etc. This process may identify that the personnel is the actual individual undertaking the unit (i.e. a small workplace).

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC 2.1 Add if required, small companies or in remote locations may not be at liberty to have extra personnel onsite or able to hire contractors.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "2.1 Purchase materials and hire equipment and machinery where required as authorised by the supervisor"

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC 2.5 Add if required, again in small organisations and in remote locations extra employees or staff may not be available.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.5 changed to "2.5 Organise personnel to be on site where required".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.4 Can "environmental" be defined please - is it the work site, the physical work space being used or the natural environment? If it's the work site / physical work environment then there's a double up with 1.4 & 1.5.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

It is the environmental implications of the activities (i.e. water, waste, chemicals being used, earthworks, etc) this is different to the hazards and risks (i.e. safety) of the worksite.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.3 'Identify and document the order of activities and time allocation and present to the supervisor for verification'. As this unit is part of the Cert III in Shearing and compulsory this criteria is extremely difficult to apply from a Shearing context.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1 At Cert III level in shearing (as this is a core unit) students are responsible for purchasing their own materials and equipment outright, this is not under supervision so adding 'if required' would be preferable

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.2 This criteria is almost impossible for a Cert III Shearing student to meet as they do not require agency permits to undertake their role

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC2.3 In a Shearing environment, the student (as a shearer) would not notify neighbours.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.5 This is not part of a Shearer's role as it's done by the grower, classer or contractor.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This is not done by a shearing student

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: KE What does programming mean in the context of a Shearing student?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: KE Third bullet point, 'responsibilities and requirements for obtaining external agency permits as necessary'. As noted above in the Performance Criteria area, this is not within the scope of a Shearers role.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

A shearer would not be carrying out this criteria, it's done by the grower, classer or contractor. Refer comments also relating to criteria 1.3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.2 A shearer doesn't direct personnel in an operating shed, this is done by the grower, classer or contractor.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.5 A shearer doesn't complete a 'project report' on their output. It might be more relevant to say "Maintain records of personal work activities undertaken, as required"

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This is one of 8 core units within AHC32916 Certificate III in Shearing. It's extremely challenging to contextualise a substantial number of the criteria to a shearer's job role and a working shearing shed. It is requested that any and all to updates to this unit take this in to consideration.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. ' Scheduled activities and allocated tasks and responsibilities. This is not done by the Cert III level shearing student - all task allocations are done through the grower, classer or contractor.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is appropriate for an individual responsible for coordinating work site activities. The issue of the applicability of this unit as a core unit for the Certificate III in Shearing is outside the scope of this project. This item to be included on the improvements register for the future review of the Certificate II in shearing.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. "Environmental" needs to be defined - is it the natural environment or the work place? In the context of Shearing this KE is hard to interpret.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit is on coordinating work site activities, so the environment is the workplace. However, this unit is in a number of qualifications (such as agriculture and horticulture) where the work site can have an effect on the natural environment. As such the unit would be contextualised to suit the student cohort. For example: PC 1.4 "Identify the environmental implications of the proposed work site activities and assess the likely outcomes and report to supervisor". Depending on the work site activities, if done incorrectly/not planned correctly there could be the potential that they could have an adverse effect on the water catchment or could have an impact on crops, stock feed, native habitat, human population, etc.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 1. Needs to be re-written to comply with HACCP approach missing information in PCs

Add PC 1.3 Identify hazards that are reasonably expected for each critical control point.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

added new PC 1.3 "1.3 Identify hazards that are reasonably expected for each critical control point" and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. HACCP has specific principles and application, have added information to PCs relating to missing information  
Add KE

1 Purpose of a HACCP and QA program

2. Requirements for, and the nature of a QA and HACCP plan

3. Below information relating to food safety specific hazards taken from FBPF3002

Purpose and intent of food safety legislation, including Food Standards Code

the roles and responsibilities for developing and maintaining the food safety program, including roles of internal and external auditors and authorised officers

techniques for applying critical control point principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures

common microbiological, physical, chemical and allergen hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences, and control methods to prevent occurrence  
techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports

raw materials, ingredients and finished product composition and characteristics, and related handling and storage requirements

food processing methods used in the workplace or work area, and their effect on food safety

the role of consultation in the development, implementation and ongoing maintenance of the food safety program

documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures

main types of food safety hazards and contamination likely to occur given product type and processing methods used

conditions required for bacterial food poisoning to occur, such as water activity, pH, composition and time and temperature as relevant to food handled

acceptable control methods for identified hazards, and required corrective actions when control requirements are not met

typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability, and personal hygiene, and how they can be used as part of a food safety program

validation and verification processes and techniques and responsibilities.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice, KE bullet point three and four changed to "State and territory food safety requirements where applicable to the industry sector", and "purpose of a Hazard Analysis Critical Control Point (HACCP) and QA program",

Added new KE bullet point five "the nature of, and requirements for a HACCP and QA plan".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: performance Evidence. First dot point. No mention of food safety hazards in PC, will need to add and then add KE relating to food safety hazards.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point one changed to "identified elements of quality assurance (QA), food safety hazards and quality standards relevant to the industry sector",

Added new bullet point two "identified food safety hazards where applicable to the industry sector".

KE bullet point three changed to "State and territory food safety requirements where applicable to the industry sector".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.5. Replace implement with follow.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.7 (formerly 1.5) changed to "1.7 Follow the Hazard Analysis Critical Control Point (HACCP) approach to QA".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.3. Replace determine with Identify and add PC Identify methods of control for each hazard.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.4 (formerly 1.3) changed to "1.4 Identify critical control points for work area", and

added new PC 1.5 "1.5 Identify methods of control for each hazard", and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

This unit has never sat comfortably at Level 3 for horticulture and agriculture students  
It needs a through rewrite of content to reflect an actual hort or Ag workplace and the roles and responsibilities of a level 3 worker.  
The concept is good, but has continually been difficult to meet the assessment requirements for many students.  
If it is returning as a core for AHC30716 it will be a point of ongoing angst for students to apply the principals as they are written.  
Please deeply review the content of the unit in the context of the students for whom it is written.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit has been significantly rewritten.

AHCWRK3X9 Apply environmentally sustainable work practices has been included as a core unit in the Certificate III in Horticulture and Certificate III in Agriculture as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

Thoroughly agree with 1717.

Another way of thinking about sustainability is just embed it into everything that you teach and assess.

Make it relevant to every unit that is being delivered and make it relevant

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit has been significantly rewritten.

Sustainability has been embedded into relevant units of competency, however this unit reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

I agree this unit is complex at a cert III level. Even in the conservation industry this unit provides some complex issues to address.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit has been significantly rewritten, and reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PC2.3. I think discussing with supervisor is more applicable to management. At a cert III level I don't see as the student needs to report higher than supervisor or stakeholder.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.3 removed and PCs that follow renumbered.



**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

RE: PE, Frequency, 'on at least one occasion'. Competency is 'The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments'. I would therefore change this to in two different environments, that way those skills can be demonstrate twice but does not restrict where or how they are achieved.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Regarding the performance evidence. ASQA's standards are for the regulation of the VET sector, not Standards for Training Packages.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

AHCWRK3X9 – as an industry who requires employees to understand and apply environmentally sustainable practices we believe we are well placed as subject matter experts for this unit. There is a large jump between the AHCWRK2X9 and AHCWRK3X9 requirements. Reviewing the unit it reads as though perhaps it would be better placed in the cert IV qualification, the volume of information required in the unit we think is excessive for cert III.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This unit has been significantly rewritten, and reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

I disagree with this unit being aimed too high.

Why can't we expect students to be able to understand workplace procedures and policy and provide comment on their review?

Also, If it isn't written into the unit it can't be assessed. Having a unit dedicated to environmental sustainable will ensure it is taught and assessed effectively.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

Responding to 1601 RE: Frequency of Performance Evidence.

Earlier you state that this is too complex, but you expect the student to complete the whole performance criteria at least two times?

There is sufficient amount of work here to complete just once.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the volume of evidence required to demonstrate competency in this unit is appropriate. Frequency to remain as "on at least one occasion". This is a minimum and does not mean that the individual will only show competency on one occasion.

**Organisation Type:** State Government

**Coverage:** NSW

**Stakeholder Comments:**

RE: Knowledge Evidence. Circular Economy. Several different versions of these - should it be more specific?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point changed to "principles of sustainability and the circular economy, including: the economy, society and the environment".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Second bullet point 'made contributions to the review of' For a Cert III student demonstrating this will be extremely challenging as they may not be asked or included in any reviews undertaken (if any)

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This is linked to PC 2.3, PE to remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Third bullet point, 'used appropriate techniques and tools to assist in achieving' This is beyond the scope for a Cert III student.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This is linked to PC 3.1, PE to remain.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fourth bullet point 'analysis'. Not appropriate for a Cert III level

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Bullet point 6 'applied management principles and strategies to improve resource usage and reduce environmental risks and impacts' and bullet point 7 'used tools to monitor effectiveness of improvement strategies, and incidents that breach sustainability policy and procedures'. Both of these points are well beyond a Cert III level

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 removed. SMEWG advice suggests PE second last bullet point changed to 'used tools to monitor effectiveness of improvement strategies, and incidents that impact on sustainability practices'.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: 'Principles of circular economy'. This needs further clarification and contextualisation for the AHC work force

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 8 changed to "principles of sustainability, including: the economy, society and the environment".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Many students at Cert III level do not have much if any input at management level. This unit is too highly structured for a cert III to demonstrate performance.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

A number of PCs, KE and PE reviewed/removed to align the unit at AQF3, for example PE bullet point 6 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

This unit is very relevant to modern Ag and Farming practices. I feel it is important that we promote/teach this well however, I can see that not all workers would have the permission to access the types of records that show 'Resource Usage'. 1.3

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

On SMEWG advice,

Resource records can be obtained from a variety of sources.

Added KE bullet points six and seven to provide clarity around common industry and environmental resources:

- "• resources used in own industry sector, including:
  - labour
  - electricity
  - financial
  - time
- environmental resources used in own industry sector, including:
  - land
  - soil
  - water
  - vegetation".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

'Management principles' wording - review (as per other comments mentioned already)

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

RE: Knowledge Evidence. 'principles of circular economy'. I agree with 1783, plus maybe add the word basic or general principles of circular economy.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 8 changed to "principles of sustainability, including: the economy, society and the environment".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 1. Same element as AHCWRK4X5 and PCs almost identical in terms of outcomes. Remove PC1.5 and place in level 4.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed PC 1.5 and associated PE and KE, and placed in AHCWRK4X5 Implement and monitor environmentally sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.6. Replace management with key personal and stakeholders.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.6 changed to "2.6 Communicate proposed improvements to key personnel and stakeholders".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 2.1 Did this in PCs above and PC 2.3 should be in level 4.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 and 2.3 removed, and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Remove 'hazard analysis and risk assessment techniques' and 'principles of circular economy' and place in level 4.

Add to KE Principles of sustainability - the economy, society, and the environment.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed KE bullet point 6.

KE bullet point 8 changed to "principles of sustainability, including: the economy, society and the environment".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.4. Replace management with key personal and stakeholders.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.4 changed to ".4 Provide feedback to key personnel and stakeholders on work practice review and improvements".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.1. No mention of how/when targets are set.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Environmental targets added to PC 1.2 "1.2 Identify environmental sustainability policy and procedures and environmental targets applicable to the workplace".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.3 Remove place in level 4.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.3 removed, and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Term "Circular Economy" is an issue. The principles themselves are fine and should be in the unit, but the UoC doesn't ask for the student to understand what a circular economy actually is just the principles . . . . (Principles are: Use minimal amount of external inputs, close nutrient loops and reduce negative discharges and runoff to the environment). So don't use the term "Circular Economy", but specify the principles as otherwise we have to go through what Circular Economy actually is in detail which should not be part of this unit.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed KE bullet point 6.

KE bullet point 8 changed to "principles of sustainability, including: the economy, society and the environment".

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Performance Evidence "applied management principles and strategies" is too high a level for Cert III. This wording suggests a managerial level not a worker level. This performance evidence line should be deleted.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** SA

**Stakeholder Comments:**

Performance Evidence “ reporting on progress . . . against targets” again a management responsibility. Worker responsible for recording data for this to happen, but not reporting against targets.

**Additional Stakeholder Support:** RTO - SA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE last bullet point changed to "recorded progress against resource efficiency and environmental targets".

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

I have on many occasions been approached by trainers to the relevance of the AHCWRK401 unit specifically relating to the HACCP element which is a food industry product and not relevant to Wool ( Non Food )

While the wool industry does have Quality assurance principles imbedded in out processes it is very difficult to apply HACCP in the true sense of a HACCP system, As HACCP is strongly linked to food safety and biological hazards. I have looked at the other AHCWRK units that may be suitable but they all refer to HACCP.

Meeting the needs of our customer would be the approach I would be looking at for wool harvesting and in the case of wool classing making sure the processes are in place for the classer to take on a QA role as apposed to a QC role . In fact wool harvesting is more closely aligned to manufacturing from a QA stand point.

Can you please use this to take the necessary steps to review this unit for non food related ag industries and processes.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The content of this unit is applicable for the majority of AHC qualifications that have this unit listed. The unit may not be appropriate for non-food related agriculture industries and processes (such as wool classing). However, a more suitable quality assurance unit may be applicable to these industry sectors such as TLIJ0003 Apply quality systems.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1 'information'. Missing the extraction of relevant information.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new PC "2.2 Extract relevant information", and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final dot point. 'used industry standard terminology'. Not explicit in PCs

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 6 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fourth dot point. 'prepared a response using chosen media'. Choosing media is not specified in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 changed to "prepare and finalise document or correspondence".



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. A lot of students undertaking this unit are doing so in order to apply for or obtain a promotion. As such they are not currently in a supervisory position which would enable them to demonstrate this PE requirement. "Supervising" is putting the knowledge evidence into practice - if they are able to meet all the KE criteria they will know how to supervise and delegate and these PE elements could be removed.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 2 removed, bullet point 3 changed to "identified and matched staff skills to tasks and duties".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. What does 'environment' refer to in fifth bullet point? - are we asking about the natural environment or the work site/place? We are within the AHC package which means when using the word environment people generally think of flora and fauna.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 changed to "implemented workplace health and safety and environmental policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fourth bullet point, 'identified and provided training requirements'. Is provided the right word? The student themselves might not be providing the actual training - the person might be accessing this off-site or through other channels. This unit is about supervising work routines and performance, not about delivering training so why is it being asked for?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 changed to "identified and incorporated training and learning activities".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fifth bullet point, 'demonstrated workplace health and safety and environmental practices'. What does 'environmental' mean here - are you referring to the surrounding natural environment or the work environment?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 5 changed to "implemented workplace health and safety and environmental policies and procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PCs Compared with the working of the current AHCWRK403, the reviewed versions of the PCs provide less guidance to users of the unit and read more like checklist points rather than descriptions of performance. E.g. 2.1 Develop work plans. No indication of who these plans are for or why etc. PC 4.2 is virtually a repeat of the element (4). No indication of the process describing the performance required for the element. Suggest review PC as meaningful descriptors of the elements.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The following changes have been made to the PCs:

PC 2.1 changed to "2.1 Develop staff work plans to establish tasks and timelines";

PC 2.3 changed to "2.3 Identify and incorporate training and learning opportunities into work activities";

PC 3.4 changed to "3.4 Use appropriate conflict management strategies to address disagreements"; and

PC 4.2 changed to "4.2 Provide clear and constructive feedback to team members to support achievement of outcomes".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Suggest review the PE points to align with reviewed PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE reviewed and following changes have been made to the PE:

PE bullet point 2 and 9, removed;

PE bullet point 2 (formerly BP 3) changed to "identified and matched staff skills to tasks and duties";

PE bullet point 3 (formerly BP 4) changed to "identified and incorporated training and learning activities";

PE bullet point 4 (formerly BP 5) changed to "implemented workplace health and safety and environmental policies and procedures"; and

PE bullet point 5 (formerly BP 6) changed to "developed and communicated staff work plans".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

This is not an appropriate unit as a core. It is not teachable to a student not directly involved in rostering and staff supervision. In order to deliver this unit, it would need to be rewritten to "preparing" students to take on these rolls. The unit as it is currently written is not deliverable in a classroom environment using scenarios and roll play.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that AHCWRK4X3 Supervise work routines and staff performance has been include as a core unit as it provides the general supervisory/managerial skills for the job roles associated with this qualification. Note: the assessment conditions states "physical conditions: a workplace setting or an environment that accurately represents workplace conditions", this would enable assessment to be undertaken in a simulated environment (as long as it accurately represents workplace conditions).

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 1. Similar element as AHCWRK3X9 and some PCs almost identical in terms of outcomes: rewrite - analyse current resource usage and practices.

Remove PC1.5 from AJCWRK3X9 and place in this unit PC 1.5 Conduct an environmental hazard analysis and risk assessment.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.4 and 1.5 changed to "1.4 Analyse current resource usage and practices to identify areas for improvement", and "1.5 Conduct an environmental hazard analysis and risk assessment".

Removed PC 1.5 and associated PE and KE from AHCWRK3X9 Apply environmentally sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Final dot point. Add to KE from level 3 - environmental hazard analysis and risk assessment techniques and tools ,

Add to KE Principles of sustainability and the circular economy - the economy, society, and the environment

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new KE bullet points 3 and 7: "principles of sustainability and the circular economy, including: the economy, society and the environment", and "environmental hazard analysis and risk assessment techniques and tools".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.1. Suggest 'develop and use' instead of 'use and develop'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Changed PC 4.1 to "4.1 Develop and use evaluation and monitoring tools"

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

This should not be included as a core unit. In it's current form it is near impossible for RTO's to deliver and students to demonstrate. Sustainability is already incorporated in other units and should not be replicated. e.g. AHCPCM404 KE 1.5 plants "response to different cultural and environmental factors" and KE 1.7 "soil characteristics, particularly in relation to the geographical and climatic region of the intended planting site". Replication such as this across units in the same training package is not permitted, and against the rules for developing a new UOC (as it replicates) and against training package rules.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

AHCWRK4X5 Implement and monitor environmentally sustainable work practices is widely seen as doubling up on sustainability fundamentals already included in all other units, and is therefore not supported in it's inclusion by member organisations.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCWRK4X5 Implement and monitor environmentally sustainable work practices has been included as a core unit in this qualification as it reflects the emerging state and federal policy space regarding greater emphasis on environment and sustainable work practices.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

PC 1.9 should be PC 1.1.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.9 moved to PC 1.1 and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Dot point 5. Add to KE - principles of environmental hazard analysis and risk assessment

Add to KE principles of sustainability and the circular economy - the economy, society, and the environment.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new KE bullet point 5 "principles of environmental hazard analysis and risk assessment".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills. Would expect similar FSK to BSBSSUS511 almost identical unit - higher order critical thinking skills and a range of other foundation skills relating to planning, organising etc.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

FS reviewed and updated, added FS Numeracy: "Estimate and calculate time durations and costs of policy options", and "Use basic mathematical processes of addition, subtraction, division, multiplication, percentages, decimal points, time and ratios".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 2.1. Key personal and stakeholders, consistent with other units.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.1 changed to "2.1 Promote workplace sustainability policy to key personnel and stakeholders".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Foundation Skills - numeracy. What about statistical analysis if required?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Statistical and analytical techniques are explicit in PC 5.1.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Final dot point. 'methods'. Reporting formats and presentation formats to support decision making.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 5 changed to "data reporting and presentation formats."

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final dot point. 'used industry standard terminology'. Not explicit in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 8 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Element 2. 'Research' is not supported in KE.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 5 removed and replaced with "how to access and research legislation".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Twelfth dot point. 'codes'. Standards and codes of practice as in PC 4.6.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 12 changed to "accepted standards and codes of practice relevant to the workplace including those relating to".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Eleventh dot point. 'where to find appropriate sources of information and specialist personnel when limits of own expertise are reached in determining applicable legislation'. Suggest include the word research here to support element 3.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 5 removed and replaced with "how to access and research legislation".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Ninth dot point. 'how to apply'. How to interpret and apply as in element 2?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 9 changed to "how to interpret and apply legal information to the workplace".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. No mention of auditing requirements in the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 5 removed and replaced with "how to access and research legislation".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final dot point. Not specified in PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 8 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Fourth dot point 'promoted compliance with relevant legislation'. Repeat of element 5.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 removed and replaced with "took appropriate actions to resolve or report illegal conduct".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Third dot point 'promoted compliance with relevant legislation'. Repeat of element 4.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 3 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Third dot point is a repeat of element 3. Duplicates the statement that 'An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 2 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.6 Need KE to support this PC.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE bullet point 4 removed and replaced with "took appropriate actions to resolve or report illegal conduct".



**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: PC 2.3 Add specific needs can include, cultural, family etc.. not all situations would have cultural, family and individual differences so this wording needs to be a bit broader to cater for all workplaces.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 2.3 changed to "Use work practices that reflect sensitivity to client needs and requirements".

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

RE: Knowledge Evidence; environmental sustainability and land use issues relevant to the industry. This is not always applicable in all industry areas and may be difficult to demonstrate. I suggest removal of any reference to environmental sustainability.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 2 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC1.1 'research skills'. No KE to support research skills.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new KE bullet point 2 "research methods and strategies".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Performance Evidence. Final dot point. 'analyse'. And evaluate? As in PC 3.5.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE last bullet point changed to "mechanisms to obtain, evaluate and analyse customer feedback".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Fifth dot point. 'strategies for planning and monitoring activities'. Planning and monitoring of what?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 5 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Fourth dot point. Service standards and best practice for what purpose?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 4 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Second dot point. 'environmental sustainability and land use issues relevant to the industry'. This KE does not relate to any of the PCs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 2 removed.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 3.4 No KE to support this PC.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new KE bullet point 3 "documentation and report, format and style to develop and maintain currency of specialist knowledge, and present to client".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.4 This PC is vague. Have to assume this is quality assurance. No KE to support this PC.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.4 changed to "Apply knowledge to improve quality of advice to clients".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.3 No KE to support 1.3 - documentation aspects of information to develop and maintain currency of specialist knowledge.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added new KE bullet point 3 "documentation and report, format and style to develop and maintain currency of specialist knowledge, and present to client".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.2 Why has the requirement to take a leadership role has been removed from this PC? Would be important attribute in guiding an organisation.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.2 changed to "1.2 Provide leadership in the strategic planning, goal setting and action planning of the organisation".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Second dot point. Strategic planning, goal setting and action planning.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 2 changed to "strategic planning, goal setting and action planning".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 5.3 No KE point to support this PC

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Removed PE bullet point 5, added new bullet point "recruited new personnel or members to the organisation".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.4 No KE to support this PC. Perhaps add a networking KE point.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added two new bullet points "applied the code of conduct when representing the organisation", and "maintained contemporary knowledge of issues".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 4.1 Is this correct here? The PC in AHCWRK602 'Influence decision-making in other relevant forums to align with organisation's best interests'. Suggest review for clarity of meaning.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 4.1 changed to "Represent your organisation at industry relevant forums that align with the organisation strategic plan",

Added new PC 4.2 "Apply the code of conduct when representing the organisation to professional and business networks", and renumbered PCs that follow.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.6 in reference to 'audit', Isn't statistical analysis the term used in industry?

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.6 changed to "Follow proper conventions and controls to satisfy statistical analysis requirements".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Replace 'auditing' with 'statistics'.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 3 changed to "research trial data collection, processing, storage and reporting procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Couple of comments above, otherwise all good

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.1. Replace 'projected outcome' with aim of the trial' as the former suggests that we know the outcome/result of the trial before it is conducted.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Identify purpose, subject and aim of the research trial".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.1 suggest 'research trial' instead of just 'trial'.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.1 changed to "Identify purpose, subject and aim of the research trial".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: Knowledge Evidence. Second dot point. 'scientific and mathematical trialling' - Scientific and statistical methodology, research methods, techniques and procedures. And 'collection' - data collection and storage,

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

KE bullet point 2 changed to "scientific and statistical methodology, research methods, techniques and procedures", and bullet point 3 changed to "research trial data collection, processing, storage and reporting procedures".

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

RE: PC 1.3 The original wording of this PC provides more clarity about the process.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PC 1.3 changed to "Locate trial sites according to research trial design requirements, and identify and document site factors".

## Section Index

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WHS

**Organisation Type:** Peak Industry Body

**Coverage:** NSW

**Stakeholder Comments:**

Thank you for getting in touch about the CCF component review. I have forwarded your email requesting feedback to 83 coordinators across NSW. I hope some of them find the time to provide feedback.

**Consideration and Proposed Resolution:** Noted

Thank you. Your actions are very much appreciated.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

TLID1001 Shift materials safely using manual handling methods listed in the following qualifications and has been superseded by TLID0020 - Shift materials safely using manual handling methods

AHC102XX Certificate I in Agriculture

AHC201XX Certificate II in Agriculture

AHC204XX Certificate II in Horticulture

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit code has been updated to TLID0020.



**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Core units should be generalised units that are transferable to different training packages ie. AHCWRK209A - Participate in environmentally sustainable work practices is widely used in many other training packages be it in a different code i.e. BSBSUS211 Participate in sustainable work practices for an example.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advise that the core units in the Horticulture suite of qualifications are general and technical skill units related to the core skills required of the job roles related to the qualification.

Through the review of the core units in the Agriculture suite of qualifications, the SMEWG have confirmed that they are general units related to the core skills required of the job roles.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Cert I and Cert II core units should also be foundation skills that can be transferable to any training packages a student desires to partake in, they should never be specialised units as this limits the capability of students, as well as RTO's, ability to develop sound foundation skills, which in turn, will strengthen the students ability to complete units in a satisfactory manner.

The units below are a way of ensuring foundation skills are being developed for students.

BSBCRT201 - Develop and apply thinking and problem solving skills

BSBPEF201 - Support personal wellbeing in the workplace

BSBTEC101 - Operate digital devices

BSBTEC202 - Use digital technologies to communicate in a work environment

AHCWRK209A - Participate in environmentally sustainable work practices is widely used in many other training packages be it in a different code i.e. BSBSUS211 Participate in sustainable work practices

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The Agriculture and Horticulture Certificate I and Certificate II qualifications have the following core units:

Certificate I in Agriculture:

- AHCWHS1X1 Work safely
- AHCWRK1X1 Maintain the workplace

Certificate II in Agriculture:

- AHCWHS2X1 Participate in workplace health and safety processes
- AHCWRK2X4 Work effectively in industry
- AHCWRK2X5 Participate in workplace communications
- AHCWRK2X9 Participate in environmentally sustainable work practices

Certificate I in Horticulture:

- AHCWHS1X1 Work safely
- AHCWRK1X1 Maintain the workplace

Certificate II in Horticulture:

- AHCMOM203 Operate basic machinery and equipment
- AHCPM204 Recognise plants
- AHCPGD207 Plant trees and shrubs
- AHCPMG201 Treat weeds
- AHCPMG202 Treat plant pests, diseases and disorders
- AHCSOL203 Assist with soil or growing media sampling and testing
- AHCWHS2X1 Participate in workplace health and safety processes
- AHCWRK2X9 Participate in environmentally sustainable work practices

These units are widely used in the AHC training package and provide skills that are transferrable across training packages.

BSBCRT201 Develop and apply thinking and problem solving skills has been added to the elective units list for the Certificate II in Horticulture. The remaining BSB units listed can be imported into these qualifications under the qualification packaging rules.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

There is a critical shortage of workforce in agriculture and horticulture at present, the more barriers in place for agricultural and horticultural education, the smaller the workforce becomes, this needs to be kept in mind when applying entrance requirements to TAFE courses, especially when someone can undertake an undergraduate degree in either discipline with no experience.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG took this information into consideration when discussing the need for entry requirements and concluded these were necessary in the qualifications where competency/industry experience is essential to enable the student to successfully undertake the qualification.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

All qualifications in the project have been deemed Not equivalent. Has the impact to existing learners and RTOs been considered? Some qualifications appear to have had minimal change e.g. AHC328XX Certificate III in Rural Operations.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Yes, the impact to learners and RTOs has been considered. The last full review of the majority of these qualifications was in 2016. As such, these qualifications have had major changes made that will mean they are no longer equivalent. AHC328XX Certificate III in Rural Operations has now had significant changes with the addition of electives.

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

According to ASQA's standards competency is the consistent performance of skills and knowledge, this cannot be sufficiently obtained if students are only required to complete a skill 'on at least one occasion'. We would therefore request that the wording be changed to 'at least two times' or something along those lines.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Assessment Requirements are covered under Standard 6 and 7 of the Standards for Training Packages and must comply with the assessment requirements template.

The second dot point of the Performance Evidence field of this template states "specifies the frequency and/or volume of product/process evidence". There is no mandated requirement to have more than one occasion in the performance evidence. ASQA's standards are for the regulation of the VET sector, not Standards for Training Packages.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I am alarmed that the field of Horticulture continually gets infiltrated by the Agriculture field. In Cert II Horticulture I had noticed a large amount of elective, as well as core units, that concentrated on machinery and equipment, in particular tractors and quad bikes. Granted there could be cross pollination of the various fields in not only the AHC training package, but also CPC, SIR and TLI training packages. However, this cross pollination should be limited to 2 or 3 units, not the 6 that is suggested in Cert II Horticulture.

Majority of the cohort of students that are likely to partake in Cert I and Cert II in AHC are likely to be of underage ie. Under 18, and some machinery and equipment require a drivers licence to use the machinery in question ie. forklifts and frontend loaders. Adding this amount of units again limits the capability of both students and RTO's ability to be exposed to different specialisations within the AHC training package.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

There is one AHCMOM unit (AHCMOM203 Operate basic machinery and equipment) in the core and four (AHCMOM202 Operate tractors, AHCMOM204 Undertake operational maintenance of machinery, AHCMOM216 Operate side by side utility vehicles, and AHCMOM217 Operate quad bikes) in the elective units list of the Certificate II in Horticulture. The SMEWG strive to ensure there is flexibility for potential students with no barriers to training, whilst also being mindful that units added are applicable for the qualifications job roles. Therefore it is important that the selection of relevant machinery units are able to meet the student cohort/workplace requirements.

The only core unit machinery unit, AHCMOM203 Operate basic machinery and equipment can be completed by a student who does not have a drivers licence as it covers the following equipment, of which only two need to be selected:

- conveyors and pumps used in agriculture, horticulture and land management
- hedge trimmers
- lawn edgers
- line cutters
- mechanised horticultural tillage equipment
- motorised machinery used in landscape and turf construction projects
- motorised machinery used in nursery production
- pneumatic pruners and cutters
- power tools.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

It is important that the units reflect the AQF level and work tasks that these students are expected to do. There is a tendency for disconnect in this.

**Additional Stakeholder Support:** RTO - VIC x 6

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

During the project, although units do not have an AQF we do provide an indicative AQF identifier to ensure RTOs, students and employers can quickly identify the level of skills and knowledge required for the specific job task.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

I find frustrating, the lack of Indigenous based units within the AHC training package. Surely we should be encouraging such units to help the pathway of reconciliation and unity amongst individuals, recognising Indigenous perspectives in AHC will go along way towards the pathway to reconciliation for or Indigenous peoples. Again I was frustrated with this lack of perspectives whilst trying the next park rangers in Jabiru, Kakadu National Park.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

There are a number of Indigenous Land Management (ILM) units (i.e. AHCILM201 Maintain cultural places, AHCILM308 Identify traditional customs and land rights for an indigenous community, AHCILM503 Manage restoration of cultural places etc.) available in the AHC training package, but there is still more work to do in this space.

Aboriginal and Torres Strait Islander cultures possess skills and knowledge that are crucial to land and sea management activities, including conservation and cultural heritage roles. Some of these skills are described in nationally endorsed qualifications, skill sets and units. These are currently under review as part of the Respect for Country Job Skills Project. Skills Impact is consulting with Aboriginal and Torres Strait Islander people and their representatives about improvements that can be made to these qualifications, skill sets and units. Plans are in place to continue to support Aboriginal and Torres Strait Islander input into future projects.

**Organisation Type:** Registered Training Organisation

**Coverage:** NT

**Stakeholder Comments:**

We do cert 1-4 CEM, mainly cert 2 and 3, unit lists attached with Aboriginal rangers. Most do not have LLN or interest to go onto something like advanced diploma, we are more interested in developing into areas such as business to develop skills to engage in carbon economy, bush foods, art etc. They also do courses in Biosecurity, Fisheries and other areas so pretty busy. We are better focussing on the needs of the many who need support with basics of mixing chemicals, maintaining machinery, understanding what work all is about etc. than putting a lot of effort into higher level certificates.

I am also delivering Cert 1 Foundation Skills as I find this more useful as an intro into conservation than CEM Cert 1. Units around literacy, numeracy, digital technology reading, writing can be applied directly to ranger work, WHS, mixing chemicals, using digital technology than CEM which even at Cert 1 has language that is complicated and culturally contingent for our students who generally speak English as a second language. The course comprises 11 units, usually 2 of which are CEM and the rest FSK to support these.

Foundations skills is a good name because that has been what has been missing for most of our clients – strong foundations.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** NT

**Stakeholder Comments:**

Some other considerations:

In remote areas there are often no facilities for best practice disposal of waste, no Bunnings around the corner to get tools you may need. Manuals etc are generally lost pretty quickly. You have to make do with what you can find. Thankfully, internet and access through phones is increasing. As I mentioned in comments on the site accessing YouTube is far more useful/used than instruction books or manuals.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback, and we acknowledge that accessing manuals can be done in hardcopy or online, but this also relies on connectivity to the internet or downloading onto a phone, tablet or laptop.



**Organisation Type:** Peak Industry Body

**Coverage:** TAS

**Stakeholder Comments:**

There is a need for training for middle management. On the job up-skilling.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

Suggest the development of an employability skill set around employability skills. The units may include technical skills and while learning technical skills, employability skills would be incorporated in the units.

Included the skill set to include 4WD training and how to change a tyre and communication.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Peak Industry Body - NT x 1, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG advised that RTOs can develop a skill set (issued as a statement of attainment) to address employability skills, which are specific to the needs of their industry and/or location.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

The agriculture qualifications should include units that deal with live exports; animal welfare, loading and unloading animals. This would be a great skill set. Units need to be extensive animal health units.

**Additional Stakeholder Support:** Govt State - NT x 1, Employer - NT x 3, Training Board - NT x 1, RTO - NT x 3

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Please refer to comments regarding live exports, animal welfare, loading and unloading animals listed in the Certificate II and III in Agriculture. The SMEWG advised that there was no national requirement for a skill set in live exports.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

On the deletion of some units, I reckon these can be archived instead of deleting as new economies and sectors emerge. This means - we don't have to re-invent the wheel.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

As a result of stakeholder feedback the Diploma of Community Coordination and Facilitation, and selected associated units of competency have been placed online for further consultation with the possible outcome of these being retained rather than deleted (archived) on the national training register ([training.gov.au](http://training.gov.au)).

**Organisation Type:** Peak Industry Body

**Coverage:** TAS

**Stakeholder Comments:**

There has been huge growth in Corporates over small family farms. Corporates value people and people need training for further growth and to move up the ladder.

The Seasonal Worker Program is the backbone of the fruit industry in Tasmania, making up about 70% of the workforce.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Other units that could be added is BSBCRT201 - Develop and apply thinking and problem solving skills and BSBPEF201 Support personal wellbeing in the workplace, both key skills in any training undertaken by students in any skills development.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

BSBCRT201 Develop and apply thinking and problem solving skills has been added to the elective units list. BSBPEF201 Support personal wellbeing in the workplace can be imported into the Certificate II in Horticulture under the qualification packaging rules. Both of these units can be imported into the Certificate II in Agriculture under the qualification packaging rules.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Another subject matter that could be used is BSBTEC101 - Operate digital devices (something students are currently exposed to) and BSBTEC202 - Use digital technologies to communicate in a work environment (again something students are currently exposed to).

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The SMEWG considered this feedback and concluded to not include these units into the Cert I and II qualifications. However, they did note that BSBTEC101 Operate digital devices, and BSBTEC202 Use digital technologies to communicate in a work environment can be imported into the Agriculture and Horticulture Certificate I and II qualifications, under the qualification packaging rules.

**Organisation Type:** Employer, Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

There appears to be a lack of units that concentrate on how to write reports, presentations and business related units ie. BSBOPS201 - Work effectively in business environments as an example.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Writing reports, presentations, etc. are embedded in a number of AHC training package units.

BSBOPS201 Work effectively in business environments can be imported into the Agriculture and Horticulture Certificate II qualifications under the qualification packaging rules.

**Organisation Type:** Peak Industry Body

**Coverage:** NT

**Stakeholder Comments:**

A great 4WD drive unit is FWPFGM3215 Perform complex 4X4 operations.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

FWPFGM3215 has been superseded and replaced with FWPCOT3329 Perform complex four wheel drive operations. FWPCOT3329 has been added to elective Group C of AHC301XX Certificate III in Agriculture.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

RE: WHS units in general

I think somewhere in the training the concept of "Duty of Care " should be explained.

I have a couple of problems managing safety, either people don't see risks (which you do address) or they don't communicate risks adequately.

It is a persons duty of care to make sure they protect themselves in the workplace and everyone else in the workplace,,we are a bit weak on the everyone else part.

Good communication skills are required to communicate risks/hazards and sorry but this is a deficiency in so many males (yep I did just say that and its from years of observation)

Perhaps if we emphasise the duty of care to communicate hazards, not just to supervisors but also to other workers or even non employees on a site we may get better results.

I am working on ways to get over the lack of communication , unfortunately there is still an element of fear of reprisal amongst workers (even in 2022)

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Duty of care is explicitly covered in AHCWHS1X1 Work safely and is implicitly covered in the remaining AHCWHS units.