



Australian  
Industry and  
Skills Committee

# AG & HORTICULTURE CORE SKILLS PROJECT

AHC Agriculture, Horticulture and Conservation and Land  
Management Training Package Version 9.0 Case for  
Endorsement – Part 1 of 4

Agriculture and Production Horticulture  
Industry Reference Committee  
And  
Amenity Horticulture, Landscaping and Conservation and Land  
Management  
Industry Reference Committee  
Skills Impact - Skills Services Organisation

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# 1. Administrative details of the Case for Endorsement

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

The AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 9.0 Case for Endorsement comprises projects for the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Unit Sector Approach, Stage 3, and has been split into four parts:

- Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates
- Part 2 – Composting & Organic Production and Permaculture
- Part 3 – Intensive Livestock Production
- Part 4 – Respect for Country Job Skills

This document is **Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates**.

## 1.1 Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2020-21-005) for AHC Agriculture and Horticulture Training Package Unit Sector Approach, Stage 3 was approved on 22 June 2021. The requirements set by the Australian Industry and Skills Committee (AISC) for all projects in this Stage 3 review in relation to the training package development work for the AHC Agriculture, Horticulture and Conservation and Land Management Training Package are:

- Review 208 units of competency
- Develop up to 25 new units of competency
- Review 26 qualifications
- Review 21 skill sets
- Develop up to 5 new skill sets

## 1.2 Timeframes and delays

The Ag & Horticulture Core Skills Project was delivered in accordance with the agreed timeframe. Acceptance by the Commonwealth of the Case for Endorsement is scheduled for 31 December 2022.

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

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

Both the Agriculture and Production Horticulture Industry Reference Committee (IRC) and the Amenity Horticulture, Landscaping, Conservation and Land Management IRC have been overseeing a major review of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package through a 'Unit Sector Approach', which commenced in 2019. The project work to date has focused on updating sector-specific qualifications and units of competency to meet current skills requirements, especially where technologies are quickly evolving.

The main driver for this Ag & Horticulture Core skills project was to thoroughly review the broad range of high-use units of competency, comprising the suites of workplace health and safety units, environmental sustainability units, quality assurance units and a large proportion of general work and infrastructure units. It focussed on the core skills to build and maintain infrastructure, support community related projects and programs, research initiatives and staff performance. Consultation took place throughout this project to review and update the national qualifications, skill sets and units of competency that describe these core skills so that they reflect real job functions. In doing so, it was appropriate to review the high use suites of general agriculture and horticulture qualifications from Certificate I to Diploma in which these units are housed.

Key messages from stakeholders engaged in the project and the subsequent changes to training products include:

### Revision of qualifications

- Stakeholders provided strong support for qualifications that better align to job roles and to appropriate AQF level, to ensure level I and II qualifications provide individuals with exposure to a wide range of experiences and opportunities, enabling them to choose suitable career pathways. Level III and IV qualifications provide sufficient exposure to specific industry skills to enable learners to develop their expertise in chosen occupations, whilst ensuring that the qualifications did not replicate the outcomes of other qualifications. Diploma level qualifications are focussed and provide individuals with specific skills that address the contemporary management and technical skill needs of industry. Changes include:
  - The Certificates I, II, III, IV and Diploma of Agriculture, Certificate I, II, III, IV and Diploma of Horticulture, Certificate III in Rural Operations and the Diploma of Community Group Coordination and Facilitation qualifications have been updated to reflect current job roles, including the skills and knowledge to:
    - utilise new and emerging technology and systems
    - address new and updated regulatory and legislative requirements
    - work safely and communicate work safety procedures respectfully both up and down the chain of command
    - address issues around biosecurity, environmental sustainability and quality assurance.
  - *AHC50122 Diploma of Agriculture*: Industry stakeholders identified the need for individuals to have existing agriculture industry experience and technical skills to allow them to undertake management job roles across a variety of different industry sectors. The inclusion of core units now addresses the importance of management of workplace health and safety and policy and procedures for environment and sustainability.
  - *AHC50422 Diploma of Horticulture Management*: Industry stakeholders identified the need for individuals at this level to acquire management skills in addition to a sound understanding of the basic principles of horticulture. The title change reflects the new management focus, and the addition of entry requirements ensures individuals have a sufficient knowledge of horticulture prior to commencing this qualification. The core units combined with Group A electives are intended to address industry needs for managers.
  - All qualification revisions were designed to clearly define a natural progression from Certificate I through to Diploma and beyond in each suite of qualifications.
- Strong support to ensure that all qualifications have core units and that these core units enhance fundamental workplace knowledge and skills. As such:
  - All the revised Agriculture and Horticulture suite of qualifications from Certificate II to Diploma level contain workplace health and safety (WHS) and environmental sustainability units of competency as core requirements at the relevant indicative AQF level. This reflects the current regulatory and emerging state and federal government policy space.
- Strong support to retain and refine two qualifications that provide for niche markets:
  - *AHC32822 Certificate III in Rural Operations*: the core has been enhanced with the addition of *AHCBIO303 Apply biosecurity measures*, as a large proportion of individuals who undertake this qualification work across multiple sites. As such the application of biosecurity measures are extremely important to maintain and ensure the ongoing protection of livestock, crops and pastures. A designated elective unit list has also been created to provide guidance and maintain the integrity of the qualification's AQF alignment.
  - *AHC51222 Diploma of Community Group Coordination and Facilitation*: initially proposed for deletion however feedback provided during initial consultation on the drafts indicated that this qualification caters to a niche and important sector of the Australian agricultural industry and is still required by industry. It describes important skills to foster, promote, and support community development, particularly in rural communities that are engaged in land management activities. The qualification has undergone significant review and redevelopment to better align with job roles and industry requirements. Feedback from both industry and registered training organisations (RTOs) indicates that the redeveloped qualification will be well received and that there are a number of industry stakeholders considering enrolling staff in this qualification. The retention of this qualification will also enable the delivery of training to support the Commonwealth Government's Landcare Rangers program.
- Support for inclusion of composting (AHCCOM), organic production (AHCORG) and permaculture (AHCPER) units as electives in agriculture qualifications to broaden exposure and facilitate uptake of training. These units are currently under review in *AHC Version 9.0 Part 2 – Composting & Organic Production and Permaculture*
  - Six AHCCOM units included as electives in Certificate II, III and IV in Agriculture

- 14 AHCORG units included as electives in Certificate I, IV and Diploma of Agriculture, and Certificate IV in Horticulture
- 15 AHCPER units included as electives in Certificate I to Diploma of Agriculture, and Certificate II in Horticulture
- Support for the inclusion of water (AHCWAT), seed testing (AHCSDT) and seed processing (AHCSP0) newly released and reviewed units of competency as electives in appropriate agriculture and horticulture qualifications:
  - Six AHCSDT units included as electives in Certificate II, III, IV in Agriculture
  - Four AHCSP0 units included as electives in Certificate III in Agriculture
  - Three AHCWAT units included as electives in Certificate III in Protected Horticulture, Certificate III, IV and Diploma of Agriculture, and Certificate III, IV and Diploma of Horticulture
- Support for the deletion of *AHC60216 Advanced Diploma of Horticulture* and nine units of competency due to zero or low enrolments and with industry support that these components are no longer required. (four units to be deleted immediately and a five in future projects when qualifications in which they currently sit are updated).

### Revision of units

- Strong support to make units fit for purpose and to ensure the content is correctly aligned to indicative AQF levels to reflect these tasks. Where applicable, adjustments have also been made to reflect regulatory and legislative requirements, particularly in relation to the suites of workplace health and safety units, quality assurance units and environmental sustainability units.
  - All units have been refined to ensure they match the work currently carried out in Agriculture, Horticulture and Community Coordination and Facilitation. Changes made reflect current Standards for Training Packages (2012).
- Strong support to merge *AHCWRK202 Observe environmental work practices* and *AHCWRK209 Participate in environmentally sustainable work practices* to avoid duplication.
- Strong support for the creation of two new units to fill gaps identified in current training programs and to meet the new and emerging needs of the industry and the many sectors it covers:
  - *AHCPCM308 Identify and select plants*, addresses skills and knowledge gaps specifically related to identification of plants, principles of plant growth and selection of plant types based on their function for use in different scenarios
  - *AHCMOM303 Operate a telehandler*, provides training required for use of a telehandler in an agricultural setting. This is particularly important due to the increasing use of telehandlers in agriculture where the environment and access issues differ from other industry settings.

### Skill Sets

- Strong support for the creation of one new skill set:
  - *AHCSS00157 Agriculture and Horticulture Safety Management Skill Set*: addresses safety management and the investigation of WHS incidents in the agriculture and horticulture industries

### Other related AHC Minor Updates

5 qualifications have received minor changes to update the codes of units of competency impacted by projects in AHC Version 9. Other impacted qualifications are proposed to be updated in a project in early 2023.

The following components resulted from the work undertaken in the Ag & Horticulture Core Skills project:

Case for Change Requirements – AHC unit sector stage 3	Components for Endorsement in AHC V9 CfE for the Ag & Horticulture Core Skills Project
<ul style="list-style-type: none"> <li>• Review 208 units of competency</li> <li>• Develop up to 25 new units of competency</li> <li>• Review 26 qualifications</li> <li>• Review 21 skill sets</li> <li>• Develop up to 5 new skill sets</li> </ul>	<ul style="list-style-type: none"> <li>• 13 revised qualifications</li> <li>• 1 deleted qualification</li> <li>• 65 units of competency, including:               <ul style="list-style-type: none"> <li>○ 2 new units of competency</li> <li>○ 63 revised units of competency (including 2 units of competency that were merged to become 1)</li> </ul> </li> <li>• 9 deleted units of competency</li> </ul>

	<ul style="list-style-type: none"> <li>○ 4 units to be immediately deleted</li> <li>○ 5 units proposed for deletion when removed from other qualifications in future projects</li> <li>• 1 new skill set (not for endorsement)</li> </ul>
Other related AHC Minor Updates (not for endorsement)	<ul style="list-style-type: none"> <li>• 5 qualifications with minor updates (not for endorsement)</li> </ul>

### 3. Stakeholder consultation strategy

Refer to **Attachment C** for:

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

#### 3.1 Identification of stakeholders

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

- Stakeholders recommended by IRC and Subject Matter Expert Working Group (SMEWG) members
- RTOs with the Agriculture, Horticulture and/or Community Coordination and Facilitation Qualifications on their scope of registration
- Unions with relevant agriculture/horticulture coverage
- Members of relevant associations
- Participants from previous AHC projects
- Attendees at industry-specific conferences and seminars
- Stakeholders recommended by other stakeholders in their industry/organisational networks
- Stakeholders identified as having an interest in agriculture, horticulture or community coordination and facilitation who have registered for the Skills Impact database.

#### 3.2 Strategies for engaging stakeholders

- Consultation activities included:
  - A project page was set up on the Skills Impact website containing information about the project together with progress updates <https://www.skillsimpact.com.au/agriculture/training-package-projects/ag-horticulture-core-skills-project/>
  - Stakeholders identified as potentially having an interest in the project were contacted via phone or email at the start of the project in September 2021. These stakeholders were kept informed throughout project development
  - News articles and stories in Skills Impact newsletters throughout the project. These were distributed to the Skills Impact database of subscribers and on the Skills Impact website as news articles, and were shared on the Skills Impact Twitter and LinkedIn accounts
  - Monthly emails and newsletters were sent to State and Territory Training Authorities (STA/TTA), VET regulators, Industry Training Advisory Bodies (ITABs) and other stakeholders to keep them informed
  - IRC members were updated throughout the project and in turn, they informed their industry networks
  - Three SMEWGs were created to provide input, advice and feedback throughout all stages of development, including sourcing additional stakeholders. These three SMEWGs would come together to discuss issues that affected all three areas e.g. WHS
  - Functional analysis workshop held with SMEWGs
  - SMEWGs and key contributors were invited to view initial drafts and feedback prior to first draft consultation
  - Additional SMEWG workshops held during consultation phases to discuss specific feedback
  - Consultation draft 1: drafts available via feedback hub for eight weeks and five webinars held
  - Consultation draft 2 (CCF components): drafts available via feedback hub for four weeks and one webinar held
  - Validation consultation: drafts available via feedback hub for four weeks and four online workshops held

- Multiple additional consultation meetings held with stakeholders to discuss specific feedback and address concerns throughout the project
- Targeted phone calls made and received
- Feedback was sought throughout the project by phone, email or online meeting, using methods preferred by stakeholders.
- Messaging about project in external publications:
  - AFAM ITAB NSW monthly newsletters – October 2021 through to June 2022 (to date)
  - ASQA approves extended transition period for qualifications – including AHC training packages – 7 Dec 2021
  - Cultivate NSW – Therapeutic Horticulture – 1 Aug 2021
  - Food, Fibre & Timber Industries WA – full Skills Impact update – 5 July 2021
  - MLSA Master Landscapers of SA – February 2022 Permaculture Australia – Public consultation on Permaculture, Organic Production and Composting project – 28 March 2022
  - TAFE Directors – Water Allocation and Entitlements project – 14 March 2022
  - VELG VET News – 1 July 2021, 16 Dec 2021, 20 Jan 2022, 5 May 2022, 12 May 2022, 19 May 2022 and 26 May 2022.

### 3.3 Participation by different types of stakeholders

This project included all the general agriculture and horticulture qualifications and hence covers a broad range of industry sectors. In addition, this project includes several widely used units of competency, including workplace health and safety, environmental sustainability, quality assurance and general work and infrastructure units which impact several more industry sectors, both within this training package and in others. Every effort was made to ensure that as many stakeholders as possible were informed about the project and understood the implications of the changes made.

Stakeholders included:

- Employers
- Professional associations
- Industry groups
- Expert individuals and groups (farmers and farm workers)
- RTO managers and staff
- State and Territory Training Authorities / ITABs and CMM
- Unions

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

The public consultation timelines were extended in consideration of stakeholders who may have been impacted by floods and COVID-19 during the project period.

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

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)									
Government department									
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies									



Registered Training Organisations (RTO)									
Regulators	Not applicable								
State and Territory Training Authorities (STAs)									
Training Boards/Other									
Unions									

*Note: Stakeholders of all types were contacted in each jurisdiction to both inform them of the project and to encourage them to be involved.*

## 4. Evidence of industry support

### 4.1 Industry support

A tremendous effort was made by the Industry Engagement Managers together with members of the development team to contact employers, industry associations and training providers early in the project planning process to ensure stakeholders were aware of this wide-reaching project and the potential impact of changes, encouraging them to be involved in whatever way was suitable.

Industry representatives were involved at all stages of this project. The initial SMEWGs included a variety of industry representatives and representatives from registered training organisations with expertise in agriculture and/or horticulture. A third SMEWG was created to provide direction once feedback had determined the need to retain the community coordination and facilitation components. There was constant interaction between industry stakeholders, RTOs and the project development team.

The enormous amount of feedback received at every stage of the project reflects strong stakeholder engagement. Several stakeholders contributed detailed and useful feedback, others acknowledged the work completed and confirmed their agreement.

Stakeholders were invited to attend the online validation workshops or communicate feedback via the online feedback hub. For those who preferred there was also an option to communicate concerns and validation via email or telephone. Extensive emails and telephone conversations took place. All components in the project were validated with stakeholder support.

Extent of consultation and support for the proposed changes:

- 331 stakeholders were contacted and invited to be involved
- 214 people provided feedback throughout the project comprising:
  - 34 people representing employers
  - 37 representing state and national based peak bodies
  - 126 representing RTOs
  - 3 representing 2 STAs
  - 3 representing 2 ITAB
  - 1 representing 1 union
  - 1 representing commonwealth government
  - 18 representing state government organisations (including Apprenticeship and Traineeship services), and
  - 8 IRC members.
- Out of the 214 people who participated in this project, 106 also provided support for the components produced at validation.

### 4.2 Engagement of States and Territories



- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to keep them informed of the project progress.
- Targeted emails and follow-up calls were directed to representatives of State Training Authorities (STAs) at the start of the project to invite their input. Those states without established programs in permaculture, organic production and/or composting were asked to identify important stakeholders the project team needed to engage with in their particular state.
- Public consultation and validation phases included online webinars to allow stakeholders from all states and territories to participate and contribute to the project.
- An extended draft consultation phase of 8 weeks was included, allowing extra time for stakeholders to consider and review the revised components.
- Representatives from national associations were actively involved throughout the project

### 4.3 Mitigation strategies

- Due to the size, scale and complexity of this project, the following three separate SME working groups were established to provide focussed and detailed advice at each stage of the project:
  - Agriculture SME working group
  - Horticulture SME working group
  - Community Coordination and Facilitation working group.
 These working groups met on 22 occasions during the development, public consultation and validation stages of the project. They considered all feedback received throughout the project and provided advice regarding changes to be made as a result of feedback received or responses where feedback received was not adopted. Ambiguous, unclear or contentious feedback was followed up via phone and/or email and either resolved on an individual basis or raised with the relevant SME working group for resolution and/or feedback.
- Separate online and face to face meetings were also held on four occasions with stakeholder groups to address concerns raised and identify appropriate solutions to address these concerns. A visit was made to the Northern Territory to discuss the issues with the merging of the Certificates II in Rural Operations and Agriculture. This involved key industry stakeholders from NT industry associations, Northern Territory Training Authority and RTOs from both the NT and WA. During this meeting it was agreed that any proposed changes to the Certificate II in Rural Operations needs further investigation to avoid any potential impacts and unintended consequences in all the states and territories, which could have a detrimental effect on access to training for industry with the merging of these two qualifications.
- To ensure training providers are aware of the subsequent need to update training materials and support documents, the draft components were presented with temporary codes and the impending changes were specifically referred to. During consultation sessions it was confirmed that the components are now fit-for-purpose with regard to job roles.
- The Companion Volume Implementation Guides Part 1 and Part 2 for AHC version 9 have been updated to include current:
  - Training pathways
  - Occupational outcomes of qualifications
  - Training package delivery and assessment advice
  - Access and equity considerations
  - Resources and equipment requirements
  - Mapping information.
- The key stakeholders for this project are aware of and support the proposed training package products. This includes the proposed deletion of components from the national register.

### 4.4 Letters of industry support

Letters of support have been received from 10 employers, 7 peak bodies, 1 government department and 4 RTOs and can be found in **Attachment G**. Support has been provided by the following organisations:

Name	Organisation	Stakeholder Group
Caroline Graham	Regional Skills Training Pty Ltd	Registered Training Organisation
Chris Deppeler	National Turfgrass Education Working Group	Peak Industry Body
Geoff Bastian	TAFE NSW	Registered Training Organisation

Heather Nesbitt	Parks & Leisure Australia	Peak Industry Body
Ian Atkinson	Nursery & Garden Industry, QLD	Peak Industry Body
Joanna Cave	Greenlife Industry Australia	Peak Industry Body
Julie Collins	Canberra Institute of Technology	Registered Training Organisation
Mark Doyle	Sports Turf Association Victoria	Peak Industry Body
Mark Unwin	Australian Sports Turf Managers Association	Peak Industry Body
Paul Janssens	Department of Parliamentary Services	Government Dept / AHLCLM IRC member
Nickie Berrisford	Partners in Ag	Employer
Andrew Maclean	Landcare Victoria	Employer
Aaron Stephens	Bass Coast Landcare Network	Employer
Andrea Montgomery	Upper Barwon Landcare Network	Employer
Angela Stewart	RuralBiz Training	Registered Training Organisation
Darryl Ebenezer	Queensland Water & Land Carers	Peak Industry Body
Kylie Falconer	GLENRAC	Employer
Gai Judd	Landholder (CEN)	Employer
Katherine Clare	Local Landcare Coordination, Hawkesbury-Nepean	Employer
Kristy Stewart	Landcare Project Manager & Farmer. Upper Barwon	Employer
Nicole Maher	Regional Landcare Coordinator, Riverina	Employer
Stephanie Cameron	Tamworth Regional Landcare	Employer

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

<b>Dissenting view/issue</b>	<b>Steps to resolve issues</b>
Diploma of Horticulture Management: A number of registered training providers do not support the changes to the Diploma of Horticulture Management, in particular the change of title, inclusion of core units and management focus of the qualification. This is at odds with the support received from industry, and the Horticulture SMEWG who have voiced strong concerns that the current qualification does not meet the	The Horticulture SMEWG which included representatives from other RTOs met on three separate occasions to consider the concerns raised by these registered training providers and determined that the change in title, inclusion of core units and management focus of the Diploma of Horticulture Management was necessary to ensure that this qualification met

<p>needs of industry in providing suitably qualified graduates in horticulture management.</p>	<p>the contemporary needs of the Horticulture industry. The Horticulture SMEWG acknowledged the concerns raised regarding the proposed changes to this qualification. They agreed to amend the draft to provide greater flexibility for RTOs in their choice of units for delivery, while maintaining the management needs required of industry. These adjustments included the reduction of core units from five to three and the addition of an extra elective group. The new Group A electives consists of four business related units providing RTOs the opportunity to choose which business units they deliver, rather than having to choose the two originally included as core units.</p>
<p>The validation draft of AHC20X22 Certificate II in Agriculture and Rural Operations proposed the merging of the Certificate II in Agriculture and the Certificate II in Rural Operations. Since this draft was released for validation consultation, it has come to light that the proposed merging of the two Certificate II qualifications may have potential impacts and unintended consequences in the northern region of Australia, which could have a detrimental effect to access to training for industry.</p>	<p>Following a visit to the NT to discuss these potential impacts with industry and training providers, it was clear that further consultation would be required to find a suitable resolution. With the support of the Northern Territory Training Authority, the Agriculture and Production Horticulture Industry Reference Committee and the AISC Secretariat, the following actions have been agreed:</p> <ul style="list-style-type: none"> <li>• AHC20X22 Certificate II in Agriculture and Rural Operations will not be submitted as a merged qualification - all references to Rural Operations will be removed and the qualification will revert to AHC20122 Certificate II in Agriculture with the validated qualification structure to remain.</li> <li>• Further investigation and consultation with industry regarding the Certificate II in Rural Operations is to be reviewed as part of a future project in 2023/24.</li> </ul>
<p><b>VIC STA</b> position on the Diploma of Horticulture Management: As discussed, our position is that while we do not have difficulty with the Diploma qualification providing the management and soft skills in demand by industry, the issue from our perspective is the narrow focus of the new qualification and the reduction in the range of non-management technical skills that can be included in the program. The current qualification includes ten technical units and the proposed qualification includes only five.</p> <p>Please include our dissenting view in relation to this qualification within the Case for Endorsement. A current Victorian accredited course Applied Horticultural Science, is available for learners in Victoria who wish to pursue higher technical skills.</p>	<p>The VIC STA believe there is a gap in the national training system for a more generalised qualification at the higher level that may impact other states and territories who want to have a qualification that delivers more on the higher technical skills; however, as they have highlighted, this is not an issue in Victoria as there is the Victorian accredited course Applied Horticultural Science.</p>

## 5.2 Rationale for approval

Dissenting view/issue	IRC Rationale
<p>Diploma of Horticulture Management: A number of registered training providers do not support the changes to the Diploma of Horticulture</p>	<p>The Agriculture and Production Horticulture Industry Reference Committee agree with the findings of the Horticulture SME WG, in</p>

Dissenting view/issue	IRC Rationale
<p>Management, in particular the change of title, inclusion of core units and management focus of the qualification. This is at odds with the support received from industry, and the Horticulture SME WG who have voiced strong concerns that the current qualification does not meet the needs of industry in providing suitably qualified graduates in horticulture management.</p>	<p>particular that the qualification title remain as Diploma of Horticulture Management and that the change in focus is required to meet the contemporary needs of the Horticulture Industry. The Agriculture and Production Horticulture Industry Reference Committee also agreed to the changes made to the core units, namely that:</p> <ul style="list-style-type: none"> <li>• The core units be reduced to the following three units: <ul style="list-style-type: none"> <li>○ AHCWHS503 Manage workplace health and safety processes</li> <li>○ AHCWRK513 Write and present reports</li> <li>○ AHCWRK520 Develop workplace policy and procedures for environment and sustainability</li> </ul> </li> <li>• An elective Group A be added to the qualification, consisting of the following four business related units of competency from which the packaging rules require only two to be selected: <ul style="list-style-type: none"> <li>○ AHCBUS511 Manage enterprise staff requirements</li> <li>○ AHCBUS514 Negotiate and monitor contracts</li> <li>○ AHCBUS515 Prepare estimates, quotes and tenders</li> <li>○ AHCBUS518 Prepare and monitor budgets and financial reports</li> </ul> </li> </ul> <p>The IRC believes this compromise maintains the needs required of industry and provides suitable flexibility for RTOs, allowing them to choose relevant management units rather than have two specific units mandated in the core.</p>

## 6. Reports by exception

There are no reports by exception.

## 7. Mandatory Workplace Requirements

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

There are no Mandatory Workplace Requirements in any of the proposed units in this project. All units must be assessed in a workplace or an environment that reflects a real workplace, and is set up with the appropriate equipment, systems and guiding procedures and that reflect an actual workplace.

However, this project includes qualifications that contain units of competency with MWR developed in other projects. These units of competency are identified with a # after their code.

## 8. Implementation of the new training packages

### 8.1 Implementation issues

Stakeholders were invited and encouraged to provide feedback about the proposed revisions to training package components throughout the full development and consultation process. Most implementation issues that arose were addressed at the time by modifying the training package components where appropriate.

In general, few implementation issues were raised, feedback received throughout the project indicates that the changes made to the qualifications and units of competency as well as the new skill set reflect current agriculture and horticulture practices and requirements as well as meeting regulation and legislative requirements. However, there are changes resulting from this project which may impact implementation. These changes have been communicated thoroughly throughout the project to help stakeholders plan accordingly.

Some RTOs indicated that they may encounter difficulty sourcing suitably qualified trainers in management to teach the updated Diploma of Horticulture Management. The SMEWG, which included RTOs, indicated that a management trainer should be easier to source than a diploma level horticulture trainer.

Some RTOs were concerned that the introduction of core units to qualifications that previously had not contained core units reduced flexibility of delivery. The inclusion of core units is to strengthen qualifications by enhancing fundamental workplace knowledge and skills.

Some RTOs argued entry requirements for the Diploma of Horticulture Management are unnecessary and can be seen as barrier for enrolment for the technically oriented courses they are currently delivering. However, industry, other RTOs and the SMEWG strongly supported this inclusion, as it ensures individuals have sufficient knowledge of horticulture prior to commencing the qualification and places the focus of the Diploma on management. This aligns the Diploma with the job roles of those who manage amenity horticultural enterprises.

The Victorian STA has advised that a Victorian qualification can fill any gap in the provision of higher level technical horticultural training aligned to some Diploma courses currently being delivered in Victoria. Further information about entry requirements for the revised Diploma will be available in the CVIG Part 1.

There are no potential impacts for deleted training components on state and territory funding arrangements or implications for other training products in the training system. The qualification and units of competency identified for deletion will have minimal impact on implementation as they have very low or no enrolments.

### 8.2 Potential for traineeship or apprenticeships

Qualification	Delivery recommendation	Nominal Duration
AHC10222 Certificate I in Agriculture	Traineeship	0.5 to 1 year
AHC10322 Certificate I in Horticulture	Traineeship	0.5 to 1 year
AHC20122 Certificate II in Agriculture	Traineeship	0.5 to 1 year
AHC20422 Certificate II in Horticulture	Traineeship	0.5 to 1 year
AHC30122 Certificate III in Agriculture	Traineeship	1 to 2 years
AHC30722 Certificate III in Horticulture	Apprenticeship	3 to 4 years
AHC32822 Certificate III in Rural Operations	Traineeship	1 to 2 years
AHC33722 Certificate III in Protected Horticulture	Traineeship	1 to 2 years

<b>Qualification</b>	<b>Delivery recommendation</b>	<b>Nominal Duration</b>
AHC40122 Certificate IV in Agriculture	Traineeship	0.5 to 2 years
AHC40422 Certificate IV in Horticulture	Traineeship	0.5 to 2 years
AHC50122 Diploma of Agriculture	Traineeship	1 to 2 years
AHC50422 Diploma of Horticulture Management	Traineeship	1 to 2 years
AHC51222 Diploma of Community Group Coordination and Facilitation	Traineeship	1 to 2 years

### 8.3 Occupational and licensing requirements

There are no occupational licensing requirements for the proposed training products listed.

## 8.4 Extension to transition period

Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs.

Due to volume and complexity of changes (most of which are deemed 'Not Equivalent'), the APH and the AHLCLM IRCs recommend the AISC supports the request to ASQA by Skills Impact as the responsible SSO for the increase to the transition period from the standard 12 months to 24 months for the qualifications as detailed in the table below. This change will allow RTOs to have the required additional time to develop training and assessment tools, and to apply for the components to be put onto scope that are either 'new' or 'superseded not equivalent'. This will also allow existing learners additional time to complete their training in the current qualifications.

Code and title AHC V8.0	Code and title AHC V9.0	Comments	Equivalence statement
AHC10216 Certificate I in Agri-food Operations	AHC10222 Certificate I in Agriculture	Qualification title change Revised packaging rules to better reflect outcomes, Revised core units Added, updated and removed elective units	Not equivalent
AHC10316 Certificate I in Horticulture	AHC10322 Certificate I in Horticulture	Revised packaging rules to better reflect outcomes Revised and increase core units by one unit Updated elective units	Not equivalent
AHC20116 Certificate II in Agriculture	AHC20122 Certificate II in Agriculture	Revised packaging rules to better reflect outcomes Total number of units reduced by 2 units Core units revised and increased by 1 unit added and updated elective units	Not equivalent
AHC20416 Certificate II in Horticulture	AHC20422 Certificate II in Horticulture	Revised packaging rules to better reflect outcomes Revised and increased core units by 3 units Added, removed and updated elective units	Not equivalent
AHC30116 Certificate III in Agriculture	AHC30122 Certificate III in Agriculture	Revised packaging rules to better reflect outcomes, Core units revised Added, removed and updated elective units Added Group C and D elective units lists	Not equivalent
AHC30716 Certificate III in Horticulture	AHC30722 Certificate III in Horticulture	Revised packaging rules to better reflect outcomes	Not equivalent



<b>Code and title AHC V8.0</b>	<b>Code and title AHC V9.0</b>	<b>Comments</b>	<b>Equivalence statement</b>
		Increased total number of units by one unit Revised and increased core units by 6 units Added, removed and updated elective units	
AHC32816 Certificate III in Rural Operations	AHC32822 Certificate III in Rural Operations	Revised packaging rules to better reflect outcomes Revised and increased core units by 1 unit Added elective units lists and elective units	Not equivalent
AHC33719 Certificate III in Protected Horticulture	AHC33722 Certificate III in Protected Horticulture	Amended packaging rules Updated core units Added and updated elective units	Not equivalent
AHC40116 Certificate IV in Agriculture	AHC40122 Certificate IV in Agriculture	Revised packaging rules to better reflect outcomes Revised and increased core units by 2 units Added and updated elective units Revised qualification provides optional specialisation in Organic Production	Not equivalent
AHC40416 Certificate IV in Horticulture	AHC40422 Certificate IV in Horticulture	Revised packaging rules to better reflect outcomes Revised and increased core units by 3 units Added electives group A and B, added, removed and updated elective units	Not equivalent
AHC50116 Diploma of Agriculture	AHC50122 Diploma of Agriculture	Revised packaging rules to better reflect outcomes Added core units list, and revised and increased core units by 2 units Added, removed and updated elective units Revised qualification provides optional specialisation in Organic Production	Not equivalent
AHC50416 Diploma of Horticulture	AHC50422 Diploma of Horticulture Management	Qualification title change Entry requirements added to qualification	Not equivalent

Code and title AHC V8.0	Code and title AHC V9.0	Comments	Equivalence statement
		Revised packaging rules to better reflect outcomes Added core units list and revised and increased core units by 3 units Added electives group A and B, added, removed and updated elective units	
AHC51216 Diploma of Community Coordination and Facilitation	AHC51222 Diploma of Community Group Coordination and Facilitation	Qualification title change Revised packaging rules to better reflect outcomes Added core units list and revised and increased core units by 4 units Added, removed and updated elective units	Not equivalent

## 9. Quality Assurance

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

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

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

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

<p><b>Streamlining/rationalisation of training products</b></p>	<ul style="list-style-type: none"> <li>• The Advanced Diploma of Horticulture will be deleted as it is no longer required by industry.</li> <li>• The project reviewed 66 units of competency and removed duplication and units no longer required by industry. This review included:             <ul style="list-style-type: none"> <li>○ merging 2 units of competency to become 1</li> <li>○ deleting 4 units of competency</li> <li>○ 5 units of competency are proposed for deletion— this will be considered with future AHC reviews and if not required in any other qualification, will be formally deleted from the National Register at a later date.</li> </ul> </li> <li>• The training products reviewed in this project have been updated to include the latest legislative and regulatory requirements across all jurisdictions.</li> <li>• Best use has been made of cross-industry and cross-sector units to prevent duplication of units:             <ul style="list-style-type: none"> <li>○ one deleted unit has been replaced by a BSB unit</li> <li>○ choice of units in the elective banks has been reduced to remove duplication and to better reflect the required skills and knowledge for the job outcome.</li> </ul> </li> </ul> <p><b>Changes to the net number of units and qualifications in the training package</b></p> <p>If the products from <b>all</b> projects in the AHC V9 Case for Endorsement are endorsed, the net number of current components will be:</p> <ul style="list-style-type: none"> <li>• 83 qualifications (reduced by 4)</li> <li>• 875 units of competency (reduced by 6)</li> <li>• 100 skill sets (increased by 16).</li> </ul> <p>If the products from this Ag &amp; Horticulture Core Skills project are endorsed, the net number of qualifications will reduce by 1, units will be reduced by 2 (with 5 additional units recommended for deletion in future AHC projects), and skill sets will increase by 1.</p>
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<p><b>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</b></p>	<p>The training products have been updated to include information regarding industry expectations for training delivery and assessment. In particular:</p> <ul style="list-style-type: none"> <li>• the qualification descriptors have been updated (where applicable) to include indicative job roles;</li> <li>• the units of competency have been updated to include foundation skills; and</li> <li>• the assessment requirements had been updated to include volume and/or frequency in the performance evidence and the assessment conditions have been updated to include greater specificity.</li> </ul>
<p><b>Ensure the training system better supports individuals to move more easily between related occupations</b></p>	<p>Where practicable the units have been reviewed and revised for use across multiple industry sectors (agriculture, horticulture, conservation and land management, etc). This enables individuals to move more easily between related occupations within these industries.</p>
<p><b>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</b></p>	<p>The content of the units have been updated to include current contemporary industry practice whilst ensuring that the content of the units can be used across multiple industry sectors.</p> <p>The focus of this project was on the review and updating of training products related to agriculture, horticulture, conservation and land management industries' common core skills. This included the updating of units to reflect current industry practice. This also included significant engagement with industry to ensure that the units meet the needs of industry whilst reducing repetition and duplication across the units and enabling transferability of skills across industry sectors.</p> <p>The industry has been very supportive of this project with many individuals indicating that they are looking forward to the reviewed products being available. Early indications from both industry and RTOs are that there will be significant growth in the uptake of units and qualifications as a result of this project</p>
<p><b>Foster greater recognition of skill sets and work with industry to support their implementation</b></p>	<p>A new skill set, <i>AHCSS00157 Agriculture and Horticulture Safety Management Skill Set</i> has been developed to address safety management issues and to support the investigation of WHS incidents in the agriculture and horticulture industries.</p>


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

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


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

*<https://www.skillsimpact.com.au/agriculture/training-package-projects/ag-horticulture-core-skills-project/>*

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

Name of Chair	Geoff Harvey
Signature of Chair	
Date	27 October 2022

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

Name of Chair	Esther Ngang
Signature of Chair	
Date	27 October 2022

## Attachment A: Training products submitted for approval

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

### Components developed/reviewed during this project for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC10222	Certificate I in Agriculture	<b>Updated</b>	Not equivalent	Qualification title change Revised packaging rules to better reflect outcomes, Revised core units Added, updated and removed elective units
AHC10322	Certificate I in Horticulture	<b>Updated</b>	Not equivalent	Revised packaging rules to better reflect outcomes Revised and increase core units by one unit Updated elective units
AHC20122	Certificate II in Agriculture	<b>Updated</b>	Not equivalent	Revised packaging rules to better reflect outcomes Total number of units reduced by 2 units Core units revised and increased by 1 unit added and updated elective units
AHC20422	Certificate II in Horticulture	<b>Updated</b>	Not equivalent	Revised packaging rules to better reflect outcomes Revised and increased core units by 3 units Added, removed and updated elective units
AHC30122	Certificate III in Agriculture	<b>Updated</b>	Not equivalent	Revised packaging rules to better reflect outcomes, Core units revised Added, removed and updated elective units Added Group C and D elective units lists

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHC30722	Certificate III in Horticulture	Updated	Not equivalent	Revised packaging rules to better reflect outcomes Increased total number of units by one unit Revised and increased core units by 6 units Added, removed and updated elective units
AHC32822	Certificate III in Rural Operations	Updated	Not equivalent	Revised packaging rules to better reflect outcomes Revised and increased core units by 1 unit Added elective units lists and elective units
AHC33722	Certificate III in Protected Horticulture	Updated	Not equivalent	Amended packaging rules Updated core units Added and updated elective units
AHC40122	Certificate IV in Agriculture	Updated	Not equivalent	Revised packaging rules to better reflect outcomes Revised and increased core units by 2 units Added and updated elective units Revised qualification provides optional specialisation in Organic Production
AHC40422	Certificate IV in Horticulture	Updated	Not equivalent	Revised packaging rules to better reflect outcomes Revised and increased core units by 3 units Added electives group A and B, added, removed and updated elective units
AHC50122	Diploma of Agriculture	Updated	Not equivalent	Revised packaging rules to better reflect outcomes Added core units list, and revised and increased core units by 2 units Added, removed and updated elective units Revised qualification provides optional specialisation in Organic Production
AHC50422	Diploma of Horticulture Management	Updated	Not equivalent	Qualification title change Entry requirements added to qualification



Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Revised packaging rules to better reflect outcomes Added core units list and revised and increased core units by 5 units Added electives group A and B, added, removed and updated elective units
AHC51222	Diploma of Community Group Coordination and Facilitation	Updated	Not equivalent	Qualification title change Revised packaging rules to better reflect outcomes Added core units list and revised and increased core units by 4 units Added, removed and updated elective units
AHC60216	Advanced Diploma of Horticulture	Deleted	Not applicable	Deleted
<b>Units of competency</b>				
AHCBUS403	Prepare project acquittal	Updated	Not equivalent	Changes to unit application and sector Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCBUS410	Report on a project	Updated	Not equivalent	Changes to unit title, application and sector Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF417	Obtain and manage sponsorship	Updated	Not equivalent	Changes to unit application Minor changes to performance criteria Foundation skills added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF418	Contribute to association governance	<b>Updated</b>	Not equivalent	Changes to unit application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF419	Present proposed courses of action at a meeting	<b>Updated</b>	Not equivalent	Changes to unit title and application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF420	Facilitate ongoing group development	<b>Updated</b>	Not equivalent	Changes to unit application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF421	Develop approaches to include cultural and human diversity	<b>Updated</b>	Not equivalent	Changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF422	Coordinate events to support group purpose	<b>Updated</b>	Not equivalent	Changes to unit title and application Major and minor changes to performance criteria Foundation skills added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF507	Facilitate the development of group goals and projects	<b>Updated</b>	Not equivalent	Changes to unit title and application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF508	Promote group formation and development	<b>Updated</b>	Not equivalent	Changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF509	Support group and community change management processes	<b>Updated</b>	Not equivalent	Changes to unit title and application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF510	Contribute to regional planning process	<b>Updated</b>	Not equivalent	Changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCCCF602	Coordinate the development of regional plans	<b>Updated</b>	Not equivalent	Changes to application Minor changes to performance criteria Foundation skills added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF205	Carry out basic electric fencing operations	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria and foundation skills Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF206	Install, maintain and repair farm fencing	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria and foundation skills Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF207	Maintain properties and structures	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF208	Fabricate and repair metal or plastic structures	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF305	Implement property improvement, construction and repair	<b>Updated</b>	Not equivalent	Major and minor changes to application Minor changes to performance criteria Foundation skills added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF306	Plan and construct an electric fence	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF307	Plan and construct conventional fencing	<b>Updated</b>	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCINF308	Install and terminate extra low voltage wiring systems	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCSOL302	Develop and apply knowledge of fertiliser and soil ameliorant products	<b>Updated</b>	Not equivalent	Changes to unit title, application and sector Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWHS102	Work safely	<b>Updated</b>	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWHS202	Participate in workplace health and safety processes	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Major changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWHS302	Contribute to workplace health and safety processes	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Major changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWHS402	Maintain workplace health and safety processes	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Major changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWHS503	Manage workplace health and safety processes	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Minor changes to performance criteria Minor edits to performance and knowledge evidence and assessment conditions
AHCWRK102	Maintain the workplace	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCWRK103	Contribute to animal care	Updated	Not equivalent	Minor changes to unit title, application and sector Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK210	Observe and report on weather	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK211	Participate in environmentally sustainable work practices	Updated	Not equivalent	Redesigned unit that includes content from AHCWRK202 Observe environmental work practices and AHCWRK209 Participate in environmentally sustainable work practices
AHCWRK212	Work effectively in industry	Updated	Not equivalent	Minor changes to unit title and application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK213	Participate in workplace communications	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions



Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCWRK214	Observe workplace quality assurance procedures	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK215	Collect and record production data	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK216	Provide information on products and services	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK313	Collect samples for a rural production or horticulture monitoring program	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK314	Monitor weather conditions	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria and foundation skills Major and minor edits to performance and knowledge evidence and assessment conditions

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCWRK315	Respond to emergencies	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK316	Respond to rescue incidents	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK317	Coordinate work site activities	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK318	Comply with industry quality assurance requirements	Updated	Not equivalent	Major and minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK319	Handle bulk materials in a storage area	Updated	Equivalent	Minor changes to unit title and application Major and minor changes to performance criteria and foundation skills Minor edits to performance and knowledge evidence and assessment conditions

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCWRK320	Apply environmentally sustainable work practices	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK321	Provide on-job training support	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK322	Conduct site inspections	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK323	Operate in isolated and remote situations	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK404	Implement quality assurance procedures	Updated	Not equivalent	Minor changes to unit title and application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCWRK406	Develop community networks	<b>Updated</b>	Not equivalent	Minor changes to application and unit sector Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK407	Promote community programs	<b>Updated</b>	Not equivalent	Minor changes to application and unit sector Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK408	Provide information on issues and policies	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK409	Supervise work routines and staff performance	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK410	Implement and monitor environmentally sustainable work practices	<b>Updated</b>	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCWRK506	Collect and manage data	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK515	Assess new industry developments	Updated	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK516	Implement professional practice	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK517	Interpret legislation	Updated	Not equivalent	Minor changes to application Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK518	Provide specialist advice to clients	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK519	Audit site operations	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK520	Develop workplace policy and procedures for environment and sustainability	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Major changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK521	Plan, implement and review a quality assurance program	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria and foundation skills Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK604	Lead and manage an organisation	<b>Updated</b>	Not equivalent	Minor changes to unit title and application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCWRK605	Design and conduct a field-based research trial	<b>Updated</b>	Not equivalent	Minor changes to application Major and minor changes to performance criteria Foundation skills added Major and minor edits to performance and knowledge evidence and assessment conditions
AHCMOM303	Operate a telehandler	<b>New</b>	Newly created	The unit has been created to address a skill or task required by industry that is not covered by an existing unit

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHPCCM308	Identify and select plants	New	Newly created	The unit has been created to address a skill or task required by industry that is not covered by an existing unit
AHCCCF501	Evaluate project submissions	Deleted	Not applicable	Not applicable
AHCCCF506	Manage the incorporation of a group	Deleted	Not applicable	Not applicable
AHCCMN102	Apply effective work practices	Deleted	Not applicable	Not applicable
AHCCMN202	Contribute to work activities to produce food	Deleted	Not applicable	Not applicable

Components developed/reviewed during this project that are not for endorsement (minor updates and skill sets)

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC20919	Certificate II in Sports Turf Management	Updated	Equivalent	Updated elective unit codes and title
AHC42421	Certificate IV in Landscape Design	Updated	Equivalent	Updated elective code and title
AHC50621	Diploma of Landscape Design	Updated	Equivalent	Updated elective unit codes
AHC51120	Diploma of Conservation and Ecosystem Management	Updated	Equivalent	Updated codes and titles for elective units Added two new AHCWAT units to Group B electives
AHC52021	Diploma of Landscape Construction Management	Updated	Equivalent	Updated elective codes and titles for elective units

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Skill Sets</b>				
AHCSS00157	Agriculture and Horticulture Safety Management Skill Set	<b>New</b>	This skill set has been created to address skills required by industry that are not covered by an existing skill set	Newly created



## Attachment B: How qualification updates support job roles

Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles.

Job role	Qualification	Proposed updates and how these better support the job role
Entry level job roles in the agriculture, and conservation and ecosystem management industries.	AHC10222 Certificate I in Agriculture	The qualification title, packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core and elective unit lists have been updated.
Entry level job roles in the horticulture industry.	AHC10322 Certificate I in Horticulture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by one unit and the elective units list has been updated.
General job roles in rural and regional Australia, and supporting job roles in agriculture including livestock production, cropping or in the case of mixed farming workplaces, both cropping and livestock. Job roles vary across different industry sectors and may include: <ul style="list-style-type: none"> <li>• Assistant animal attendant/stockperson</li> <li>• Assistant farm or station hand/worker/labourer</li> <li>• Assistant farm fencing contractor</li> <li>• Farm machinery worker</li> <li>• Jillaroo/Jackaroo</li> <li>• Saleyard livestock worker.</li> </ul>	AHC20122 Certificate II in Agriculture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The total number of units has been reduced by two units, the core units have been increased by one unit and the elective units list has been updated.
Entry level horticulture job roles	AHC20422 Certificate II in Horticulture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by three units and the elective units list has been updated.
General job roles in agriculture including livestock production, cropping or in the case of mixed farming workplaces, both	AHC30122 Certificate III in Agriculture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core and elective units

cropping and livestock. Job roles vary across different industry sectors and may include: <ul style="list-style-type: none"> <li>• Farm or station hand</li> <li>• Farm or station worker</li> <li>• Livestock transport driver.</li> </ul>		lists have been updated, an elective Group C and D has been added to the qualification.
General job roles in the amenity horticulture industry.	AHC30722 Certificate III in Horticulture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by six units and the elective units list has been updated.
General job roles in agriculture, conservation and land management, and other related rural industries. Job roles and titles vary across different industry sectors and may include: <ul style="list-style-type: none"> <li>• Machinery operator</li> <li>• Vegetable/orchard worker</li> <li>• Station hand</li> <li>• Animal care worker</li> <li>• Pastoral worker</li> <li>• Animal attendant/stockperson</li> <li>• Rural services.</li> </ul>	AHC32822 Certificate III in Rural Operations	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by one unit, and elective units list and elective units have been added to the qualification.
Job roles in the protected horticulture industry, including: <ul style="list-style-type: none"> <li>• Picking</li> <li>• Packing</li> <li>• Crop work</li> <li>• Nursery work.</li> </ul>	AHC33722 Certificate III in Protected Horticulture	The packaging rules have been amended to reflect the current job roles of the industry more accurately. The core and elective units lists have been updated.
Supervisory/managerial job roles in the agriculture industry including: <ul style="list-style-type: none"> <li>• Farm supervisor</li> <li>• Farm team leader.</li> </ul>	AHC40122 Certificate IV in Agriculture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by one unit, a specialisation has been added, and the elective units list has been updated.
Supervisory job roles in the horticulture industry.	AHC40422 Certificate IV in Horticulture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been

		increased by three units, the elective units list has been updated, an elective Group A and B has been added to the qualification.
<p>Management job roles in the agriculture industry, including managing livestock production, crop production and advice. Job roles vary across different industry sectors and may include:</p> <ul style="list-style-type: none"> <li>• Farm production manager</li> <li>• Production unit manager</li> <li>• Station/property manager</li> <li>• Pastoral operations manager</li> <li>• Agricultural service providers.</li> </ul>	AHC50122 Diploma of Agriculture	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. Added a core units list and core units have been increased by two units, the elective units lists have been updated.
<p>Management job roles in the horticulture industry.</p>	AHC50422 Diploma of Horticulture Management	The qualification title, packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by five units, the elective units list has been updated, an elective Group A and B has been added to the qualification.
<p>Community group coordination and facilitation, particularly in rural communities that are engaged in natural resource management activities. Job roles and titles vary across different industry sectors and may include:</p> <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Project manager</li> <li>• Community group leader/coordinator</li> <li>• Local Landcare coordinator/extension officer</li> <li>• Regional Landcare coordinator.</li> </ul>	AHC51222 Diploma of Community Group Coordination and Facilitation	The qualification title, packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. Added a core units list and core units have been increased by four units, the elective units lists have been updated.

## Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
Aaron Stephens	Bass Coast Landcare Network	Invasive Species Coordinator	Community Coordination and Facilitation	Employer	VIC
Agata Mitchell	Australian Association of Bush Regenerators Inc AABR	Teacher ecologist	Horticulture	Peak body	NSW, National
Aisla Connolly	Northern Territory Farmers Association (NT Farmers)	Workforce Planning Coordinator	Agriculture	Peak body	NT
Alison Haines	Charles Darwin University	Associate Vice Chancellor Katherine Region	Agriculture	RTO	NT
Allen Bruce	Rugby Farm	Training and Development Manager	Agriculture, Community Coordination and Facilitation	Employer	QLD
Andrew McLean	Landcare Victoria	Chief Executive Officer	Community Coordination and Facilitation	Peak body	VIC
Angela Steain	FreshCare	Extension and Engagement Manager	Agriculture	Employer	NSW
Angela Stewart	RuralBiz Training	Training Manager Consultant	Community Coordination and Facilitation	RTO	NSW
Anita Campbell	Nursery & Garden Industry NSW & ACT	CEO	Horticulture	Peak body	NSW
Ann Moore	Holmesglen Institute	Head of Department	Horticulture	RTO	VIC
Anna Richards	TAFE NSW	Head Teacher Urban Horticulture	Horticulture	RTO	NSW
Annabel Mactier	Victorian Farmers Federation	Senior Policy Advisor- Transport and Infrastructure	Agriculture	Peak body	VIC

Name	Organisation	Title	Industry	Representation Type	State
Anne Wiltshire	Melbourne Polytechnic	PICMM	Agriculture, Horticulture, Community Coordination and Facilitation, WHS	RTO	VIC
Atif Riaz Dr	TAFE Gippsland (Vic)	Trainer and Coordinator	Horticulture	RTO	VIC
Barbara McPherson	River Murray Training	AHC Program Manager	Horticulture	RTO	SA
Barry Ray	Longerenong College	Training Manager	Agriculture	RTO	VIC
Belinda Watson-Noblet	Melbourne Polytechnic	Teacher and CMM Project Officer	Agriculture, Horticulture, Community Coordination and Facilitation, WHS	RTO	VIC
Ben Maslen	Central Regional TAFE (WA)	Lecturer Agriculture	Agriculture	RTO	WA
Bill Hamill	Rural Industries Skill Training (RIST)	Chief Executive Officer	Agriculture	RTO	VIC
Blair Brown	Growcom	Agri Workforce Officer	Agriculture	Employer	QLD
Brigitte Pattinson	TAFE Gippsland (Vic)	Agriculture and Animal Studies Teacher	Agriculture	RTO	VIC
Brock Pinner	TasTAFE	Teacher	Agriculture	RTO	TAS
Bruce Davies	Canberra Institute of Technology; National Turf Education Working Group	Teacher	Horticulture	Peak body, RTO	ACT
Caitlin Parsons	ReadCloud Ltd	Learning and Assessment	Agriculture	RTO	VIC
Cameron Bray	Work Safe Victoria	Manager, Policy and Strategy, Legislation, Policy & Information Services	WHS	State gov	VIC
Carol Bracken	Skills Tasmania	Project Manager	Agriculture	State gov	TAS

Name	Organisation	Title	Industry	Representation Type	State
Caroline Graham	Regional Skills Training Pty Ltd	CEO	Agriculture	Employer, RTO	SA
Catharina Charleston	DGT employment and training	Trainer and Assessor	Agriculture	RTO	QLD
Chahli McGuffie	Industry Skills Advisory Council, NT ISACNT	Workforce & Skills Officer	Agriculture	Training board, State Government	NT
Charlie Bell	Tocal College	Education Officer	Agriculture	RTO	NSW
Charlie Colclough	Department of Education NSW	Senior Pathways Officer	Agriculture	State gov	NSW
Chloe Betts	AUSVEG	Policy officer	Agriculture	Employer	VIC, National
Chris Deppeler	National Turfgrass Education Working Group	Co-Chair	Horticulture	Peak Industry Body	VIC
Chris Howie	Agri Careers and Consultancy	Director	Agriculture	Employer	NSW
Christine Pine	North Regional TAFE (WA)	Principal Lecturer	Agriculture	RTO	WA
Claudia Green	Box Hill Institute	Coordinator Agriculture, Horticulture, Conservation, Land Management & Agritourism	Agriculture, Horticulture	RTO	VIC
Colin Hunt	TAFE NSW	Teacher	Horticulture	RTO	NSW
Craig Hallam	Arboriculture Australia	Managing Director	Horticulture	Peak body, IRC	VIC
Craig Taberner	Nursery & Garden Industry Victoria NGIV	Chief Executive Officer	Horticulture	Peak body	VIC
Damian Pentony	ReadCloud Ltd	Learning and Assessment	Agriculture	RTO	VIC
Daniel Austin	TAFE SA	Lecturer	Horticulture	RTO	SA
Daniel Luttig	Department of Education NT	Training Manager	Agriculture, Horticulture	State gov	NT
Danielle Anderson	All About Training	Trainer	Community Coordination and Facilitation	RTO	QLD

Name	Organisation	Title	Industry	Representation Type	State
Danielle Andersson	RuralBiz Training	Trainer Assessor	Community Coordination and Facilitation	RTO	NSW
Danielle Lannin England	AgInnovate	Agricultural Consultant	Community Coordination and Facilitation	Employer	SA
Danielle Park	AUSVEG	Project Coordinator EnviroVeg	Agriculture	Employer	VIC, National
Darren Davidson	TAFE Queensland	Teacher	Horticulture	RTO	QLD
Darren North	BLP Training	CEO	Agriculture	RTO	QLD
Daryl Ebenezer	Queensland Water and Land Carers	Chief Executive Officer	Community Coordination and Facilitation	Peak body	QLD
Dave Rock	Coastal and Rural Training Pty Ltd	CEO	Agriculture	RTO	WA
Dave Rutherford	BLP Training	CEO	Agriculture	RTO	QLD
David Hansen	TAFE Gippsland (Vic)	Agriculture Teacher	Agriculture	RTO	VIC
David Reid	Nursery & Garden Industry Victoria NGIV	Policy & Technical Manager	Horticulture	Peak body	VIC
David Sparks	Melbourne Polytechnic	Lead Teacher Horticulture	Horticulture	RTO	VIC
Debbie Knight	Industry Skills Advisory Council, NT ISACNT	Industry Support Officer	Agriculture, Horticulture	Training boards	NT
Don Wills	Central Queensland University	Teacher	Horticulture	RTO	QLD
Emma Warren	Melbourne Polytechnic	Trainer and Assessor	Horticulture	RTO	VIC
Erin McGuffie	Hanmac	Trainer	Agriculture	RTO	QLD
Faisal Nadeem	National Food Institute	Trainer and Assessor	Agriculture	RTO	VIC, National
Fiona Lambert	Queensland Curriculum and Assessment Authority QLD	Senior Education Officer	Agriculture	State gov	QLD

Name	Organisation	Title	Industry	Representation Type	State
Fiona Plunkett	Charles Darwin University	VET Lecturer	Agriculture	RTO	NT
Fiona Raleigh	Australian Wool Exchange Limited	Woolclasser Registrar	Agriculture	Peak body	NSW, National
Frances Parnell	Department of Training and Workforce Development WA	Manager, Training Curriculum Services	Agriculture, Horticulture, CCF	State gov	WA
Gai Judd	CEN	Landholder	Community Coordination and Facilitation	Employer	NSW
Garry Giles	Charles Darwin University	Engagement Manager	Agriculture	RTO	NT
Gaye Cameron	Rural Industries Skill Training (RIST)	Curriculum Developer	Agriculture	RTO	VIC
Geoff Bastian	TAFE NSW	Product Manager	Agriculture, Community Coordination and Facilitation	RTO	NSW
Georgia Clark	Australian Eggs, Royal Agricultural Society of NSW	Project Manager, Innovation and Development; Employee; Employee	Agriculture	Peak body	NSW
Georgios Koukkoullis	Open Colleges	Lead Trainer/Assessor Horticulture	Horticulture	RTO	NSW
Gina Howard	Charles Darwin University	Lecturer	Agriculture	RTO	NT
Greg Owens	Northern Territory Farmers Association (NT Farmers)	Industry Development Manager	Agriculture	Peak body, IRC	NT
Heather Chand	Catholic Regional College	Curriculum Writer	Agriculture	RTO	NSW
Helen Read	Rural Industries Skill Training (RIST)	Operations Manager	Agriculture	RTO	VIC
Hugh Gardner	Hume City Council; Sports Turf Association of Australia STA	Projects and Contracts Supervisor; Chair	Horticulture	Local gov, Peak body	VIC
Ian Atkinson	Nursery & Gardens Industry Queensland	CEO	Horticulture	Peak body	QLD



Name	Organisation	Title	Industry	Representation Type	State
Jacqui Mitchell	Charles Darwin University	Teacher	Agriculture	RTO	NT
Jaemie Page	Batchelor Institute of Indigenous Tertiary Education	CLM Trainer	Agriculture	RTO	NT
James Cupples	Farmsafe Queensland	Executive Director	Agriculture, WHS	Peak body	QLD
James Oxenham	Telescopic Handler Association of Australia	Chief Executive Officer	Agriculture	Peak body	NSW, National
Janelle Schafer	Byron Community College	Horticulture Tutor	Horticulture	RTO	NSW
Jannelle Beard	TAFE NSW	Product Development Coordinator	Horticulture	RTO	NSW
Jason Size	GrowSmart Training	Trainer/assessor	Agriculture	RTO	SA
Jen Grigg	Work Safe Victoria	Program Manager - Agriculture and Transport	Agriculture, WHS	State gov, STA WA	VIC
Jennie Coldham	GLENRAC	Project Manager	Community Coordination and Facilitation	Employer	NSW
Jenny Batson	Longerenong College	Business Teacher	Agriculture	RTO	VIC
Jeremy Smith	TAFE NSW	Urban Horticulture Teacher	Horticulture	RTO	NSW
Jessica Lemon	Regional Skills Training	Primary Production Program Manager	Agriculture	RTO	SA
Jo Hall	Wool Producers Australia	CEO	Agriculture	Peak body	ACT, National
Jo-Anna Skewes	Northern Slopes Landcare Association	NW Cacti Control Coordinator	Community Coordination and Facilitation	Peak body	NSW
Jodie Bartlett-Taylor	Department of Primary Industries NSW	Education Officer Invasive Species	Horticulture	State gov	NSW
John Jeffs	TasTAFE	Trainer/Assessor – Primary Industries and Science South	Agriculture	RTO	TAS
John Reis	Department for Education SA	Quality and Compliance Officer	Agriculture	Local gov	SA

Name	Organisation	Title	Industry	Representation Type	State
Jonny McGannon	Charles Darwin University	Lecturer	Agriculture	RTO	NT
Judi Forsyth	Central Regional TAFE (WA)	Lecturer	Agriculture	Employer, IRC, RTO	WA
Juliana Fitzpatrick	Department for Innovation and Skills SA	Principal Consultant	Agriculture, Horticulture, Community Coordination and Facilitation, WHS	State gov, STA SA	SA
Julianne Hartmann	Byron Region Community College Inc	Permaculture Tutor and Assessor	Agriculture, Horticulture	RTO	NSW
Julie Busuttil	Local Land Services - NSW Government	Program Manager Landcare	Community Coordination and Facilitation	Employer	NSW
Julie Collins	Canberra Institute of Technology	Head of Department (Horticulture and Floriculture) College of Technology and Design	Horticulture	RTO	ACT
Karl Green	South Metropolitan TAFE (WA)	Head of Programs - Science and Environment	Horticulture	RTO	WA
Kate Norris	Melbourne Polytechnic; Victorian Agriculture, Horticulture and Conservation Trainer Network (VAHCTN)	Teacher, Board Member	Horticulture	Peak body, RTO	VIC
Katharine Drummond-Gillett	Melbourne Polytechnic	Trainer	Horticulture	RTO	VIC
Katherine Clare	Hawkesbury-Nepean Landcare Network	Local Landcare Coordinator	Community Coordination and Facilitation	Employer	NSW
Kathleen Sims	RuralBiz Training	Chief Executive Office	Community Coordination and Facilitation	RTO	NSW
Keran Richards	Department of Primary Industries NSW	RTO Compliance	Agriculture	State gov	NSW

Name	Organisation	Title	Industry	Representation Type	State
Kevin Albert	Wodonga TAFE (Vic)	Teacher	Horticulture	RTO	VIC
Kevin White	4 Up Skilling	Coordinator	Horticulture	RTO	VIC
Kim Boast	Central Outback Training	Owner/RTO Manager	Agriculture	RTO	QLD
Kimberley Henman	Midstate Machinery	Operations Manager	Agriculture	Employer	VIC
Kirsten Wood	Holmesglen Institute	Instructor - Landscape design	Horticulture	RTO	VIC
Kittianant (Kit) Chaipanukiat	Tou's Garden	Digital Marketer, HR & Office Admin	Agriculture	Employer	NT
Kristy Stewart	Landcare	Project Manager, Farmer	Community Coordination and Facilitation	Employer	NSW
Kylie Dann	TAFE Gippsland (Vic)	Teacher Agriculture	Agriculture	RTO	VIC
Kylie Falconer	GLENRAC	Chief Executive Officer	Community Coordination and Facilitation	Employer	NSW
Kylie Jackson	Bundaberg Fruit and Vegetable Growers	Agriculture Workforce Officer	Agriculture	Employer	
Kym Pearce	Department of Biodiversity, Conservation and Attractions WA	Training Curriculum Officer	Horticulture	State gov	WA
Kym Wessling	Growcom	Agriculture Workforce Officer Southern Queensland	Agriculture	Employer	QLD
Latarah Heming	MADEC Australia	Harvest Office Manager	Agriculture	RTO	VIC, National
Lawrence Cowley	Fruit Growers Tasmania	Industry Development Officer	Agriculture	Peak body, Employer	TAS
Leah Ellard	Charles Darwin University	Teacher	Agriculture	RTO	NT
Lee Hunt	Charles Darwin University	Vice Chancellor and President	Agriculture	RTO	NT
Leeanne Hanna	Hanmac	Trainer and Manager	Agriculture	RTO	QLD

Name	Organisation	Title	Industry	Representation Type	State
Leigh Bellchambers	TasTAFE	TASTAFE Teacher	Agriculture	RTO	TAS
Leigh Rogers	Riverina Bush Centre	Sole Trader/ Trainer and Assessor	Agriculture	RTO	NSW
Liam McGuffie	Hanmac	Trainer and Compliance Manager	Agriculture	RTO	QLD
Lisa Hall	South Metropolitan TAFE (WA)	Lecturer	Horticulture	RTO	WA
Louise Noble	The Mulberry Project Ltd	Founder	Horticulture	Employer	QLD
Louise Underhill	TAFE Gippsland (Vic)	Program Manager Agriculture & Animal Sciences	Agriculture	RTO	VIC
Luke Hargreaves	Growcom	Extension and Facilitation Officer	Agriculture	Employer	QLD
Mark Cody	Primary Industry Skills Council	Executive Director	Agriculture	Peak body	SA
Mark Unwin	Australian Golf Course Superintendents Association AGCSA	CEO	Horticulture	Peak body	VIC, National
Matt Notley	Tocal College, Society of Precision Agriculture in Australia	Lecturer, Board Member	Agriculture	Peak body, RTO	NSW
Matt Rawlinson	Qld Small Business Courses Pty Ltd; Greenlife Industry Australia	Director; Member	Horticulture	Peak body, RTO	QLD
Meg Parkinson	Meg Parkinson Associates, Victorian Farmers Federation	Agricultural Consultant; Chair	Agriculture	Peak body, IRC	VIC
Megan Cass	Byron Community College	Horticulture Tutor	Horticulture	RTO	NSW
Megan Chandler	Department of Education NSW	RTO Manager	Agriculture	State gov	NSW
Megan Dodd	Gordon Institute of TAFE (Vic)	Trainer/Assessor, Resource developer	Horticulture	RTO	VIC
Megan Flower	Landscaping Victoria	Executive Officer; Member	Horticulture	Peak body, IRC	VIC

Name	Organisation	Title	Industry	Representation Type	State
Melanie Moeller	RuralBiz Training	Marketing Manager	Community Coordination and Facilitation	RTO	NSW
Melanie Tyas	Landcare NSW	Regional Community of Practice Coordinator	Community Coordination and Facilitation	Peak body	NSW
Mia Mackay	Tocal College	Skills Recognition officer	Agriculture	RTO	NSW
Michael Hirst	Melbourne Polytechnic	Lecturer - Landscape Design	Horticulture	RTO	VIC
Michael Tarbath	Fruit Growers Tasmania	Policy & Engagement Officer	Agriculture	Peak body, Employer	TAS
Michelle Lindhout	Sunraysia Institute of TAFE (SuniTAFE) (Vic)	Primary Industries Teacher	Agriculture	RTO	VIC
Michelle Smith	Department of Primary Industries NSW	Leader, Digital delivery & resources	Agriculture	State gov	NSW
Mike Littlely	Westpork	Workplace Safety and Environment Manager	Agriculture, WHS	Employer	WA
Neil Marriott	South Metropolitan TAFE (WA)	Lecturer	Horticulture	RTO	WA
Nick Moore	Sunraysia Institute of TAFE (SuniTAFE) (Vic)	Manager	Agriculture	RTO	VIC
Nick Wachsmann	Longerenong College	Teacher	Agriculture	RTO	VIC
Nickie Berrisford	Partners in Ag	Exec Officer	Agriculture, WHS	Employer	VIC
Nicole Maher	Landcare Riverina	Regional Coordinator	Community Coordination and Facilitation	Employer	NSW
Noeleen Clarke	Tocal College	Education Officer	Agriculture	RTO	NSW
Pam Anderton	Federation University Australia	Associate	Horticulture	RTO	VIC
Patricia Weir	Todd River Pastoral Co	Secretary	Agriculture	Employer	NT

Name	Organisation	Title	Industry	Representation Type	State
Paul Etheredge	Food, Fibre & Timber Industries Training Council WA	Retired	Agriculture, Horticulture, Community Coordination and Facilitation, WHS	Training boards	WA
Paul Luck	TAFE Queensland	Teacher	Horticulture	RTO	QLD
Paul Wimbles	Viterra	Training Coordinator	Agriculture	Employer	SA
Peta Buckman	Department of Education NT	Principle Trainer	Agriculture	State gov	NT
Peta Twomey	Federation TAFE (Vic)	TAFE Teacher	Horticulture	RTO	VIC
Peter Albertson	Queensland Agriculture Workforce Network (QAWN)	Agriculture Workforce Officer for Central Queensland	Agriculture	Peak Body	QLD
Peter Cottrell	Training4Horticulture	Trainer/assessor	Horticulture	RTO	QLD
Peter Macqueen	TAFE Queensland	Teacher	Environmental Sustainability	RTO	QLD
Peter Reynolds	Yenda Producers Co-op	Director and Secretary	Agriculture	Employer	NSW
Phil Strahorn	Ag Training	Owner, Director	Agriculture	RTO	QLD
Philip Kiragu	North Regional TAFE (WA)	Horticulture lecturer	Horticulture	RTO	WA
Polly Musgrove	Federation TAFE (Vic)	Horticulture teacher	Horticulture	RTO	VIC
Rachel Moriarty	Regional Skills Training	CFO	Community Coordination and Facilitation	RTO	SA
Rebecca Ballard	Department of Planning and Environment NSW; Department of Planning and Environment NSW	Senior Project Officer, Environment and Heritage Group;	Community Coordination and Facilitation	State gov	NSW
Ren Lill	TAFE NSW	Teacher	Horticulture	RTO	NSW
Ric Thorpe	Ranges TEC	Director	Horticulture	RTO	VIC

Name	Organisation	Title	Industry	Representation Type	State
Richard Collyer	Clifton State High School; Clifton State High School	Teacher VET	Agriculture	RTO	QLD
Richard Leathers	APTC Australia	Agriculture Teacher	Agriculture	Employer	QLD
Rob Fenton	TAFE NSW	Head Teacher, National Environment Centre	Agriculture	RTO, IRC	NSW
Robyn Wing	Charles Darwin University	Team Leader	Agriculture, Horticulture	RTO	NT
Ross Uebergang	Swinburne University	Teacher	Horticulture	RTO	VIC
Samantha Dunwoody	Charles Darwin University	Teacher	Agriculture	RTO	NT
Sarah Barton	RuralBiz Training	Training Content Coordinator	Community Coordination and Facilitation	RTO	NSW
Sarah Mosley	RuralBiz Training	CEO	Community Coordination and Facilitation	RTO	NSW
Sarika Pandya	Cattle Council of Australia	Animal Health, Welfare and Biosecurity Policy Officer	Agriculture	Peak body	ACT, National
Shane Hickey	Flower Power	Director Human Resources	Horticulture	Employer	NSW, National
Shane Norrish	Landcare Australia	CEO	Community Coordination and Facilitation	Peak body	National
Shane Roulstone	Australian Workers Union - National	National Organiser	Agriculture, Horticulture, Community Coordination and Facilitation, WHS	Union, IRC	NSW, National
Shelley McDouall	Northern Slopes Landcare Association	Local Landcare Coordinator	Community Coordination and Facilitation	Peak body	NSW
Simon James	City of Ryde NSW	Manager Parks	Horticulture	Local gov	NSW

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Simon Knowles	GrowSmart Training	CEO	Agriculture	RTO	SA
Simone Dand	Wodonga TAFE (Vic)	Teacher	Agriculture	RTO	SA
Simone Staples	Australian Golf Course Superintendents Association AGCSA	Education Manager	Horticulture	Peak body, IRC	VIC, National
Simone Wirkus	TAFE SA	Lecturer TAFE SA. Director Wirkus developments and Harcourte landscape and design	Horticulture	RTO	SA
Stan Smith	Bendigo TAFE (Vic)	Horticulture teacher	Horticulture	RTO	VIC
Stephanie Cameron	Landcare Tamworth	Regional Coordinator	Community Coordination and Facilitation	Employer	NSW
Stephen Drum	Longerenong College	Teacher	Agriculture	RTO	VIC
Stephen Rixon	TAFE NSW	Horticulture Head		RTO	NSW
Steve Henman	Midstate Machinery	General Manager	Agriculture	Employer	VIC
Stevi Howdle	Farmsafe Australia	Executive Officer	WHS	Peak body	ACT, National
Susan Burgess	Taminmin College	Operations and Quality Assurance Coordinator	Community Coordination and Facilitation	RTO	NT
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Agriculture, Horticulture, Community Coordination and Facilitation, WHS	State gov, STA WA	WA
Tania Haywood	Department of Biodiversity, Conservation and Attractions WA	Training Curriculum Officer	Agriculture	State gov	WA
Tegan Dunn	Charles Darwin University	VET Lecturer	Agriculture	RTO	NT



Name	Organisation	Title	Industry	Representation Type	State
Teresa Robinson	Regional Skills Training P/L	Trainer/Program Manager	Community Coordination and Facilitation	RTO	SA
Tim Allchin	Ranges TEC	Manager	Agriculture	RTO	VIC
Tim Biggs	TAFE Queensland	Educational Team Leader	Agriculture	RTO	QLD
Toni Wuersching	Charles Darwin University	VET assessor	Agriculture	RTO	NT
Tony Bundock	Community College Gippsland Ltd	Teacher	Agriculture	RTO	VIC
Tony Guy	Sports Turf Association - WA; Sports Turf Association of Australia STA	Grounds and Maintenance Manager	Horticulture	Peak body	WA
Tony Hughes	Gordon Institute of TAFE (Vic)	Teacher	Horticulture	RTO	VIC
Vanessa Hagon	Canberra Institute of Technology	Horticulture teacher	Horticulture	RTO	ACT
Vanessa Mostyn	Voyages Indigenous Tourism Australia	Director, National Indigenous Training Academy	Agriculture	RTO	NT
Vincent Lakey	Charles Darwin University	lecturer and assessor in horticulture and conservation and land management	Horticulture	RTO	NT
Warren Boast	Central Outback Training	CEO/Trainer & Assessor	Agriculture	RTO	QLD
Warren Vogel	Wodonga TAFE (Vic)	Education Leader Agriculture	Agriculture	RTO	VIC
Wendy Clarke	Telescopic Handler Association of Australia	Training Manager	Agriculture	Peak body	National
Will Dalgliesh	Bendigo TAFE (Vic)	Teacher	Agriculture	RTO	VIC
Zoe McNair	TAFE Gippsland (Vic)	Trainer	Agriculture	RTO	VIC

**Summary of Feedback by Stakeholder type:**

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	<ul style="list-style-type: none"> <li>• Qualifications must be focused and there should be a clear progression from Certificate I through to Diploma.</li> <li>• Workplace health and safety is essential at all levels. Clear respectful communication is necessary for workplace health and safety to be maintained</li> <li>• Need to ensure unit content reflects intended AQF level of task being addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The Agriculture and Horticulture qualifications were reviewed with major amendments made to the packaging rules and selection of units to ensure the qualifications reflected the current job roles in industry more accurately. The qualifications have been aligned to the appropriate AQF level and the structure of the qualifications provides a clear progression from Certificate I through to Diploma.</li> <li>• The workplace health and safety units of competency have been reviewed to ensure their content includes applicable communication skills and reflects the correct indicative AQF level. These units have been included in the core units list of these qualifications.</li> <li>• All units have been reviewed and are included in qualifications that accurately reflect job tasks and responsibilities.</li> </ul>
<b>Peak Industry Bodies</b>	<ul style="list-style-type: none"> <li>• Qualifications must be focused and there should be a clear progression from Certificate I through to Diploma.</li> <li>• Workplace health and safety is essential at all levels. Clear respectful communication is necessary for workplace health and safety to be maintained</li> <li>• Need to ensure unit content reflects intended AQF level of task being addressed</li> <li>• Major changes are required, particularly in the Diploma of Horticulture. The current zero core generalist structure does not suit the needs of industry. There is a distinct lack of individuals with high level horticulture knowledge combined with the ability to manage people and money. There must be a</li> </ul>	<ul style="list-style-type: none"> <li>• The Agriculture and Horticulture qualifications were reviewed with major amendments made to the packaging rules and selection of units to ensure the qualifications reflected the current job roles in industry more accurately. The qualifications have been aligned to the appropriate AQF level and the structure of the qualifications provides a clear progression from Certificate I through to Diploma.</li> <li>• The workplace health and safety units of competency have been reviewed to ensure their content includes applicable communication skills and reflects the correct indicative AQF level. These units have been included in the core units list of these qualifications.</li> <li>• All units have been reviewed and are included in qualifications that accurately reflect job tasks and responsibilities.</li> <li>• The Diploma of Horticulture (now named Diploma of Horticulture Management) has undergone significant review and redevelopment which has included a change to the qualification title, the addition of entry requirements and a core units list of three units. This qualification has been refocussed to meet the needs of management job roles in</li> </ul>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<p>strong management focus in the Diploma of Horticulture to address this gap. The structure must be such that this qualification cannot be used inappropriately.</p>	<p>the horticulture industry with the core and elective unit lists reflecting this intended outcome.</p>
<b>Employers (Non-IRC)</b>	<ul style="list-style-type: none"> <li>• Qualifications must be focused and there should be a clear progression from Certificate I through to Diploma.</li> <li>• Workplace health and safety is essential at all levels. Clear respectful communication is necessary for workplace health and safety to be maintained.</li> <li>• The current Diploma of Horticulture does not suit the needs of industry. Graduates need management/leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The Agriculture and Horticulture qualifications were reviewed with major amendments made to the packaging rules and selection of units to ensure the qualifications reflected the current job roles in industry more accurately. The qualifications have been aligned to the appropriate AQF level and the structure of the qualifications provides a clear progression from Certificate I through to Diploma.</li> <li>• The workplace health and safety units of competency have been reviewed to ensure their content includes applicable communication skills and reflects the correct AQF level. These units have been included in the core units list of these qualifications.</li> <li>• The Diploma of Horticulture Management (now named Diploma of Horticulture Management) has undergone significant review and redevelopment which has included a change to the qualification title, the addition of entry requirements and a core units list of three units. This qualification has been refocussed to meet the needs of management job roles in the horticulture industry with the core and elective unit lists reflecting this intended outcome.</li> </ul>
<b>Regulators</b>	Not applicable.	Not applicable.
<b>Registered Training Organisations (RTOs)</b>	<ul style="list-style-type: none"> <li>• Qualifications to remain with zero core and no entry requirements.</li> <li>• The Diploma of Community Coordination and Facilitation and specific associated units of competency should be updated, not deleted. There needs to be greater awareness of the existence of the Diploma of Community Coordination and Facilitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders representing industry and other RTOs identified gaps in current qualifications that needed to be implemented. The need for qualifications to undergo significant changes, including the inclusion and addition of core units was supported by the majority of stakeholders.</li> <li>• The Diploma of Community Coordination was retitled and updated. As were specific associated units of competency. A short paragraph has been included in the CVIG to enhance the awareness of this qualification.</li> </ul>

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Training Boards/Other	<ul style="list-style-type: none"> <li>Ease of delivery, minimise code changes and changes to equivalencies</li> </ul>	<ul style="list-style-type: none"> <li>Equivalency status of units changed from 'Equivalent' to 'Not equivalent' for several units in line with <i>Standards for Training Packages 2012</i>.</li> </ul>
State and Territory Training Authorities (STAs)	<ul style="list-style-type: none"> <li>Ease of delivery, minimise code changes and changes to equivalencies</li> </ul>	<ul style="list-style-type: none"> <li>Equivalency status of units changed from 'Equivalent' to 'Not equivalent' for several units in line with <i>Standards for Training Packages 2012</i>.</li> </ul>
Unions	<ul style="list-style-type: none"> <li>No comment outside of discussion within IRC meetings</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>

### Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Lack of core units/structure in the Agriculture and Horticulture suite of qualifications.	<ul style="list-style-type: none"> <li>The majority of feedback received supported the strengthening of these qualifications through the inclusion of appropriate core units and reduction of elective units. Some feedback received indicated that the Diploma level qualifications' structure should remain unchanged with no core units.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of all the Agriculture and Horticulture suite of qualifications has been strengthened through the reduction of elective units and careful selection of units that meet the needs of the job roles for these qualifications. Public consultation and validation identified what units can be removed, duplications and the workforce functional analysis checked alignment with job outcomes.</li> <li>The following qualifications have had an increase in core units: <ul style="list-style-type: none"> <li>Certificate I in Horticulture core units increased by one unit.</li> <li>Certificate II in Agriculture core units increased by one unit.</li> <li>Certificate II in Horticulture core units increased by three units.</li> <li>Certificate III in Horticulture core units increased by six units.</li> <li>Certificate III in Rural Operations core units increased by one unit.</li> <li>Certificate IV in Agriculture core units increased by one unit.</li> <li>Certificate IV in Horticulture core units increased by three units.</li> <li>Diploma of Agriculture core units list comprising two core units added.</li> <li>Diploma of Horticulture Management core units list comprising three units added.</li> <li>Diploma of Community Group Coordination and Facilitation core units list comprising four units added.</li> </ul> </li> </ul>
Lack of management skills in The Diploma of Horticulture	<ul style="list-style-type: none"> <li>The majority of feedback received supported the realignment of this qualifications structure to enable the intended outcome of providing a</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from all stakeholders was presented to the Agriculture and Production Horticulture Industry Reference Committee for consideration. The IRC agreed with the findings of the Horticulture</li> </ul>

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
	<p>management qualification for the horticulture industry. There was strong industry support for changing the title of this qualification to Diploma of Horticulture Management and including entry requirements to ensure individuals undertaking this qualification had the necessary underpinning knowledge and skills to be successful in undertaking this qualification.</p> <ul style="list-style-type: none"> <li>Some feedback received indicated that this qualification should remain unchanged, however this feedback had little support from industry.</li> </ul>	<p>SMEWG, that the change in focus of the qualification towards including more management skills and that the qualification title remain as Diploma of Horticulture Management are required to meet the contemporary needs of the Horticulture Industry.</p> <ul style="list-style-type: none"> <li>Qualification title changed to Diploma of Horticulture Management, entry requirements added to the qualification, and electives reviewed and carefully selected to align with horticulture management job roles.</li> </ul>
Entry requirements	<ul style="list-style-type: none"> <li>Initially entry requirements were proposed for four qualifications at Certificate IV and Diploma level. This was proposed as this would provide for more consistent student cohorts and also ensure that students undertaking these qualifications were actually going into the job roles serviced by these qualifications.</li> <li>Feedback received indicated that entry requirements could cause a barrier for individuals undertaking the qualification and are not needed as key skills are addressed in the qualification.</li> </ul>	<ul style="list-style-type: none"> <li>Proposed entry requirements were sent out in the first draft and as a result of feedback received were removed from three of the qualifications for validation. This was confirmed by the SMEWG.</li> <li>Through validation and SME feedback received entry requirements were retained for the Diploma of Horticulture Management.</li> </ul>
Diploma of Community Group Coordination and Facilitation	<ul style="list-style-type: none"> <li>Feedback received from both industry and registered training providers during initial consultation indicated that this qualification caters for a niche and important sector of the Australian agricultural industry. This qualification and specific associated units of competency are required by industry.</li> </ul>	<ul style="list-style-type: none"> <li>This qualification was reviewed and updated.</li> </ul>
Telehandler skills	<ul style="list-style-type: none"> <li>Feedback received indicated the requirement for a unit of competency on operating a telehandler in an agriculture setting. This is particularly important given the growth in the use of this equipment in agriculture and the differences in how this equipment is operated in agriculture compared to other environments.</li> </ul>	<ul style="list-style-type: none"> <li>Created new unit - Operate a telehandler.</li> </ul>
Safety management skill set	<ul style="list-style-type: none"> <li>Feedback indicated a lack of training available for safety managers who work in agriculture and/or horticulture, including the ability to lead an initial response in the investigation of WHS incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Created new skill set – Agriculture and Horticulture Safety Management Skill Set.</li> </ul>

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Advanced Diploma of Horticulture	<ul style="list-style-type: none"> <li>This qualification was identified as having very low enrolments, feedback from industry confirmed that a qualification is not needed at this level, next logical option is a university degree.</li> </ul>	<ul style="list-style-type: none"> <li>Supported by SMEWG and from industry consultation, qualification deleted.</li> </ul>
Work health and safety (WHS) suite of units	<ul style="list-style-type: none"> <li>Feedback received indicated that this suite of units needed review and realignment to ensure that the content was consistent with the AQF level of the qualifications that the units are contained in. These units also needed alignment with the relevant WHS acts and communication requirements at each level of job responsibility.</li> <li>Feedback also identified the importance of respectful communication and behaviour at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>WHS suite of units realigned and content updated to include the required skills and knowledge applicable to the AQF level of the qualifications. These units were also updated to align with the relevant WHS acts and communication requirements at each level of job responsibility has been made explicit in the performance criteria of these units.</li> </ul>
Quality assurance suite of units	<ul style="list-style-type: none"> <li>Feedback received indicated that this suite of units needed review and realignment to ensure that the content was consistent with the AQF level of the qualifications that the units are contained in.</li> </ul>	<ul style="list-style-type: none"> <li>QA suite of units realigned and content updated to include the required skills and knowledge applicable to the AQF level of the qualifications.</li> </ul>

## Attachment D: Mandatory Workplace Requirements in Training Products

Please set out in the table below training products which include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Not applicable

## Attachment E: No enrolment and low enrolment training products

### No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCCCF418 Contribute to association governance	Retention	Although this unit has had no enrolments in the last three years, it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF501 Evaluate project submissions	Deletion	Not applicable
Qualifications		
Qualification Code/ Name of Qualification	Proposed for retention/deletion	Rationale for Retention
Not applicable	Not applicable	Not applicable



### Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available<sup>1</sup>

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCBUS403 Prepare project acquittal	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. This unit has also been allocated to the Business (BUS) unit sector. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF407 Obtain resources from community and groups	Deletion	Not applicable
AHCCCF409 Participate in assessments of project submissions	Deletion	Not applicable
AHCCCF410 Support individuals in resource management change processes	Deletion	Not applicable
AHCCCF417 Obtain and manage sponsorship	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF419 Present proposed courses of action at a meeting	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF420 Facilitate ongoing group development	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF421 Develop approaches to include cultural and human diversity	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary

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<sup>1</sup> Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments over the past three years.

<b>Units of Competency</b>		
<b>Unit Code/ Name of Unit</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
		industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF422 Coordinate events to support group purpose	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF506 Manage the incorporation of a group	Deletion	Not applicable
AHCCCF507 Facilitate the development of group goals and projects	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF508 Promote group formation and development	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF509 Support group and community change management processes	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF510 Contribute to regional planning process	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCCCF602 Coordinate the development of regional plans	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
AHCMER301 Process customer complaints	Deletion	Not applicable
AHCCMN102 Apply effective work practices	Deletion	Not applicable
AHCCMN202 Contribute to work activities to produce food	Deletion	Not applicable

<b>Units of Competency</b>		
<b>Unit Code/ Name of Unit</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
AHCWRK601 Monitor projects in a program	Deletion	Not applicable
<b>Qualifications</b>		
<b>Qualification Code/ Name of Qualification</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
AHC51222 Diploma of Community Group Coordination and Facilitation	Retention	<p>There are several issues related to there being low enrolments in this qualification, namely; there were a number of industry stakeholders (including several associations) that were unaware of this qualification, there is only one RTO with this qualification on their scope of registration (this could have a bearing on stakeholder awareness), and the qualification did not align with the job roles or the industry requirements of a number of jurisdictions. This qualification has undergone significant review and redevelopment to better align with job roles and industry requirements.</p> <p>Feedback from both industry and RTOs indicates that the redeveloped qualification will be well received and that there are a number of industry stakeholders that are considering enrolling staff in this qualification.</p> <p>The retention of this qualification will also enable the delivery of training to support Commonwealth Governments Landcare Rangers program.</p>
AHC60216 Advanced Diploma of Horticulture	Deletion	Not applicable

# Attachment F: Quality assurance reports

## Independent Quality Report

### Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>AHC Agriculture, Horticulture and Conservation and Land Management v9.0</b>
Number of new qualifications and their titles <sup>2</sup>	<b>0</b>
Number of revised qualifications and their titles	13 See Attachment 1
Number of new units of competency and their titles	2 AHCMOM303 Operate a telehandler AHPCPM308 Identify and select plants
Number of revised units of competency and their titles	63 See Attachment 1
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> <li>• the Training Package or Training Package components review ('Yes' or 'No')</li> <li>• development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	I confirm that I, Maree Thorne, am independent of: <ul style="list-style-type: none"> <li>• the Training Package or Training Package components' review (Yes)</li> <li>• development and/or validation activities associated with the Case for Endorsement (Yes)</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)</li> </ul>
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	<b>Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Standards for Training Packages 2012</i></b>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	<b>Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Products Policy</i></b>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	<b>Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Development and Endorsement Process Policy</i></b>

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<sup>2</sup> When the number of training products is high the titles can be presented as an attached list.

Information required	Detail
<p>Panel member's view about whether:</p> <ul style="list-style-type: none"> <li>the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>estimated impact of the proposed changes is sufficient and convincing</li> </ul>	<p>The consultation and validation processes outlined in the CfE appear to be fit for purpose and commensurate with the scope of the Agriculture and Horticulture Core Skills Project to revise 13 qualification and 65 units of competency, including two new units of competency.</p> <p>All states and territories appear to be represented in participation (including a high percentage of RTOs) with more than 200 stakeholders cited as providing feedback.</p> <p>The impact of the proposed changes, including refocusing the Diploma of Horticulture to the Diploma of Horticulture Management with the inclusion of core units (work health and safety and environmental sustainability) and more structured elective groups, as well as a high number of non-equivalent components, may have an impact for some RTO providers, however the CfE confirms industry's (via the SMEWG and IRC) support for the changes.</p>
<p>Name of panel member completing Quality Report</p>	<p><b>Maree Thorne</b></p>
<p>Date of completion of the Quality Report</p>	<p><b>19 September 2022</b></p>

## Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes</li> </ol>	<p><b>Yes</b></p>	<p>The components proposed for endorsement in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package v9.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) includes:</p> <ul style="list-style-type: none"> <li>• 13 revised qualifications</li> <li>• 2 new and 63 revised units of competency, and associated assessment requirements.</li> </ul> <p>No credit arrangements exist for the components.</p> <p>The AHC Agriculture, Horticulture and Conservation and Land Management Training Package V9.0 Companion Volume Implementation Guides (CVIG) Parts 1 (<i>Overview and Implementation</i>) and 2 (<i>Component Details</i>) have been updated to include the new and revised qualifications and new and revised units of competency, as well minor qualification changes, and have been quality assured in this process.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p><b>Yes</b></p>	<p>The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including:</p> <ul style="list-style-type: none"> <li>• Coding and titling of qualifications and units of competency In addition to the 13 qualifications for endorsement, five qualifications were updated with minor changes to include updated units but not re-coded as per the Policy.</li> <li>• One qualification (Diploma of Horticulture Management) has added entry requirements in the form of units of competency or 'relevant equivalent skills and knowledge acquired through participation in the horticulture industry'. Feedback supporting entry requirement inclusion and wording was evidenced in the feedback summary.</li> <li>• Packaging rules are clearly specified, with units requiring prerequisites clearly identified</li> <li>• Qualifications and units of competency include mapping of changes made to reviewed components and equivalency information, which are also included in the AHC CVIG</li> <li>• The Case for Endorsement (CfE) confirms industry support for deletion of one qualification and four units of competency where the skills are no longer required by industry.</li> </ul> <p>The endorsed components are complemented by a new non-endorsed skills set, which has been QA'd. The skill set provides additional flexibility and pathway option for individuals and employers.</p> <p>The CVIG includes information about access and equity and outlines how Foundation Skills have been addressed in units of competency Information about pathways is provided in the CVIG.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 3</p> <p>Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i></p>	<p><b>Yes</b></p>	<p>The CfE provides detailed information about Skills Impact's development, consultation and validation processes for the draft components, including details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices. Timeframes for consultation (4 to 7 weeks, including allowing for holiday period over December - January) and validation (3 weeks) phases meet policy requirements. A range of feedback and participation strategies were made available to participants throughout the development period.</p> <p>Summary of the feedback, responses and actions taken in the development, was available on the project pages and was examined in the quality assurance process to validate inclusion or rationales for not, of stakeholder feedback in the components.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	<p><b>Yes</b></p>	<p>All presented units of competency were reviewed. The standards of performance required in the workplace are presumed to be confirmed through stakeholder consultation during development.</p>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	<p><b>Yes</b></p>	<p>The structure of all proposed units of competency comply with the unit of competency template.</p>



Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p><b>Yes</b></p>	<p>Assessment Requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment. Reference to frequency of Performance Evidence (PE) ('on at least one occasion') is stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.</p> <p>Feedback provided to developers in the Editorial and Equity and Quality Assurance processes regarding improving or strengthening PE, including for consistency of outcomes, through reference to volume rather than frequency or defining parameters of product or process was adopted in some, albeit not all units, and developers advised that industry had specifically confirmed the adequacy of assessment requirements.</p>
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	<p><b>Yes</b></p>	<p>All units of competency have associated assessment requirements, the structures of which comply with the assessment requirements template.</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	<p><b>Yes</b></p>	<p>The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met by the specified packaging rules and elective selection (prescribed by selection from elective groups or listed electives) and further supported with the wording that:</p> <p>'Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome'</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	<p><b>Yes</b></p>	<p>The structure of the 13 revised qualifications presented for endorsement complies with the qualification template, and includes appropriate coding and titling, qualification descriptors, mapping information and links to the AHC CVIG.</p> <p>Entry requirements specified for the Diploma of Horticulture Management are specified in the form of units of competency or 'relevant equivalent skills and knowledge acquired through participation in the horticulture industry' to minimise barriers to entry without prior formal training/assessment. Units requiring prerequisite(s) are clearly identified in the qualifications, including units which may only be selected where being used as prerequisites. Imported units requiring Mandatory Work Requirements (MWR) are also identified in the qualifications.</p>
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	<p><b>Yes</b></p>	<p>The AHC CVIG indicates there are no nationally applicable credit arrangements.</p>
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	<p><b>Yes</b></p>	<p>The training package components in this submission are accompanied by the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG) Version 9.0 in two parts:  Part 1: <i>Overview and Implementation</i>  Part 2: <i>Component Details</i></p> <p>The AHC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CFE and with the proposed endorsed components.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<p><b>Not Applicable</b></p>	

## Section 3 – Compliance with the training package quality principles

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

### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The components proposed for endorsement for the Agriculture and Horticulture Core Skills project is explained in the CfE as one of four projects in the Case for Change for the <i>AHC Agriculture and Horticulture Training Package Unit Sector Approach, Stage 3</i>, approved by the AISC in June 2021.</p> <p>In combination, the four projects align relatively closely to the approved Case for Change.</p> <p>The CfE articulates key industry issues driving the development of the new and revised components.</p> <p>The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for the development of the new units and skill set. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> <li>• ensure that more information about industry's expectations of training delivery is available to</li> </ul>	Yes	<p>The proposed components for endorsement respond to the COAG Industry and Skills Council's (CISC) training package reforms, evidenced by:</p> <ul style="list-style-type: none"> <li>• foster greater recognition of skill sets</li> </ul> <p>The proposed components will be supported by one new skill set.</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> </ul> <p>One qualification (Advanced Diploma of Horticulture) and four units of competency are proposed for deletion in this submission, with an additional five units of competency not reviewed and to be considered for deletion in future projects.</p> <ul style="list-style-type: none"> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> </ul>

<p>training providers to improve their delivery and to consumers to enable more informed course choices</p> <ul style="list-style-type: none"> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of skill sets</li> </ul>		<p>Elective units in all qualifications for endorsement enable options for a broad range of occupations within the agriculture and horticulture industries, from infrastructure and property maintenance, machinery and equipment operation and maintenance, livestock and/or plant management.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The CfE specifies that the content of the units have been updated to include current contemporary industry practice and cites 'the focus of this project was on the review and updating of training products related to agriculture, horticulture, conservation and land management industries' common core skills. This included the updating of units to reflect current industry practice. This also included significant engagement with industry to ensure that the units meet the needs of industry whilst reducing repetition and duplication across the units and enabling transferability of skills across industry sectors'.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
<p>Support movement of skills within and across organisations and sectors</p>	<p>Yes</p>	<p>Packaging rules in the qualifications enable flexibility in the selection of electives to suit specific organisation/workplace or broader industry applications. Options to import units from other Training Packages enable movement within organisations, within in each sector, and through inclusion of import units, to other broader industry sectors.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Promote national and international portability	Yes	Units of competency highlight the requirement to meet to national, state and/or local legislation, regulations and/or standards of which would promote national portability.
Reflect regulatory requirements and licensing	Yes	The CfE specifies that 'there are no occupational licensing requirements for the proposed training products listed'

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	No	Section 5.1 of the CfE (and feedback summary) outlines dissenting views from stakeholders (all of whom appear to be RTOs in one jurisdiction) in relation to the redesign (and retitling) of the Diploma of Horticulture to a 'management' rather than applied horticulture or more non-prescribed outcome (with 0 core units or defined packaging requirements). The qualification proposed for endorsement (Diploma of Horticulture Management with three core units, a further two management units selected from a pool of four and a further five electives able to be flexibly selected) is supported by the IRC as they advise it 'maintains the needs required of industry and provides suitable flexibility for RTOs, allowing them to choose relevant management units rather than have two specific units mandated in the core' (of which at least one elective option includes management of staff and may not be relevant in all workplaces). Responses from the developer to feedback confirms that 'Higher level horticultural technical skills and knowledge requirements remain available in the elective units'.
Recognise convergence and connectivity of skills	Yes	Units listed in the qualifications include imported units from other nationally endorsed training packages.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	All qualifications include elective options from listed electives, as well as options to choose units from any other training package or accredited course, suitable to vocational requirements and context – which ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs. All units of competency allow for assessment to be ‘demonstrated [in a workplace] or an environment that accurately represents workplace conditions’ thereby enabling flexibility of the components to meet a broad range of individual and employer needs.
Support equitable access and progression of learners	Yes	No AHC units of competency included in the submission have prerequisite requirements. Where imported elective units require prerequisites, these are included in the listed elective units and packaging rules allow for their selection.  One of the 13 qualifications proposed for endorsement specifies entry requirements which whilst expressed as units of competency allow for equivalent knowledge/skills to the units to be able to be achieved through work in the horticulture industry.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	<p>All qualifications submitted for endorsement are recommended by the IRC as suitable for a traineeship or apprenticeship pathway.</p> <p>The CfE specifies that there are no national credit arrangements between the new and revised qualifications and Higher Education qualifications at the time of endorsement.</p> <p>Supporting skill set provides pathway into qualifications, and pathway information from entry and preparatory levels to higher level qualifications is illustrated in the CVIG.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	<p>Industry advice about delivery implementation is provided via the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 9.0 Companion Volume Implementation Guide (CVIG) Parts 1 and 2, both of which have been quality assured in this process and are ready for publication at the same time as the Training Package components.</p> <p>The CVIG provides guidance about occupational outcomes of AHC qualifications, pathways, and access and equity (including advice regarding reasonable adjustment for learners with disabilities). Information about how Foundation Skills are addressed in units of competency is included in the CVIG.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support sound assessment practice	Yes	The draft Units of Competency and associated Assessment Requirements include references to frequency of Performance Evidence and include Assessment Conditions specifying how evidence may be gathered and resources required for assessment.
Support implementation	Yes	<p>The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication.</p> <p>Components contain links as required by the templates to the AHC CVIG 9.0 which has been updated to include all components being endorsed, has been quality assured in this process and is ready for publication at the same time as the Training Package components.</p>



## Attachment 1: Revised components for endorsement

### Qualifications (13)

AHC10222	Certificate I in Agriculture
AHC10322	Certificate I in Horticulture
AHC20122	Certificate II in Agriculture
AHC20422	Certificate II in Horticulture
AHC30122	Certificate III in Agriculture
AHC30722	Certificate III in Horticulture
AHC32822	Certificate III in Rural Operations
AHC33722	Certificate III in Protected Horticulture
AHC40122	Certificate IV in Agriculture
AHC40422	Certificate IV in Horticulture
AHC50122	Diploma of Agriculture
AHC50422	Diploma of Horticulture Management
AHC51222	Diploma of Community Group Coordination and Facilitation

### Units of Competency (63)

AHCBUS403	Prepare project acquittal
AHCBUS410	Report on a project
AHCCCF410	Obtain and manage sponsorship
AHCCCF418	Contribute to association governance
AHCCCF419	Present proposed courses of action at a meeting
AHCCCF420	Facilitate ongoing group development
AHCCCF421	Develop approaches to include cultural and human diversity
AHCCCF422	Coordinate events to support group purpose
AHCCCF507	Facilitate the development of group goals and projects
AHCCCF508	Promote group formation and development
AHCCCF509	Support group and community change management processes
AHCCCF510	Contribute to regional planning process
AHCCCF602	Coordinate the development of regional plans
AHCINF205	Carry out basic electric fencing operations
AHCINF206	Install, maintain and repair farm fencing
AHCINF207	Maintain properties and structures
AHCINF208	Fabricate and repair metal or plastic structures
AHCINF305	Implement property improvement, construction and repair
AHCINF306	Plan and construct an electric fence
AHCINF307	Plan and construct conventional fencing
AHCINF308	Install and terminate extra low voltage wiring systems
AHCSOL302	Develop and apply knowledge of fertiliser and soil ameliorant products
AHCWHS102	Work safely
AHCWHS202	Participate in workplace health and safety processes
AHCWHS302	Contribute to workplace health and safety processes
AHCWHS402	Maintain workplace health and safety processes
AHCWHS503	Manage workplace health and safety processes
AHCWRK102	Maintain the workplace

AHCWRK103 Contribute to animal care  
AHCWRK210 Observe and report on weather  
AHCWRK211 Participate in environmentally sustainable work practices  
AHCWRK212 Work effectively in industry  
AHCWRK213 Participate in workplace communications  
AHCWRK214 Observe workplace quality assurance procedures  
AHCWRK215 Collect and record production data  
AHCWRK216 Provide information on products and services  
AHCWRK313 Collect samples for a rural production or horticulture monitoring program  
AHCWRK314 Monitor weather conditions  
AHCWRK315 Respond to emergencies  
AHCWRK316 Respond to rescue incidents  
AHCWRK317 Coordinate work site activities  
AHCWRK318 Comply with industry quality assurance requirements  
AHCWRK319 Handle bulk materials in a storage area  
AHCWRK320 Apply environmentally sustainable work practices  
AHCWRK321 Provide on-job training support  
AHCWRK322 Conduct site inspections  
AHCWRK323 Operate in isolated and remote situations  
AHCWRK404 Implement quality assurance procedures  
AHCWRK406 Develop community networks  
AHCWRK407 Promote community programs  
AHCWRK408 Provide information on issues and policies  
AHCWRK409 Supervise work routines and staff performance  
AHCWRK410 Implement and monitor environmentally sustainable work practices  
AHCWRK506 Collect and manage data  
AHCWRK515 Assess new industry developments  
AHCWRK516 Implement professional practice  
AHCWRK517 Interpret legislation  
AHCWRK518 Provide specialist advice to clients  
AHCWRK519 Audit site operations  
AHCWRK520 Develop workplace policy and procedures for environment and sustainability  
AHCWRK521 Plan, implement and review a quality assurance program  
AHCWRK604 Lead and manage an organisation  
AHCWRK605 Design and conduct a field-based research trial

## Editorial Report

1. Cover page	
Information required	Detail
Training Package title and code	<b>AHC Agriculture and Horticulture Training Package Version 9.0</b> (Presented as four separate cases for endorsement)
Number of new qualifications and their titles <sup>1</sup>	<b>Nil</b>
Number of revised qualifications and their titles	<b>Total – 23 revised qualifications</b> Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -13 (including 5 IRC updated qualifications) Part 2 – Composting & Organic Production and Permaculture - 5 Part 3 – Intensive Livestock Production – 2 Part 4 – Respect for Country Job Skills - 3
Number of new units of competency and their titles	<b>Total – 5 new units of competency</b> Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -3 Part 2 – Composting & Organic Production and Permaculture - 0 Part 3 – Intensive Livestock Production - 1 Part 4 – Respect for Country Job Skills - 1
Number of revised units of competency and their titles	<b>Total – 182 revised units of competency</b> Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates - 62 Part 2 – Composting & Organic Production and Permaculture - 69 Part 3 – Intensive Livestock Production - 16 Part 4 – Respect for Country Job Skills - 35
Confirmation that the draft training package components are publication-ready	The draft training package components are publication ready.

<sup>1</sup> When the number of training products is high the titles can be presented as an attachment.

Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Lina Robinson
Date of completion of the report	7 September 2022

## 2. Content and structure

### Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>The structure of units of competency complies with the unit of competency template.</li> </ul>	<p>The structure of the units of competency follows the template.</p> <p>The components of the units of competency were checked to ensure compliance with the template requirements. Some suggestions were made for clarification in the sections – application, elements, performance criteria and foundations skills (and to ensure foundation skills were not explicit in the performance criteria).</p> <p>These suggestions were discussed with Skills Impact and agreed changes were made during the editorial process.</p>

<p>Standard 7:</p> <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	<p>The structure of the assessment requirements follows the template.</p> <p>The performance evidence was reviewed to ensure clarity of the required evidence, the frequency and volume of evidence required and the relationship with the performance criteria.</p> <p>The knowledge evidence was checked for appropriateness to the unit, consistent breadth and depth, clarity and consistency of terminology and linkages to the performance criteria.</p> <p>Discussion took place with Skills Impact on a range of editorial matter relating to the above, most of which Skills Impact actioned.</p> <p>There were however some remaining matters that this editor recommends be considered for future revisions in improving the performance evidence requirements, particularly for users to implement. An example of this occurred in <i>AHCWRK406 Provide specialised services to clients</i>, where the main task is described in the plural, but evidence is required on one occasion. Another, <i>AHCWRK516 Implement professional practice</i> where tasks associated with its main task would be better described in volume rather than frequency.</p> <p>Skills Impact advised that these units have been through extensive consultation with stakeholders - the outcome of which has seen the subject matter experts having agreed, on the approach taken in the performance evidence - therefore did not support change.</p> <p>Seven units of competency related to pork production have mandatory workplace requirements that requires performance evidence to only be demonstrated in a pork production site. While there are no strict guidelines on how mandatory workplace requirements should be expressed within the unit of competency and assessment</p>
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Editorial requirements	Comments
	<p>requirements template, except within the assessment conditions fields, Skills Impact have also chosen to also highlight these requirements within the application and performance evidence fields to alert users.</p>

## Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	<p>The structure of the information for the qualifications follows the qualification template.</p> <p>Some suggestions were made to clarify the packaging rules, most of which were adopted. Codes and mapping information were checked to ensure consistency across training products.</p>

<p>Standard 10:</p> <ul style="list-style-type: none"> <li>• Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</li> </ul>	<p>N/A.</p> <p>No credit arrangements exist between the AHC V9.0 qualifications and Higher Education. This is outlined in the CVIG V9.0.</p>
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## Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11:</p> <ul style="list-style-type: none"> <li>• A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</li> </ul>	<p>The AHC companion volume implementation guide, structured into two separate documents, has been updated as Version 9.0 and follows required template. Part 1 contains an overview and implementation advice. Part 2 contains details of the Training Package components.</p> <p>This guide was checked to ensure currency of information and accessibility of presentation.</p> <p>This panellist sighted a further companion volume produced to support users of the permaculture components.</p>

## 3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li>• <b>Unit codes and titles and qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</li> </ul>	<p>The unit and qualification codes and titles have been checked and cross referenced throughout the training package products.</p> <p>Thirty-seven units (coded AHCCOM, AHCORG, AHCPER) were presented for this review as minor changes however it was recommended that these units be recoded due to the significant changes made to the elements, performance criteria, performance and knowledge evidence, and assessment conditions fields. Foundation skills were also added. This didn't present an issue as the units had been through the consultation and validation processes.</p>
<ul style="list-style-type: none"> <li>• Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	<p>All units of competency are presented in full.</p>
<ul style="list-style-type: none"> <li>• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> <li>○ absence of spelling, grammatical and typing mistakes</li> <li>○ consistency of language and formatting</li> <li>○ logical structure and presentation of the document.</li> <li>○ compliance with the required templates</li> </ul> </li> </ul>	<p>All draft training products have been checked for:</p> <ul style="list-style-type: none"> <li>• absence of spelling, grammatical and typing mistakes</li> <li>• consistency of language and formatting</li> <li>• logical structure and presentation of the document</li> <li>• compliance with the required templates.</li> </ul>

## **Attachment: List of training products**

### **Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates**

#### **13 revised qualifications**

1. AHC10222 Certificate I in Agriculture
2. AHC10322 Certificate I in Horticulture
3. AHC20122 Certificate II in Agriculture
4. AHC20422 Certificate II in Horticulture
5. AHC30122 Certificate III in Agriculture
6. AHC30722 Certificate III in Horticulture
7. AHC32822 Certificate III in Rural Operations
8. AHC33722 Certificate III in Protected Horticulture
9. AHC40122 Certificate IV in Agriculture
10. AHC40422 Certificate IV in Horticulture
11. AHC50122 Diploma of Agriculture
12. AHC50422 Diploma of Horticulture Management
13. AHC51222 Diploma of Community Group Coordination and Facilitation

#### **3 new units**

1. AHCARB613 Conduct complex tree hazard and health assessment post-fire
2. AHCMOM303 Operate a telehandler
3. AHPCCM308 Identify and select plants

#### **62 revised units**

1. AHCBUS403 Prepare project acquittal
2. AHCBUS410 Report on a project
3. AHCCCF417 Obtain and manage sponsorship
4. AHCCCF418 Contribute to association governance
5. AHCCCF419 Present proposed courses of action at a meeting
6. AHCCCF420 Facilitate ongoing group development
7. AHCCCF421 Develop approaches to include cultural and human diversity
8. AHCCCF422 Coordinate events to support group purpose
9. AHCCCF507 Facilitate the development of group goals and projects
10. AHCCCF508 Promote group formation and development
11. AHCCCF509 Support group and community change management processes
12. AHCCCF510 Contribute to regional planning process
13. AHCCCF602 Coordinate the development of regional plans
14. AHCINF205 Carry out basic electric fencing operations
15. AHCINF206 Install, maintain and repair farm fencing
16. AHCINF207 Maintain properties and structures
17. AHCINF208 Fabricate and repair metal or plastic structures
18. AHCINF305 Implement property improvement, construction and repair

19. AHCINF306 Plan and construct an electric fence
20. AHCINF307 Plan and construct conventional fencing
21. AHCINF308 Install and terminate extra low voltage wiring systems
22. AHCSOL302 Develop and apply knowledge of fertiliser and soil ameliorant products
23. AHCWHS102 Work safely
24. AHCWHS202 Participate in workplace health and safety processes
25. AHCWHS302 Contribute to workplace health and safety processes
26. AHCWHS402 Maintain workplace health and safety processes
27. AHCWHS503 Manage workplace health and safety processes
28. AHCWRK102 Maintain the workplace
29. AHCWRK103 Contribute to animal care
30. AHCWRK210 Observe and report on weather
31. AHCWRK211 Participate in environmentally sustainable work practices
32. AHCWRK212 Work effectively in industry
33. AHCWRK213 Participate in workplace communications
34. AHCWRK214 Observe workplace quality assurance procedures
35. AHCWRK215 Collect and record production data
36. AHCWRK216 Provide information on products and services
37. AHCWRK313 Collect samples for a rural production or horticulture monitoring program
38. AHCWRK314 Monitor weather conditions
39. AHCWRK315 Respond to emergencies
40. AHCWRK316 Respond to rescue incidents
41. AHCWRK317 Coordinate work site activities
42. AHCWRK318 Comply with industry quality assurance requirements
43. AHCWRK319 Handle bulk materials in a storage area
44. AHCWRK320 Apply environmentally sustainable work practices
45. AHCWRK321 Provide on-job training support
46. AHCWRK322 Conduct site inspections
47. AHCWRK323 Operate in isolated and remote situations
48. AHCWRK404 Implement quality assurance procedures
49. AHCWRK406 Develop community networks
50. AHCWRK407 Promote community programs
51. AHCWRK408 Provide information on issues and policies
52. AHCWRK409 Supervise work routines and staff performance
53. AHCWRK410 Implement and monitor environmentally sustainable work practices
54. AHCWRK515 Assess new industry developments
55. AHCWRK516 Implement professional practice
56. AHCWRK517 Interpret legislation
57. AHCWRK518 Provide specialist advice to clients
58. AHCWRK519 Audit site operations
59. AHCWRK520 Develop workplace policy and procedures for environment and sustainability
60. AHCWRK521 Plan, implement and review a quality assurance program
61. AHCWRK604 Lead and manage an organisation
62. AHCWRK605 Design and conduct a field-based research trial



## **Part 2 – Composting & Organic Production and Permaculture**

### **5 revised qualifications**

1. AHC10422 Certificate I in Permaculture
2. AHC21722 Certificate II in Permaculture
3. AHC33822 Certificate III in Permaculture
4. AHC42122 Certificate IV in Permaculture
5. AHC52122 Diploma of Permaculture

### **69 revised units**

1. AHCCOM204 Assess and receive raw materials for composting
2. AHCCOM205 Recognise and respond to fire emergencies on a composting site
3. AHCCOM206 Recognise raw materials, production processes and products on a composting site
4. AHCCOM304 Operate compost processing plant, machinery and equipment
5. AHCCOM403 Develop a composting recipe
6. AHCCOM502 Plan and schedule compost production
7. AHCORG102 Support organic production
8. AHCORG409 Manage biodynamic production
9. AHCORG410 Manage organic livestock production
10. AHCORG411 Manage organic soil improvement
11. AHCORG412 Arrange selling through community based marketing
12. AHCORG413 Implement sustainable practices in the organic farm based business
13. AHCORG414 Oversee compliance with an organic certification scheme
14. AHCORG415 Manage on farm composting
15. AHCORG509 Prepare and manage organic or biodynamic certification
16. AHCORG510 Design and document an organic farm landscape
17. AHCORG511 Develop and manage a community based marketing supply chain
18. AHCORG512 Develop and monitor a sustainable production plan
19. AHCORG513 Manage an agroecology production system
20. AHCORG514 Develop an organic or biodynamic management plan
21. AHCPER106 Observe permaculture principles and work practices
22. AHCPER107 Support resource conservation practices
23. AHCPER108 Support plant care in a permaculture system
24. AHCPER216 Harvest, treat and store seed
25. AHCPER217 Report information about a local bioregion
26. AHCPER218 Prepare and store products from a permaculture system
27. AHCPER219 Plant and maintain crops in a permaculture system
28. AHCPER220 Harvest crops in a permaculture system
29. AHCPER221 Recognise characteristics of integrated plant and animal systems
30. AHCPER222 Use and maintain hand tools and equipment for garden and farm
31. AHCPER223 Produce new plants for a permaculture garden system
32. AHCPER224 Work effectively in permaculture
33. AHCPER225 Assist with garden soil health and plant nutrition
34. AHCPER322 Communicate permaculture system principles to stakeholders
35. AHCPER323 Use the characteristics of plant resilience in a permaculture system

36. AHCPER324 Establish a permaculture system
37. AHCPER325 Mitigate plant pests, diseases and disorders in a permaculture system
38. AHCPER326 Install and maintain permaculture water management systems
39. AHCPER327 Install structures for permaculture systems
40. AHCPER328 Establish organic garden and orchard systems
41. AHCPER329 Coordinate preparation and storage of produce from a permaculture system
42. AHCPER330 Coordinate community projects
43. AHCPER331 Coordinate propagation activities for a permaculture system
44. AHCPER332 Maintain integrated plant and animal systems
45. AHCPER333 Implement crop maintenance and harvesting programs for permaculture systems
46. AHCPER334 Read and interpret property maps and plans
47. AHCPER335 Select plant and animal species for permaculture systems
48. AHCPER336 Test, improve and maintain healthy soil in a permaculture system
49. AHCPER414 Develop recommendations for integrated plant and animal systems
50. AHCPER415 Plan and implement permaculture works
51. AHCPER416 Manage a seed bank
52. AHCPER417 Investigate and recommend species for a permaculture system
53. AHCPER418 Provide advice on permaculture principles and practices
54. AHCPER419 Design a rural permaculture system
55. AHCPER420 Design an urban permaculture system
56. AHCPER421 Select appropriate technology for a permaculture system
57. AHCPER422 Identify and analyse bioregional characteristics and resource
58. AHCPER423 Design harvesting and storage systems for permaculture products
59. AHCPER424 Recommend approaches for sustainable community and bioregional development
60. AHCPER425 Operate within a sustainable community and bioregional development program
61. AHCPER513 Plan and conduct field research
62. AHCPER514 Design an integrated permaculture system
63. AHCPER515 Design permaculture structures and features
64. AHCPER516 Facilitate participatory learning activities
65. AHCPER517 Plan and supervise the implementation of permaculture project works
66. AHCPER518 Manage a permaculture aid and development project
67. AHCPER601 Develop a strategic plan for a permaculture project or enterprise
68. AHCPER602 Plan community governance and decision-making processes
69. AHCPER603 Prepare a sustainable community and bioregional development strategy

### **Part 3 – Intensive Livestock Production**

#### **2 revised qualifications**

1. AHC30422 Certificate III in Pork Production
2. AHC30522 Certificate III in Poultry Production

#### **1 new unit**

1. AHCPRK315 Care for sows prior, during and after farrowing

#### **16 revised units**

1. AHCPY208 Collect and pack eggs for human consumption
2. AHCPY209 Grade and pack eggs for human consumption
3. AHCPY210 Catch and load poultry

4. AHCPLY211 Collect store and handle eggs from breeder flocks
5. AHCPLY303 Maintain health and welfare of poultry
6. AHCPLY308 Set up sheds for placement of poultry
7. AHCPLY309 Brood poultry
8. AHCPLY310 Incubate eggs
9. AHCPLY311 Clean and disinfect poultry production sheds
10. AHCPLY312 Implement and monitor biosecurity measures in poultry production
11. AHCPRK202 Move and handle pigs
12. AHCPRK311 Care for health and welfare of pigs
13. AHCPRK312 Care for weaner pigs
14. AHCPRK313 Treat rectal prolapse in pig
15. AHCPRK314 Care for grower and finisher pigs
16. AHCPRK403 Implement a feeding plan for pig production

#### **Part 4 – Respect for Country Job Skills**

##### **3 revised qualifications**

1. AHC31522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work
2. AHC32522 Certificate III in On Country Management
3. AHC60422 Advanced Diploma of Conservation and Ecosystem Management

##### **1 new unit**

1. AHCCSW401 Contribute to the development of cultural safety processes

##### **35 revised units**

1. AHCCSW301 Protect places of Aboriginal and/or Torres Strait Islander cultural significance
2. AHCCSW302 Relate Aboriginal and/or Torres Strait Islander culture to sites work
3. AHCCSW303 Identify and record sites, objects and cultural landscapes on Country
4. AHCCSW304 Identify Aboriginal and/or Torres Strait Islander culturally significant plants
5. AHCCSW305 Work with Aboriginal and/or Torres Strait Islander ceremonial and sacred material
6. AHCCSW306 Use technology in Aboriginal and/or Torres Strait Islander sites work
7. AHCCSW307 Support the documentation of Aboriginal and/or Torres Strait Islander cultural landscapes
8. AHCCSW308 Apply cultural significance to Aboriginal and/or Torres Strait Islander sites and landscapes
9. AHCCSW309 Interpret Aboriginal and/or Torres Strait Islander cultural landscape
10. AHCCSW310 Move and store Aboriginal and/or Torres Strait Islander cultural material
11. AHCCSW311 Maintain an Aboriginal and/or Torres Strait Islander cultural site
12. AHCCSW312 Apply knowledge of relevant legislation to Aboriginal and/or Torres Strait Islander sites work
13. AHCCSW501 Survey and report on Aboriginal and/or Torres Strait Islander cultural sites
14. AHCOCM201 Maintain cultural sites

15. AHCOCM202 Observe and report plants or animals
16. AHCOCM203 Record information about Country
17. AHCOCM301 Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
18. AHCOCM302 Work with an Aboriginal and/or Torres Strait Islander Community or organisation
19. AHCOCM303 Follow Aboriginal and/or Torres Strait Islander cultural protocols
20. AHCOCM304 Implement cultural burning practices on Country
21. AHCOCM305 Identify customs and land rights for an Aboriginal and/or Torres Strait Islander Community
22. AHCOCM401 Protect places of cultural significance
23. AHCOCM402 Report on place of potential cultural significance
24. AHCOCM403 Contribute to a proposal for a negotiated outcome related to Country
25. AHCOCM404 Record and document Aboriginal and/or Torres Strait Islander Community history
26. AHCOCM405 Develop work practices to accommodate cultural identity
27. AHCOCM501 Conduct field research into natural and cultural resources
28. AHCOCM502 Develop conservation strategies for cultural resources
29. AHCOCM503 Manage restoration of cultural places
30. AHCOCM504 Develop strategies for on Country management
31. AHCOCM505 Map relationship of business organisation to culture and Country
32. AHCOCM506 Operate within Community cultures and goals.docx
33. AHCOCM507 Propose a negotiated outcome for a given area of Country
34. AHCOCM508 Plan for successful cultural practice at work
35. AHCOCM601 Manage cultural processes in an Aboriginal and/or Torres Strait Islander organisation

# Equity Report Template

## Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>AHC Agriculture and Horticulture Training Package Version 9.0</b>  (Presented as four separate cases for endorsement)
Number of new qualifications and their titles <sup>1</sup>	<b>Nil</b>
Number of revised qualifications and their titles	<b>Total – 23 revised qualifications</b>  Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -13 (including IRC updated qualifications)  Part 2 – Composting & Organic Production and Permaculture - 5  Part 3 – Intensive Livestock Production – 2  Part 4 – Respect for Country Job Skills - 3
Number of new units of competency and their titles	<b>Total – 5 new units of competency</b>  Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -3  Part 2 – Composting & Organic Production and Permaculture - 0  Part 3 – Intensive Livestock Production - 1  Part 4 – Respect for Country Job Skills - 1
Number of revised units of competency and their titles	<b>Total – 182 revised units of competency</b>  Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates - 62  Part 2 – Composting & Organic Production and Permaculture - 69  Part 3 – Intensive Livestock Production - 16  Part 4 – Respect for Country Job Skills - 35
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	The draft training package components meet the requirements in Section 2 Equity checklist of draft training package components.

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

Information required	Detail
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Lina Robinson
Date of completion of the report	7 September 2022

## Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> <li>• Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</li> <li>• Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</li> </ul>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>The draft training package components reviewed, follow the Standards for Training Packages and Training Package Products Policy in relation to access and equity.</p> <p>The AHC Agriculture, Horticulture, Conservation and Land Management Companion Volume Implementation Guide (AHC CVIG) updated as Version 9.0 has a section on access and equity considerations that details practical ways on how to incorporate reasonable adjustment in delivery and assessment and training products, particularly for learners with disabilities.</p>

### Section 3 - Training Package Quality Principles

#### Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

##### Key features

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

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

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

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?</p>	<p>The qualifications contain a wide selection of electives (and specialisations in a number of qualifications) that enable application in a range of agricultural, horticulture, conservation and land management contexts and allows for units not listed in the elective banks to be imported from other training packages or accredited courses.</p>
<p>2. Is there evidence of multiple entry and exit points?</p>	<p>Yes, the AHC units are contained in AHC skill sets and AHC qualifications that allows entry and progression to higher qualifications.</p>

Equity requirements	Equity reviewer comments
	The AHC CVIG V9.0 includes a section that outlines the multiple pathways to gain qualifications showing the possible pathways into, and from qualifications.
3. Have prerequisite units of competency been minimised where possible?	Yes, the prerequisite units have been minimised but must be met where units require prior knowledge and skills in Aboriginal and/or Torres Strait Islander cultural protocols, sites works and planned burnings.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	Yes, qualifications do not contain any entry requirements, however where they do, i.e.. AHC50422, allow for industry experience, presenting no barrier to entry.  Also, AHC units are used across AHC qualifications and in doing so enhance the flexibility for learners and industry in their elective choices.

### Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

#### *Key features*

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	The AHC CVIG V9.0 outlines the multiple pathways to gain qualifications including training and assessment pathway, recognition of prior learning pathway or combinations of each pathway to complete a qualification.

### Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

#### *Key features*

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



Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>Yes, the AHC CVIG V9.0 provides advice on pathways, access and equity and foundation skills.</p>
<p>2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>Yes, foundation skills are recognised in the units of competency reviewed, and do not exceed the foundation skills required in the workplace.</p>

## **Attachment: List of training products**

### **Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates**

#### **13 revised qualifications**

1. AHC10222 Certificate I in Agriculture
2. AHC10322 Certificate I in Horticulture
3. AHC20122 Certificate II in Agriculture
4. AHC20422 Certificate II in Horticulture
5. AHC30122 Certificate III in Agriculture
6. AHC30722 Certificate III in Horticulture
7. AHC32822 Certificate III in Rural Operations
8. AHC33722 Certificate III in Protected Horticulture
9. AHC40122 Certificate IV in Agriculture
10. AHC40422 Certificate IV in Horticulture
11. AHC50122 Diploma of Agriculture
12. AHC50422 Diploma of Horticulture Management
13. AHC51222 Diploma of Community Group Coordination and Facilitation

#### **3 new units**

1. AHCARB613 Conduct complex tree hazard and health assessment post-fire
2. AHCMOM303 Operate a telehandler
3. AHCCPM308 Identify and select plants

#### **62 revised units**

1. AHCBUS403 Prepare project acquittal
2. AHCBUS410 Report on a project
3. AHCCCF417 Obtain and manage sponsorship
4. AHCCCF418 Contribute to association governance
5. AHCCCF419 Present proposed courses of action at a meeting
6. AHCCCF420 Facilitate ongoing group development
7. AHCCCF421 Develop approaches to include cultural and human diversity
8. AHCCCF422 Coordinate events to support group purpose
9. AHCCCF507 Facilitate the development of group goals and projects
10. AHCCCF508 Promote group formation and development
11. AHCCCF509 Support group and community change management processes
12. AHCCCF510 Contribute to regional planning process
13. AHCCCF602 Coordinate the development of regional plans
14. AHCINF205 Carry out basic electric fencing operations
15. AHCINF206 Install, maintain and repair farm fencing
16. AHCINF207 Maintain properties and structures
17. AHCINF208 Fabricate and repair metal or plastic structures
18. AHCINF305 Implement property improvement, construction and repair

19. AHCINF306 Plan and construct an electric fence
20. AHCINF307 Plan and construct conventional fencing
21. AHCINF308 Install and terminate extra low voltage wiring systems
22. AHCSOL302 Develop and apply knowledge of fertiliser and soil ameliorant products
23. AHCWHS102 Work safely
24. AHCWHS202 Participate in workplace health and safety processes
25. AHCWHS302 Contribute to workplace health and safety processes
26. AHCWHS402 Maintain workplace health and safety processes
27. AHCWHS503 Manage workplace health and safety processes
28. AHCWRK102 Maintain the workplace
29. AHCWRK103 Contribute to animal care
30. AHCWRK210 Observe and report on weather
31. AHCWRK211 Participate in environmentally sustainable work practices
32. AHCWRK212 Work effectively in industry
33. AHCWRK213 Participate in workplace communications
34. AHCWRK214 Observe workplace quality assurance procedures
35. AHCWRK215 Collect and record production data
36. AHCWRK216 Provide information on products and services
37. AHCWRK313 Collect samples for a rural production or horticulture monitoring program
38. AHCWRK314 Monitor weather conditions
39. AHCWRK315 Respond to emergencies
40. AHCWRK316 Respond to rescue incidents
41. AHCWRK317 Coordinate work site activities
42. AHCWRK318 Comply with industry quality assurance requirements
43. AHCWRK319 Handle bulk materials in a storage area
44. AHCWRK320 Apply environmentally sustainable work practices
45. AHCWRK321 Provide on-job training support
46. AHCWRK322 Conduct site inspections
47. AHCWRK323 Operate in isolated and remote situations
48. AHCWRK404 Implement quality assurance procedures
49. AHCWRK406 Develop community networks
50. AHCWRK407 Promote community programs
51. AHCWRK408 Provide information on issues and policies
52. AHCWRK409 Supervise work routines and staff performance
53. AHCWRK410 Implement and monitor environmentally sustainable work practices
54. AHCWRK515 Assess new industry developments
55. AHCWRK516 Implement professional practice
56. AHCWRK517 Interpret legislation
57. AHCWRK518 Provide specialist advice to clients
58. AHCWRK519 Audit site operations
59. AHCWRK520 Develop workplace policy and procedures for environment and sustainability
60. AHCWRK521 Plan, implement and review a quality assurance program
61. AHCWRK604 Lead and manage an organisation
62. AHCWRK605 Design and conduct a field-based research trial

## **Part 2 – Composting & Organic Production and Permaculture**

### **5 revised qualifications**

1. AHC10422 Certificate I in Permaculture
2. AHC21722 Certificate II in Permaculture
3. AHC33822 Certificate III in Permaculture
4. AHC42122 Certificate IV in Permaculture
5. AHC52122 Diploma of Permaculture

### **69 revised units**

1. AHCCOM204 Assess and receive raw materials for composting
2. AHCCOM205 Recognise and respond to fire emergencies on a composting site
3. AHCCOM206 Recognise raw materials, production processes and products on a composting site
4. AHCCOM304 Operate compost processing plant, machinery and equipment
5. AHCCOM403 Develop a composting recipe
6. AHCCOM502 Plan and schedule compost production
7. AHCORG102 Support organic production
8. AHCORG409 Manage biodynamic production
9. AHCORG410 Manage organic livestock production
10. AHCORG411 Manage organic soil improvement
11. AHCORG412 Arrange selling through community based marketing
12. AHCORG413 Implement sustainable practices in the organic farm based business
13. AHCORG414 Oversee compliance with an organic certification scheme
14. AHCORG415 Manage on farm composting
15. AHCORG509 Prepare and manage organic or biodynamic certification
16. AHCORG510 Design and document an organic farm landscape
17. AHCORG511 Develop and manage a community based marketing supply chain
18. AHCORG512 Develop and monitor a sustainable production plan
19. AHCORG513 Manage an agroecology production system
20. AHCORG514 Develop an organic or biodynamic management plan
21. AHCPER106 Observe permaculture principles and work practices
22. AHCPER107 Support resource conservation practices
23. AHCPER108 Support plant care in a permaculture system
24. AHCPER216 Harvest, treat and store seed
25. AHCPER217 Report information about a local bioregion
26. AHCPER218 Prepare and store products from a permaculture system
27. AHCPER219 Plant and maintain crops in a permaculture system
28. AHCPER220 Harvest crops in a permaculture system
29. AHCPER221 Recognise characteristics of integrated plant and animal systems
30. AHCPER222 Use and maintain hand tools and equipment for garden and farm
31. AHCPER223 Produce new plants for a permaculture garden system
32. AHCPER224 Work effectively in permaculture
33. AHCPER225 Assist with garden soil health and plant nutrition
34. AHCPER322 Communicate permaculture system principles to stakeholders

35. AHCPER323 Use the characteristics of plant resilience in a permaculture system
36. AHCPER324 Establish a permaculture system
37. AHCPER325 Mitigate plant pests, diseases and disorders in a permaculture system
38. AHCPER326 Install and maintain permaculture water management systems
39. AHCPER327 Install structures for permaculture systems
40. AHCPER328 Establish organic garden and orchard systems
41. AHCPER329 Coordinate preparation and storage of produce from a permaculture system
42. AHCPER330 Coordinate community projects
43. AHCPER331 Coordinate propagation activities for a permaculture system
44. AHCPER332 Maintain integrated plant and animal systems
45. AHCPER333 Implement crop maintenance and harvesting programs for permaculture systems
46. AHCPER334 Read and interpret property maps and plans
47. AHCPER335 Select plant and animal species for permaculture systems
48. AHCPER336 Test, improve and maintain healthy soil in a permaculture system
49. AHCPER414 Develop recommendations for integrated plant and animal systems
50. AHCPER415 Plan and implement permaculture works
51. AHCPER416 Manage a seed bank
52. AHCPER417 Investigate and recommend species for a permaculture system
53. AHCPER418 Provide advice on permaculture principles and practices
54. AHCPER419 Design a rural permaculture system
55. AHCPER420 Design an urban permaculture system
56. AHCPER421 Select appropriate technology for a permaculture system
57. AHCPER422 Identify and analyse bioregional characteristics and resource
58. AHCPER423 Design harvesting and storage systems for permaculture products
59. AHCPER424 Recommend approaches for sustainable community and bioregional development
60. AHCPER425 Operate within a sustainable community and bioregional development program
61. AHCPER513 Plan and conduct field research
62. AHCPER514 Design an integrated permaculture system
63. AHCPER515 Design permaculture structures and features
64. AHCPER516 Facilitate participatory learning activities
65. AHCPER517 Plan and supervise the implementation of permaculture project works
66. AHCPER518 Manage a permaculture aid and development project
67. AHCPER601 Develop a strategic plan for a permaculture project or enterprise
68. AHCPER602 Plan community governance and decision-making processes
69. AHCPER603 Prepare a sustainable community and bioregional development strategy

### **Part 3 – Intensive Livestock Production**

#### **2 revised qualifications**

1. AHC30422 Certificate III in Pork Production
2. AHC30522 Certificate III in Poultry Production

#### **1 new unit**

1. AHCPRK315 Care for sows prior, during and after farrowing

## **16 revised units**

1. AHCPLY208 Collect and pack eggs for human consumption
2. AHCPLY209 Grade and pack eggs for human consumption
3. AHCPLY210 Catch and load poultry
4. AHCPLY211 Collect store and handle eggs from breeder flocks
5. AHCPLY303 Maintain health and welfare of poultry
6. AHCPLY308 Set up sheds for placement of poultry
7. AHCPLY309 Brood poultry
8. AHCPLY310 Incubate eggs
9. AHCPLY311 Clean and disinfect poultry production sheds
10. AHCPLY312 Implement and monitor biosecurity measures in poultry production
11. AHCPRK202 Move and handle pigs
12. AHCPRK311 Care for health and welfare of pigs
13. AHCPRK312 Care for weaner pigs
14. AHCPRK313 Treat rectal prolapse in pig
15. AHCPRK314 Care for grower and finisher pigs
16. AHCPRK403 Implement a feeding plan for pig production

## **Part 4 – Respect for Country Job Skills**

### **3 revised qualifications**

1. AHC31522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work
2. AHC32522 Certificate III in On Country Management
3. AHC60422 Advanced Diploma of Conservation and Ecosystem Management

### **1 new unit**

1. AHCCSW401 Contribute to the development of cultural safety processes

### **35 revised units**

1. AHCCSW301 Protect places of Aboriginal and/or Torres Strait Islander cultural significance
2. AHCCSW302 Relate Aboriginal and/or Torres Strait Islander culture to sites work
3. AHCCSW303 Identify and record sites, objects and cultural landscapes on Country
4. AHCCSW304 Identify Aboriginal and/or Torres Strait Islander culturally significant plants
5. AHCCSW305 Work with Aboriginal and/or Torres Strait Islander ceremonial and sacred material
6. AHCCSW306 Use technology in Aboriginal and/or Torres Strait Islander sites work
7. AHCCSW307 Support the documentation of Aboriginal and/or Torres Strait Islander cultural landscapes
8. AHCCSW308 Apply cultural significance to Aboriginal and/or Torres Strait Islander sites and landscapes
9. AHCCSW309 Interpret Aboriginal and/or Torres Strait Islander cultural landscape
10. AHCCSW310 Move and store Aboriginal and/or Torres Strait Islander cultural material
11. AHCCSW311 Maintain an Aboriginal and/or Torres Strait Islander cultural site
12. AHCCSW312 Apply knowledge of relevant legislation to Aboriginal and/or Torres Strait Islander sites work
13. AHCCSW501 Survey and report on Aboriginal and/or Torres Strait Islander cultural sites

14. AHCOCM201 Maintain cultural sites
15. AHCOCM202 Observe and report plants or animals
16. AHCOCM203 Record information about Country
17. AHCOCM301 Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
18. AHCOCM302 Work with an Aboriginal and/or Torres Strait Islander Community or organisation
19. AHCOCM303 Follow Aboriginal and/or Torres Strait Islander cultural protocols
20. AHCOCM304 Implement cultural burning practices on Country
21. AHCOCM305 Identify customs and land rights for an Aboriginal and/or Torres Strait Islander Community
22. AHCOCM401 Protect places of cultural significance
23. AHCOCM402 Report on place of potential cultural significance
24. AHCOCM403 Contribute to a proposal for a negotiated outcome related to Country
25. AHCOCM404 Record and document Aboriginal and/or Torres Strait Islander Community history
26. AHCOCM405 Develop work practices to accommodate cultural identity
27. AHCOCM501 Conduct field research into natural and cultural resources
28. AHCOCM502 Develop conservation strategies for cultural resources
29. AHCOCM503 Manage restoration of cultural places
30. AHCOCM504 Develop strategies for on Country management
31. AHCOCM505 Map relationship of business organisation to culture and Country
32. AHCOCM506 Operate within Community cultures and goals.docx
33. AHCOCM507 Propose a negotiated outcome for a given area of Country
34. AHCOCM508 Plan for successful cultural practice at work
35. AHCOCM601 Manage cultural processes in an Aboriginal and/or Torres Strait Islander organisation

## Attachment G: Copies of Letters of Support



6 September 2022

Skills Impact  
Level 1, 165 Bouverie St  
CARLTON VIC 3053

Dear Skills Impact

**Re: Ag and Horticulture Core Skills Project**

I would like to take this opportunity to endorse my support for the proposed changes to the AHC Training package, encompassing Skills Impact's Agriculture and Horticulture Core Skills Project. In my role as a broad acre farmer, CEO of Regional Skills Training and a trainer in the Agriculture and Horticulture space for over 35 years, I work closely with employers and students in the Agriculture and Horticulture industries. We are grateful to have had the opportunity throughout the project to express our ideas, actively contribute and advocate for our industry in the review of Qualifications and Units of Competencies.

We found working with the project team to be very professional with clearly articulated purpose of consultation, review and validation. We feel that our comments or suggestions were heard and responded to informing us of why decisions were made and how our input shaped the update of the training package. Whilst we didn't always get the outcomes we advocated for, we appreciated hearing differing stakeholder views and how the management team drove a consensus or explained outcomes.

*AHC32822 Certificate III in Rural Operations* is a qualification that is very important to our industry. It offers flexibility and a broad qualification that students can use in pathways to Agriculture as well as the Mining or Civil Construction industries. In today's employment market, it is essential for students to have multiple pathway options and we feel that the work that has been done to review this qualification has retained the required flexibility to import units, whilst including an elective list to ensure the qualification's integrity and applicability to our industry. The inclusion of the *AHCBIO303 Apply biosecurity measures* unit reflects the increased importance of ensuring biosecurity principles are applied in the current workplace - particularly with the challenges faced in Australia currently with Foot and Mouth disease.

I fully support the changes made to the training package as a result of this project and feel that the changes made align with industry expectations regarding skills and knowledge for workers in Primary Production and related industries.

Kind Regards

A handwritten signature in black ink, appearing to read 'Caroline Graham', is positioned above the printed name.

Caroline Graham  
CEO

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N.T.E.W.G.

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Clayton Vic 3168

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Skills Impact  
Level 1/165 Bouverie St  
Carlton VIC 3053

To whom it may concern

This endorsement is on behalf of the National Turfgrass Education Working (NTEWG) of which I am co-chair. The NTEWG is impressed with work done within the Horticulture area and fully support the changes made to all levels of the qualification from Cert II through to Diploma.

We believe the changes reflect industry needs and expectations, and align better with job roles and to their appropriate AQF levels.

It is also refreshing that there are core units of competency that focus on workplace health and safety, environmental awareness and chemical use and handling. This will ensure students are properly skilled and job ready.

We congratulate you and the industry members who worked to achieve this balance and create qualifications that are fit for purpose within the horticulture sector.

Your sincerely



Chris Deppeler  
Co-Chair



Susie Falk (sfalk@skillsimpact.com.au) is signed in

9 September 2022

Dear Skills Impact,

I work for TAFE NSW as a Product Manager, Crops and Livestock based at Dubbo. In this role I am responsible for managing the development of all new Agriculture training and assessment products across NSW. I previously worked for 20 years as TAFE Head Teacher of Agriculture, Wool and Shearing at Dubbo being responsible for all AHC Training Package delivery at Dubbo and across the North West of NSW.

I have been recently working as an SME on the Ag and Hort Core Skills project. I found this a valuable and rewarding experience working with industry representatives and other RTO's to update and streamline all AHC core units. This process is a great way of sourcing feedback from all parts of industry and using this feedback to change the AHC qualifications and units to better suit current industry needs. Some examples from the Core Skills Project action on feedback include:

- Updates to the packaging rules for Agriculture qualifications to better suit the needs of a wider range of industry sectors
- Feedback from the Dairy industry that some core units did not fit job roles in their industry which in turn inhibited Traineeships in Cert III Dairy. This feedback was incorporated into the updated core units to better align with job roles in the Dairy industry.
- Feedback regarding safety issues around the use of Telehandlers in Ag and Hort industries. The result of this feedback was the development of a Telehandler unit specific to AHC.
- Feedback around the Weather unit not suiting job roles in the Conservation and Hort industries because the unit included animals. Minor modifications were made to the Weather unit to make it more generic and is now suitable for all industry sectors that do not involve animals.

I fully support the changes made to the AHC qualifications and units in the Core Skills Project and look forward to their implementation in early 2023. I look forward to working with Skills Impact on the Shearing and Wool Handling qualifications in the near future.

**Regards**

**Geoff Bastian**

Product Manager Crops & Livestock

Product and Quality Group

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**TAFE NSW**

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[tafensw.edu.au](http://tafensw.edu.au)

Dear Skills Impact

**Re: Support of Diploma in Horticulture Management**

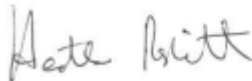
Thank you for inviting NSW/ACT Parks and Leisure Australia to provide input to the Agriculture and Production Horticulture Industry Reference Committee, with Simon James, Vice President, NSW/ACT PLA our representative.

[Parks and Leisure Australia \(PLA\)](#) is the peak industry association for leisure, recreation and sports professionals in Australia representing over 2500 individual members and in NSW is represented by the NSW/ACT PLA Region Council. PLA members are professionals who work across policy, planning for and the provision of services, facilities, programs and research in the sport, recreation and parks and leisure sectors. While consisting mainly of Local Government professionals, there are also members who represent Universities, a range of State Governments departments, schools, private/not-for-profit recreation providers and the recreation/horticultural industry. As the "the people behind the places" PLA has long-term experience in working across government, business and local communities with a demonstrated commitment to building the health, wellbeing and sports performance of our nation.

**With the increasing need and demand for parks, open spaces and greenspaces which meet the highest level of social, economic and environmental outcomes, a trained and increased workforce that have strong horticultural skills with the opportunity to develop management skills, is essential. The industry has identified major workforce shortfalls and considers that the new *AHC50422 Diploma of Horticulture Management* will assist in addressing these gaps.**

We look forward to collaborating in the future on relevant education programs that provide career pathways for a new and emerging workforce to deliver best-practice outcomes in parkland operation and management.

Kind regards



Heather Nesbitt  
President  
NSW/ACT Region Council





Nursery & Garden Industry  
Queensland

## Re; Support for Diploma of Horticultural Management

Dear Skills Impact,

Nursery & Garden Industry Queensland (NGIQ) was formed in 1934 as a professional body for the nursery industry in Queensland including production nurseries (growers), manufacturers & agents for allied products, and garden centres. The industry is valued in excess of \$1 billion at the farm gate alone and employs over 6,000 people. As a point of reference, the Queensland, NSW and Victorian industries each represent about 25% of national industry production (SA, Tas, and WA together total the remaining 25%).

The aims of NGIQ are to help foster the growth of business and to provide a range of technical and business services. We are committed to the successful growth of the nursery and garden industry and the profitability and professionalism of our members through promotion, representation, education, and communication. I personally hold a Cert IV Training & Assessment and Chair the *Queensland Rural Jobs & Skills Alliance*.

Our role includes working with the VET sector to deliver best quality outcomes for industry, and by extension students undertaking study. For instance, NGIQ heavily promoted the Commonwealths recently lapsed 'Boosting Apprenticeship Commencements' program and worked with local RTO's to ensure a quality outcome for all. Queensland enrolments in Nursery trade apprenticeships went from just 7 in 2017 to 113 in 2021. Over the last two years we have attracted nearly three times as many Apprentices for our sector as the comparable states of Victoria and NSW.

We fully support the new *AHC50422 Diploma of Horticulture Management* for two key reasons. Firstly, the existing Diploma was providing no clear benefit to candidates wishing to work in our sector, it is severely hampered by trying to be something for everyone, with a lack of structure (just electives) or clarity in employment outcomes.

Secondly, we have identified a growing need for Grower Managers with management skills in addition to a sound understanding of the basic principles of horticulture as it applies to nurseries. In support of this contention, I refer you to the recently released Queensland Agriculture Industry Workforce Plan 2022-2027 <https://www.qff.org.au/projects/agriculture-workforce-plan/>

The title change clearly reflects the new management focus, and the addition of entry requirements ensures individuals must have a reasonable knowledge of horticulture prior to commencing this qualification. The core units combined with Group A electives will help address the industry's need for managers. We commend these changes in full.

Kind regards,

**Ian Atkinson**

CEO

26/9/2022

Dear Susie,

I am pleased to introduce myself as the Chief Executive of Greenlife Industry Australia (GIA), the peak industry body for greenlife|industries. As you know, GIA has a nationwide interest in the development of skills in our industry and is an active member of the Industry Reference Committee for Amenity Horticulture, Landscaping, Conservation & Land Management (AHLCLM).

GIA is impressed by the work done in the Ag & Horticulture Core Skills Project including as it does entire suites of both Agriculture and Horticulture qualifications, in addition to units such as workplace health and safety, quality assurance and environmental sustainability. We are especially pleased to see a great deal of effort was made to ensure that all qualifications align better with job roles and to their appropriate AQF levels.

We fully support the proposed changes to all components.

Yours faithfully,

**Joanna Cave**  
Chief Executive



**M:** 0468 368961

**E:** [Jo.Cave@greenlifeindustry.com.au](mailto:Jo.Cave@greenlifeindustry.com.au)

**Greenlife Industry Australia**

PO Box 7129 Baulkham Hills BC NSW 2153

Unit 58, 5 Gladstone Road Castle Hill NSW 2154.

GIA acknowledges the traditional owners and custodians of country throughout Australia and recognises their continuing connection to land, waters, and community. We pay our respects to them and their cultures; and to Elders past, present, and emerging of all Nations.

[www.greenlifeindustry.com.au](http://www.greenlifeindustry.com.au)

[f](#) [in](#)



**Support letter for Diploma in Horticulture Management endorsement**

Dear Susie,

This correspondence is to endorse my support for the proposed additions and or amendments to the AHC Training Package, encompassing Skills Impact's Ag & Horticulture Core Skills Project. I am the Head of Department for Horticulture and Floristry at the Canberra Institute of Technology and am passionate about the development of skills within our industry. I am also an active member of the National Arboretum of Canberra and the Australian National Botanical Gardens for over a decade and our ongoing partnerships provide valuable learning experiences for our students.

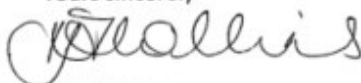
I have been following the review of the AHC updates and it was evident that the initiative had clear direction with a very thorough professional consultative purpose. I endorse all of the changes that have been agreed upon during the validation process and look forward incorporating these into our training programs in particular the Diploma of Horticulture Management.

I fully support the changes made to all components. I am pleased to see a great deal of effort was made to ensure that all qualifications align better with job roles and to their appropriate AQF levels. The general nature of the level I and II qualifications, with greater specific focus in the level III and IV qualifications and diplomas with a true focus on the needs of industry at this high skill level.

We, as a leading public training provider servicing Canberra, regional and coastal areas, are particularly pleased to note that all qualifications now have core units of competency with a focus on workplace health and safety and environmental awareness as we pride ourselves on recycling and sustainable practices.

Please do not hesitate to contact me for any further information, my details are below.

Yours sincerely



**Julie Collins**

**Head of Department (Horticulture and Floristry) College of Technology and Design**

**Canberra Institute of Technology**

[Julie.collins@cit.edu.au](mailto:Julie.collins@cit.edu.au)

62073024

September 2022

Dear Skills Impact,

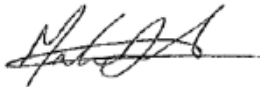
My name is Mark Doyle and I am the Acting Parks Manager for Hume City Council. My role encompasses overseeing all parks and open space maintenance within Hume.

I am also the current President of the Sports Turf Association- Victoria and have been since 2020.

I fully support the restructure of the suite of qualifications in Horticulture and after careful discussion with my peers, feel that these will now better address the skills needs of my industry should anyone wish to use these in the future.

I fully support the changes made to all components. I am pleased to see a great deal of effort was made to ensure that all qualifications align better with job roles and to their appropriate AQF levels. The general nature of the level I and II qualifications, with greater specific focus in the level III and IV qualifications and diplomas with a true focus on the needs of industry at this high skill level.

Your sincerely,

A handwritten signature in black ink, appearing to read 'Mark Doyle', with a horizontal line extending to the right.

Mark Doyle

President

Sports Turf Association – Victoria



Suite 1, 752 Blackburn Road  
Clayton Victoria 3168  
Phone: +61 3 9548 8600  
[mark@agcsa.com.au](mailto:mark@agcsa.com.au)  
[www.agcsa.com.au](http://www.agcsa.com.au)

1 July 2022

Skills Impact  
Level 1/165 Bouverie St  
Carlton VIC 3053

To Whom It May Concern

The Australian Sports Turf Managers Association (ASTMA) is a National, not for profit association made up of members who work within the Amenity Horticulture area predominately on Golf Courses, Sports Grounds, Councils and Racetracks.

The ASTMA fully support the changes made the Horticulture training package. The increase in core units across all qualifications demonstrate that industry needs and feedback is being recognise while the entry requirements for the Diploma ensure that those who go on to management level are responsible for the health, safety and training of staff have the necessary underpinning practical knowledge.

Yours sincerely

Mark Unwin  
Chief Executive Officer



OFFICIAL



PARLIAMENT OF AUSTRALIA  
DEPARTMENT OF PARLIAMENTARY SERVICES

Dear Skills Impact,

I am the Head Gardener in charge of the Landscape Services team, within the Department of Parliamentary Services at Parliament House in Canberra. Our department is an employer of 19 staff in the Horticulture and Sports Turf Industry with a significant interest in the development of skills in our industry. I am also a member of the Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee.

As an employer I am impressed by the changes suggested for the Horticulture Core Skills Project. In particular the addition to the suites of units such as workplace health and safety, quality assurance and environmental sustainability.

I fully support the changes made to all components. I am pleased to see a great deal of effort was made to ensure that all qualifications align better with job roles and to their appropriate AQF levels. The change of name for the Horticulture Diploma to the Diploma of Horticulture Management better reflects the outcomes for this qualification with a higher focus on management skills. This is relevant to our industry and is a good recognition of the Diploma level.

I am pleased that all qualifications now have core units of competency with a focus on workplace health and safety and environmental awareness. These units will better align with the emphasis the Government has on WHS and environmental management.

Yours Sincerely

A handwritten signature in blue ink that reads 'Paul Janssens'.

Paul Janssens

Assistant Director, Landscape Services | Property Services Branch

Finance and Property Services Division

Department of Parliamentary Services

23-9-2022

OFFICIAL



Partners in Ag  
PO Box 350  
Drysdale 3222  
[www.partnersinag.org.au](http://www.partnersinag.org.au)  
0428622655  
eo@partnersinag.org.au

Date	Wednesday 7 <sup>th</sup> September 2022
From	Nickie Berrisford, Executive Officer
Regarding	Skills Impact

Dear Susie,

I write on behalf of Partners in Ag to support the proposed additions and or amendments to the AHC Training Package, encompassing Skills Impact's Ag & Horticulture Core Skills Project. I am the Executive Officer of Partners in Ag and previously taught in the TAFE Agricultural sector for many years. Partners in Ag (under other names) to work with people in the agricultural sectors and identify their upskilling needs and where possible to bring relevant workshops to their local area. This has enabled me to work with people in the agricultural sector, especially cropping and livestock. Over the years it has been apparent that there has been a need to review the Agricultural packages to ensure TAFE agricultural training meets the changing needs of agriculture.

It has been a pleasure to be involved with Skills Impact and the range of people on the various committees. The review of the training packages has included robust debate throughout the entire project. It has been a thoroughly professional consultative process with significant value through the contributions made from the agricultural and training sectors and the outstanding work conducted by Skills Impact.

Partners in Ag endorses all the changes agreed upon during the validation process and look forward to encouraging people working in and hoping to work in the agricultural sector. With all the changes in agriculture there is a huge need for new entrants - employees or contractors to have relevant up to date skills and knowledge. Employers and Managers likewise are becoming focussed on upskilling in a whole range of areas such as WHS, People Management and Communication. For agricultural businesses these are becoming increasingly important.

One area that it seen as vital is to be able to offer skill sets to those involved in agriculture. The spray application skill set had been of great value. Recently Partners in Ag have worked with WorkSafe in Victoria to deliver a range of WHS Workshops. PinAg, really supports the development of the WHS skill set, given the deaths and injuring on farm. Farmers are often looking for 'just in time' training and to be able offer relevant, quality training which can be immediately applied to the business is vital. For many people, employees or managers skill sets become part of a training journey.

I would be pleased to expand on PinAg's support for the Ag & Hort Training Package if required.

Yours sincerely

Nickie Berrisford



6 September 2022

Ms Suzie Falk  
Industry Skills Standards Specialist  
Via email: [sfalk@skillsimpact.com.au](mailto:sfalk@skillsimpact.com.au)

### Diploma of Community Group Coordination and Facilitation

Landcare Victoria Inc. the Victorian State Association for community landcare warmly supports the re-designed Diploma of Community Group Coordination and Development. The re-designed course will likely better suit the needs of landcare staff than its predecessor.

Around 200 staff are directly employed by landcare groups in Victoria. We have recently commenced a process to define their needs and support their access to training and development opportunities. Our survey of landcare staff and their employers found that the top five ranked needs were:

- Funding for landcare – sources and processes for securing funding
- Project planning, development, costing and documentation
- Stakeholder engagement
- Grant application writing
- Monitoring, reporting and improvement

Each of these needs would be addressed by undertaking the Diploma of Community Group Coordination and Facilitation.

The next step in our work will be to identify pathways for training and development. We will certainly be highlighting the Diploma of Community Group Coordination and Facilitation as an opportunity to consider.

I note also that the new Australian Government has announced that it intends to fund 1000 "landcare rangers" over the next four years. These roles will include a training component and I expect that the Diploma would be relevant to the needs of the program.

I would be happy to discuss my support for this program should you wish. I can be reached on 0417 052 495.

Yours sincerely

A handwritten signature in blue ink that reads "Andrew Maclean".

**Andrew Maclean**  
Chief Executive Officer

**Landcare Victoria Inc.**

ABN 69 561 995 226 | INC A0011936S  
(03) 9034 1940 | [info@lvi.org.au](mailto:info@lvi.org.au)  
PO Box 509, FLINDERS LANE VIC 8009

Dear Susie,

RE: AHC51222 Diploma of Community Group Coordination and Facilitation

I support the updated AHC51222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate for Landcare Facilitators and coordinators. This qualification will aid the development of skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities.

On behalf of the Bass Coast Landcare Network, myself and several colleagues are very interested to take part in this course when it becomes available, as many of the course units will directly benefit the effectiveness to which we can undertake our roles.

Kind Regards,

Aaron Stephens

Invasive Species Coordinator  
Bass Coast Landcare Network

**EDUCATE-GROW-FEED**

2-4 Bass School Road, Bass 3991

Mobile: 0456390423

Office: (03) 5678 2335

[aaron.stephens@basscoastlandcare.org.au](mailto:aaron.stephens@basscoastlandcare.org.au)



*PLEASE CONSIDER THE ENVIRONMENT BEFORE PRINTING THIS EMAIL*



## Upper Barwon Landcare Network Inc.

1/58 Main Street Birregurra 3242 [upperbarwonlandcare@gmail.com](mailto:upperbarwonlandcare@gmail.com)

ABN 73 017 944 568

---

Susie Falk  
Industry Skills Standards Specialist  
Skills Impact

08/09/2022

**RE: AHC51222 Diploma of Community Group Coordination and Facilitation**

Dear Susie,

I am writing in support of the updated AHC51222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate as formal training for Landcare Facilitators and Coordinators.

This qualification will aid the development of skills in fostering, promoting and supporting community development, particularly in rural communities that are engaged in land management activities.

It is important for Landcare Facilitators and Coordinators to have a training pathway that will lead to a qualification in their chosen field and assist with the myriad of skills needed to properly support Landcare groups and their local communities.

Kind regards

Andrea Montgomery  
Facilitator Upper Barwon Landcare Network  
Landcare Victoria Board Director

[andrea.upperbarwonlandcare@gmail.com](mailto:andrea.upperbarwonlandcare@gmail.com)



Susie Falk  
Skills Impact  
Level 1  
165 Bouverie Street  
Carlton Vic 3053

9<sup>th</sup> September 2022

Dear Ms Falk,

Letter of Support for Community Coordination and Facilitation

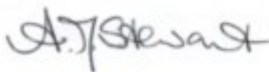
I am writing in my capacity as the Training Manager Consultant for RuralBiz Training to endorse my support for the proposed changes to the AHC Training Package, in particular the changes and continuation of AHC51222 Diploma of Community Group Coordination and Facilitation

I believe that this is the only qualification available on the market for this target. Landcare coordinators and agricultural extension officers need the skills offered in this qualification to create and maintain community groups. These groups become crucial in their communities in terms of sustainable farming and community benefits (including mental health benefits). The qualification in its old format was perhaps not as well suited to agricultural extension officers, but should now be covered.

It is likely that Covid and a lack of conferences in the last two years has had an impact on enrolments in this course. I would urge you to continue offering this course and to allow a decent timeframe to allow for advertising and enrolments to see if course numbers can be improved.

The new and improved version of the course has several significant changes that will require a significant investment from RuralBiz Training to update and write new materials. We are committed to doing this but would appreciate the extended time frame to attract students and make the investment worthwhile.

Yours sincerely



Angela Stewart  
Training Manager Consultant



PO Box 851 Maleny Qld 4552  
07 3844 4032  
info@qwalc.org.au

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Letter of support RE: **AHC51222** Diploma of Community Group Coordination and Facilitation

To whom it may concern

Queensland Water and Land Carers offers this letter of strong support for the revised Diploma of Community Group Coordination and Facilitation.

Queensland Water and Land Carers (QWaLC) is the peak body for natural resource management (NRM) volunteers. QWaLC's roles include representation, advocacy, promotion, training, networking and insurance administration. QWaLC's board includes representatives across each of Queensland's 14 Natural Resource management regions. Our membership consists of over 460 groups and 38,000 individuals. Collectively our members provide over 500 employment opportunities to Queenslanders.

Appropriate training and skill development for Community environmental volunteer group coordinators, managers or facilitators is much needed across Queensland.

The opportunity to access affordable, targeted and well-designed training would be welcome. We have enjoyed the opportunity provided by RuralBiz training to be involved in reviewing and recommending appropriate and relevant modules for inclusion in the Diploma.

We look forward to a positive outcome for the provision of this training.

Yours sincerely

*Darryl Ebenezer*

CEO

[darryl@qwalc.org.au](mailto:darryl@qwalc.org.au)

0407696792

8<sup>th</sup> August 2022

Susie Falk  
Industry Skills Standards Specialist  
sfalk@skillsimpact.com.au

8<sup>th</sup> September 2022

Dear Suzie,

I would like to state my support and endorsement of the revised AHC5122 Diploma of Community Group Coordination and Facilitation developed by Rural Biz Training.

I have previously completed the Diploma of Community Coordination and Facilitation as a student and found that the learning process and reinforcement of workplace skills was invaluable in my role as a Landcare Coordinator and now as the Chief Executive Officer for GLENRAC.


GLENRAC Inc. employs 7 staff to deliver sustainable agriculture, natural resource management and community capacity building related projects. I consider and support that the revised units offer an excellent grounding for both new and existing staff to gain the professional skills they need for the workplace working for not only Landcare, but a range of other government and non-government organisations.

Project management and delivery is demanding an increasingly high standard from funding recipients and additional training that can develop staff skills, knowledge and confidence of project development, grant writing, management and delivery and overall project governance is highly valuable for organisations such as GLENRAC.

Community based not for profits such as GLENRAC often struggle with financially resourcing staff training and the opportunity to access subsidised training such as the funded course skills list would be a tremendous bonus for groups such as GLENRAC, for our staff and for the communities we service.

I can be contacted on 0427 325 901 if you need any further information.

Yours Sincerely



Kylie Falconer  
Chief Executive Officer



Susie Falk  
Industry Skills Standards Specialist  
Skills Impact

*sfalk@skillsimpact.com.au*

Dear Susie,

Re: AHCS1222 Diploma of Community Group Coordination and Facilitation

I support the updated AHCS1222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate for Landcare facilitators and coordinators. This qualification will aid the development of skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities.

Name: *GAI JUDD*

Signed: *GJudd*

Date: *29<sup>th</sup> August 2022.*

Role: *Land holder (CEO).*

Contact details: *Gai Judd  
gudd@tpg.com.au.*

Susie Falk  
Industry Skills Standards Specialist  
Skills Impact

Sfalk@skillsimpact.com.au  
Dear Susie,

Re: AHC51222 Diploma of Community Group Coordination and Facilitation

I support the updated AHC51222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate for Landcare facilitators and coordinators. This qualification will aid the development of skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities.

Name: Katherine Clare

Signed: 

Date: 25/08/2022

Role: Local Landcare Coordinator, Hawkesbury - Nepean  
Landcare Network

Contact details: landcare@hrcc.nsw.gov.au  
0410 6161 39

Susie Falk  
Industry Skills Standards Specialist  
Skills Impact  
sfalk@skillsimpact.com.au

Dear Susie,

Re: AHC51222 Diploma of Community Group Coordination and Facilitation

I support the updated AHC51222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate for Landcare facilitators and coordinators. This qualification will aid the development of skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities.

Name: *Kristy Stewart*

Signed: 

Date: *23.8.22*

Role: *Landcare Project Manager, Farmer*

Contact details: *kristy.upperbarwonlandcare@gmail.com*  
*0491012737.*

Susie Falk  
Industry Skills Standards Specialist  
Skills Impact  
sfalk@skillsimpact.com.au

Dear Susie,

Re: AHCS1222 Diploma of Community Group Coordination and Facilitation

I support the updated AHCS1222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate for Landcare facilitators and coordinators. This qualification will aid the development of skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities.

A really useful course for Landcare  
Coordinators.

Name: Nicole Maher

Signed: 

Date: 25-08-22

Role: Regional Landcare Coordinator - Riverina NSW.

Contact details:

nmaher@mli.org.au.

Susie Falk  
Industry Skills Standards Specialist  
Skills Impact

*sfalk@skillsimpact.com.au*

Dear Susie,

Re: AHC51222 Diploma of Community Group Coordination and Facilitation

I support the updated AHC51222 Diploma of Community Group Coordination and Facilitation as a course that is very appropriate for Landcare facilitators and coordinators. This qualification will aid the development of skills in fostering, promoting, and supporting community development, particularly in rural communities that are engaged in land management activities.

Name: *STEPHANIE CAMERON*

Signed: 

Date: *24.08.2022*

Role: *TREASURER TANWORTH REGIONAL LANDCARE*

Contact details: *0428 625502*