RESPECT FOR COUNTRY JOB SKILLS PROJECT

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

Agriculture and Production Horticulture
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 and Horticulture 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 4 – Respect for Country Job Skills**.

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, 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

Additionally, it was identified early in this project that the stakeholder group held the expertise to review AHC60415 Advanced Diploma of Conservation and Land Management and therefore, it was added into the scope of components to be reviewed by the Respect for Country Project.

1.2 Timeframes and delays

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

The units of competency, qualifications and skill sets in the AHC training package related to Aboriginal Site Works (AHCASW) and Indigenous Land Management (AHCILM) had not been reviewed for content for close to a decade. During this time, associated job roles have grown in importance and now more opportunities exist for Aboriginal and Torres Strait Islander People to take up occupations related to the skills and knowledge covered by the unit sectors.

This project required a full review of the qualifications, units of competency and skill sets that make up the AHCASW and AHCILM components of the AHC Training Package. During the project, components were checked and reviewed, with content strengthened and updated accordingly to meet current needs. Updates were also made to reaffirm Aboriginal and Torres Strait Islander rights to be able to utilise these knowledge and skills for their Communities and for personal vocations.

Key messages from industry stakeholders and subsequent changes to training packages include:

- Strong support from stakeholders to ensure appropriate language and consistent terminology are used throughout. This has led to:
  - updates and changes to industry sector codes to better reflect terminology, as follows:
  - AHCASW - Aboriginal Sites Work is now **AHCCSW - Cultural Sites Work**
  - AHCILM - Indigenous Land Management is now **AHCOCM - On Country Management**
- Three qualifications retitled, and their job outcomes clarified:
  - Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work
  - Certificate III in On Country Management
  - Advanced Diploma of Conservation and Ecosystem Management.
- Ensure awareness and understanding of the different legislation, regulations, local laws and community Lore. Additional information has been included to the CVIG.
- Support received from stakeholders to retain and update the three qualifications. This included:
  - All qualifications have had their elective groups checked and strengthened to ensure job role flexibility and integrity, that included:
    - Certificate III in On Country Management for Aboriginal and/or Torres Strait Islander Workers updated to clarify the target cohort and job outcomes. Entry requirement of 'To commence this qualification an individual must identify as an Aboriginal and/or Torres Strait Islander and should seek the endorsement of their local Aboriginal and/or Torres Strait Islander Community and local Aboriginal and/or Torres Strait Islander leadership' added.
    - Unit codes checked and updated throughout, and deleted components removed as required.
    - Units at an indicative AQF Level 5 and 6 removed from the Certificate III level qualifications to ensure the AQF alignment and integrity of those qualifications is maintained.
- Strong support from stakeholders to ensure protection of Indigenous Culture and Intellectual Property (ICIP) in numerous units. This will ensure learners working with Aboriginal and/or Torres Strait Islander communities have the skills to support cultural safety through shared respect, meaning and knowledge.
- Strong support for skills and knowledge around cultural safety to be included in qualifications. This has led to:
  - Specific reference to free, prior and informed consent
  - ICIP included in Knowledge Evidence and Performance Criteria of units
  - Development of a new unit *AHCCSW401 Contribute to the development of cultural safety processes* to reflect its importance and understanding when working with Aboriginal and Torres Strait Islander peoples.
- Support from stakeholders for revision of units of competency to improve relevance and clarity, incorporate foundation skills, and remove barriers to assessment. This has been implemented and includes:
  - Application of Country, waterways and sea clarified
  - Knowledge evidence updated to better reflect performance criteria and build on performance evidence
  - Relationships and physical conditions updated in the assessment conditions (e.g., interaction with and accompanied by local community Elders and / or Custodians)
- Some units were identified for potential deletion as part of the Skills Ministers priorities, due to low enrolments over the past three years. However, during consultation there was no support for the deletion of these units for an array of reasons including the time lapse to review these units to ensure relevance and currency, impact on relevant skill sets regarding e,g. cultural burning and land management and the already limited existing number of units that are specific to Aboriginal and Torres Strait Islander qualifications. Therefore, they were revised and retained.
- Seven skill sets have been reviewed for currency.

The following components resulted from the work undertaken in the Respect for Country project:

Case for Change Requirements – AHC unit sector stage 3	AHC V9 CfE for the Respect for Country Project

• Review 208 units of competency
• Develop up to 25 new units of competency
• Review 26 qualifications
	• 3 revised qualifications
	• 36 units of competency, including
	  • 35 revised units of competency
	  • 1 new unit of competency

• Review 21 skill sets • Develop up to 5 new skill sets	• 7 revised skill sets (not for endorsement)

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

The Amenity Horticulture, Landscaping, Conservation and Land Management Industry Reference Committee and the Agriculture and Production Horticulture IRC, had the overall oversight of this project and two IRC members were nominated to be involved and oversee project work on behalf of the IRC. Further, the IRC nominated stakeholders to contact and participate in project activities as Project Partners.

It was fundamental to this project that Aboriginal and Torres Strait Islander stakeholders were involved and led this project— the cultural knowledge required and how it is shared could not be assessed by any other stakeholder group e.g. *AHCCSW305 Work with Aboriginal and or Torres Strait Islander ceremonial and sacred material*

Skills Impact deliberately adapted its project methodology at each stage of the project to ensure stakeholders could actively contribute to the project. A smaller project team was established, reducing the number of new faces interacting with Aboriginal and/or Torres Strait Islander people and drawing on internal experience working with communities and on Country.

The project team drew on previous experience and projects involving Aboriginal and Torres Strait Islander people within the organisational database in the first instance. Working with and in partnership with Aboriginal and Torres Strait Islander communities requires direct relationships, which requires going to the communities first, to show respect and to establish trust. This was unable to occur as a result of COVID impacts. Instead, extensive meetings were held (via phone or zoom) in the early part of the project, contacting various relevant organisations and seeking their participation. In most instances, these meetings were to introduce the project, its team and establish enough trust to build upon later.

Project Partners identified as Aboriginal or Torres Strait Islander or worked with Aboriginal and/or Torres Strait Islander communities across various Prescribed Body Corporates (PBC's), Land Councils, state and federal government departments, Registered Training Organisations, peak bodies, employers and educational faculties. Partners were Traditional Owners, Elders / Leaders, experienced practitioners, training providers, project managers, cultural and heritage officers and on-Country Rangers across small to large organisations.

A project Introduction meeting was held on 9 November 2021. This meeting was to outline the project and establish some core understandings such as:
- Who is Skills Impact, the project team and how will we collaborate?
- What is the project?
- What is the role of participants?
- How will the Project Partners contribute towards co-designing the components?
- How can we grow the project participation?
- How will the Project Partners lead the project?
- Confirm the need for the review and to what extent?

RTOs that are currently delivering accredited training in the ASW and ILM sectors were targeted for their input and RTOs that undertake training delivery in the workplace more broadly were welcomed to consider how to improve access and viability of accredited training in the sectors.

Additional stakeholders were also identified and targeted for participation via project news alerts, website alerts, calling interested parties to contribute, and the word-of-mouth approach from partners. A series of public consultation sessions that were broadly advertised, held via zoom, and encouraged participation from

the broader training sector including State Training Authorities (STAs), Victorian Primary Industries Curriculum Maintenance Manager (CMM), and state-based Industry Training Advisory Boards (ITABS).

3.2 Strategies for engaging stakeholders

Consultation activities included:

- Initial meetings with the AHLCLM IRC were held to confirm the project plans, timelines, and objectives. IRC members were updated throughout the project and in turn, they informed their industry networks.
- Internal meetings with Executive team members to discuss project considerations such project team, project name, engagement of stakeholders and strategies in a COVID impacted environment.
- A project page was set up on the Skills Impact website - Respect for Country Job Skills Project containing information about the project and progress updates at each stage.
- Project Partners identified as potentially having an interest in the project were contacted via phone or email on commencement of the project during October/November/December 2021. These stakeholders were kept informed throughout all stages of the review and project participation was left open - welcoming Aboriginal and Torres Strait Islander participants into the project at all phases.
- A traditional Subject Matter Expert (SME) Working Group was not established for this project, instead, all Project Partners were the Working Group to ensure open, transparent and inclusive participation to provide input, advice, and feedback throughout all stages of development, including sourcing additional stakeholders.
- Site visits on Country were not possible however a number of Aboriginal and Torres Strait Islander focused conferences were attended and a visit to an RTO who delivers the current qualification was undertaken by the project manager to gather information about their learnings and working with several Communities and skill requirements working with Aboriginal and Torres Strait Islander Land and Sea Rangers and post school-based students.
- News articles and updates were included in Skills Impact newsletters throughout the project and distributed using the Skills Impact database of subscribers. News articles were shared on the Skills Impact website, and Skills Impact Twitter and LinkedIn accounts.
- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to provide project updates.
- Two online Workforce Functional Analysis (WFA) meetings were undertaken to establish key job roles and tasks and in turn provide input about revised qualification structures, proposed new units and content of revised units.
- Added a Pre-Drafts stage into project (prior to First Draft) for qualifications and units of competency that were made available to Project Partners for review and feedback via the Skills Impact website 9 November - 7 December 2021.
- All feedback provided at Pre-Drafts consultation stage was recorded and feedback summary reports were completed outlining how all feedback from the consultation stage had been dealt with in the development of 'First Drafts' in a Project Partner meeting held 14 December 2021 via zoom.
- First Draft qualifications, skill sets, and units of competency were made available for an extended consultation period for review and feedback on the Skills Impact website from 21 February to 4 April 2022.
- Opportunities to provide feedback during all consultation stages could be received during five online consultation sessions, an online feedback hub and/or email/phone.
- All feedback provided at first draft consultation stages was recorded and feedback summary reports were completed outlining how all feedback from the consultation stage had been dealt with in the development of 'Validation' (second) drafts.
- Validation (second) drafts were available on the website for feedback and comment between 31 May and 27 June 2022. Stakeholder input on validation drafts was collected via website access, email/phone and/or three online 'validation' sessions.
- Online consultation workshops replaced face-to-face consultation workshops due to Covid-19 restrictions, however, a face-to-face validation meeting opportunity was provided, and invitations were extended to Project Partners who were comfortable to travel to Adelaide, held 5 July 2021.
- Feedback continued to be sought throughout the project. Interested stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts was made available; the project webpage link connected to the feedback hub, emails with drafts attached were sent, follow up emails and phone calls made.
- Gaps identified in stakeholder management e.g., Aboriginal and /or Torres Strait Islander input from States where there was limited input were actively sought throughout the project stages.

3.3 Participation by different types of stakeholders

Any and all participants were welcomed to contribute to project and kept informed. Project information was shared openly with Project Partners.

The stakeholders who participated in this project were invited based on the following:

* Aboriginal and / or Torres Strait Islander Peoples
  or
* Representatives who work with and/or support Aboriginal and/or Torres Strait Islander Peoples

Project Partners — many established at the commencement of the project — included Traditional Owners, Elders, Rangers, Cultural and Heritage Officers with cultural and technical knowledge in the required areas. The consultation strategy also supported participation by relevant and interested stakeholders in rural, regional, and remote areas, across states and territories.

All project participants contributed to the project during public consultation and validation processes via online meetings, emails, phone calls and the feedback hub via the Skills Impact website.

Every effort was made to ensure that as many stakeholders as possible were informed about the project and that they understood the implications of any changes that were made. Whilst numerous Project Partners were based in a metropolitan location, they were from or connected with communities in rural, regional and very remote areas.

Project Partners included:

* Employers
* Professional associations
* Land Councils
* Industry representatives and peak bodies
* RTO managers and staff
* State and federal government organisations
* State and territory training authorities

Feedback on draft qualifications, units of competency and skills sets during all stages of the project are described in the matrix below, with a full list of all engaged stakeholders in **Attachment C**.

The Skills Impact Feedback Hub was utilised to support the feedback process, however the majority of feedback was received from a variety of stakeholders via email, webinars, phone, and email.

	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									
State and Territory Training Authorities (STAs)					✓		✓	✓	
Training Boards/Other	✓	✓	✓				✓	✓	✓
Unions		✓			✓				✓

* No regulators relevant to this project

4. Evidence of industry support

4.1 Industry support

Industry Project Partners were involved at all stages of this project to collaborate and co-design the training components. Online meetings via Zoom were held due to COVID-19 travel restrictions. Numerous direct telephone and email discussions occurred throughout the project to help ensure partners' collaboration and advice was guiding each stage.

During the validation phase Project Partners were able to attend online meetings to show their support for each of the training components. Additionally, a face-to-face meeting opportunity was provided for those who preferred an in-person opportunity as well. Validation meetings were an opportunity to communicate concerns and validation via email, telephone, online meetings and in person. Extensive emails and telephone conversations took place to gather this support, with all proposed components supported.

Extent of consultation and support for the proposed changes:
• 171 stakeholders were contacted and invited to be involved
• 131 collaborated and connected with the project by attending open meetings/workshops, emails and phone calls and provided feedback during the project, of those stakeholders:
    • 56 people represented employers / peak bodies
    • 52 people represented RTOs / Training bodies
    • 20 represented government departments
    • 3 represented unions.

4.2 Engagement of States and Territories

• Monthly emails and newsletters were sent to STA/TTAs, VET regulators, ITABs and other stakeholders to keep them informed of the project's 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.
• Public consultation and validation phases included online consultation sessions to allow stakeholders from all states and territories to participate and contribute to the project.

- Additional engagement took place at each phase of consultation with representatives from states and territories who are more directly impacted by the outcomes of the project.
- Representatives from national associations were actively involved throughout the project.
- Additional project stages were introduced, (Introduction and Pre-Drafts) for consultation.
- Extended first draft consultation phase was held for 6 weeks.
- Extended final draft consultation phase was held for 4 weeks.
- Additional face-to-face, in-person validation meeting held in Adelaide.

4.3 Mitigation strategies

The key stakeholders for all projects, including registered training providers, are aware of and support the proposed updated training products.

The qualifications, skills sets, and units have been revised/created with stakeholder support to be a better fit with current industry needs and job roles, and supporting information has been included in the Companion Volume Implementation Guide. 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 webinars conducted to seek feedback during the consultation and validation stages.

Feedback was also collected from Aboriginal and Torres Strait Islander people and representatives regarding how they want their sector referred to. While the titles of the qualifications were updated, the coding of the units still reflected previous language of Aboriginal Site Works (ASW) and Indigenous Land Management (ILM). Feedback was sought on whether the unit codes should be updated, Support to change the sector name and codes was granted and subsequently changed to Cultural Sites Work (CSW) and On County Management (OCM).

The units of competency and their related assessment requirements in each sector have been developed with industry feedback to allow them to be contextualised across a range of variables.

4.4 Letters of industry support
Letters of support have been received from XX employers, XX peak bodies, 3 RTOs, XX government departments and XX unions etc. and can be found in **Attachment G**. Support has been provided by the following organisations:
e.g.

- *Tallebudgera Outdoor Environmental and Education Centre*
- *National Indigenous Knowledges Education Research Innovation (NIKERI) Institute*
- *TAFE NSW – Aboriginal Education & Engagement*

5. Dissenting views

5.1 Dissenting views/issues raised

No outstanding issues - all issues raised during the project were addressed and resolved.

5.2 Rationale for approval

Not applicable

6. Reports by exception

No reports by exception were received as part of this project

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.*

Consultation took place with stakeholders during the project regarding MWR. It was considered that MWR should not be included in the units due to the difficulties in accessing some rural and remote regions in Australia, which could create a barrier to training and assessment.

8. Implementation of the new training packages

8.1 Implementation issues

In general, there are no implementation issues relating to the components in these projects; however, through extensive consultations, AHC Training Package users have been made aware that:
*   Revised qualifications may need to be re-added to the RTO's scope of registration.
*   Packaging rules for the revised qualifications have been reviewed so training and assessment plans will need to be updated.
*   Training and assessment materials will need to be updated for all units that have undergone both minor and major updates. Training and assessment materials will need to be developed for new units of competency, including core units of competency.
*   Assessment conditions have also been enhanced for flexible delivery while maintaining the essential element working relationships with local Aboriginal and/or Torres Strait Islander communities with additional assessor requirements specified.

8.2 Potential for traineeship or apprenticeships

Qualification	Delivery recommendation	Nominal Duration
AHC31522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work	This qualification is recommended for delivery as a traineeship or apprenticeship and supported by the AHLCLM and APH IRC's	18-24 months
AHC32522 Certificate III in On Country Management	This qualification is recommended for delivery as a traineeship or apprenticeship and supported by the AHLCLM and AHC IRC's	18-24 months (SA is 36 months)
AHC60422 Advanced Diploma of Conservation and Ecosystem Management	This qualification is recommended for delivery as a traineeship or apprenticeship and supported by the AHLCLM and AHC IRC's	18-24 months (SA is 48 months)

8.3 Occupational and licensing requirements

Regulatory or licensing requirements are identified in the Application field of units of competency, Licensing/Regulatory Information field in Skill Sets and the Description field in qualifications.

There are no licensing or certification requirements for the job roles covered in any of the qualifications in this project; however, there is additional advice for some specific units of competency, which is:

- Units requiring use of a firearm for the game harvesting industry include the following statement:
    'Individuals undertaking this unit must hold a current firearms/shooters licence. Other legislative and regulatory requirements also apply to wild game harvesting and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.'
- For all other qualifications, skill sets and units of competency the following statement applies:
    'No licensing, legislative or certification requirements apply to this [unit/qualification/skill set] at the time of publication.'

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.

The revised units have been made more robust and most are not equivalent to the units they supersede.

State and Territory funding bodies will need to be aware that additional time and resources will be required to train and assess these units. RTOs have supported the more robust units and therefore, an extension of the transition period (from 12 to 18 months) would allow time for RTOs to prepare the resources required to deliver the revised training products.

Due to volume and complexity of non-equivalent status and changes of units and qualifications, the AHLCLM and APH 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 18 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 that are either 'new' or 'superseded not equivalent' to be put onto scope. 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
AHC32516 Certificate III in Aboriginal Sites Work	AHC32522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work	• Qualification description revised • Total number of units required to achieve the qualification decreased from 15 to 12 • Changes to packaging rules, core and elective units • Not equivalent
AHC31516 Certificate III in Indigenous Land Management	AHC31522 Certificate III in On Country Management	• Qualification description revised • Entry requirements clarified • Total number of units required to achieve the qualification decreased from 16 to 12 • Changes to packaging rules, core and elective units • Not equivalent

9. Quality Assurance

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

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

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

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

Streamlining/rationalisation of training products	- Duplication within units of competency was reduced during the review, including: - best use has been made of cross-industry and cross-sector units to prevent duplication of units. - Units from several other training packages have been included in the elective banks of the qualifications including units from the, ACM, BSB, CHC, FWP, HLT, PUA, SIS and SIT Training Packages. 1 new unit was created after careful research of existing components within the system to ensure no duplication would occur. - The Certificate III qualifications have been structured with specific groupings and packaging rules to strengthen the integrity of the qualification. **Changes to the net number of units and qualifications in the training package** If the products from **all** projects in the AHC V9 Case for Endorsement are endorsed, the net number of current components will be: 83 qualifications (reduced by 4) 875 units of competency (reduced by 6) 100 skill sets (increased by 16). If the products from this Respect for Country project are endorsed, the net number of units of competency will increase by 1. There will be no changes to the number of qualifications or skill sets as a result of this project.

Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	The CVIG includes information that covers key industry expectations about: • qualifications suitable for vocational education and training delivered to secondary students • qualifications suitable for delivery as apprenticeships or traineeships • amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge • key legislative requirements • pathways within industry • essential knowledge requirements. • Cultural safety and knowledge sharing • Additional information to assist RTOs with delivery, include: • Assessment Conditions, including principles of assessment, rules of evidence, assessment methods and evidence • Assessment of Knowledge Holders, who is appropriate • Local communities, practises and expectations • Law and Lore definitions • Foundation skills • Usage of terminology.
Ensure the training system better supports individuals to move more easily between related occupations	• Skills sets provide a pathway to the Certificate III qualifications, where both are pathway into higher qualifications in Conservation and Ecosystem Management.
Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors **Foster greater recognition of skill sets and work with industry to support their implementation**	• Industry sector codes have been updated to unit codes so that users can easily identify broad areas of content, aiding decisions about elective choices. • Units were updated to broaden the context for delivery to include meet the needs for Aboriginal and / Torres Strait Islander peoples and the broad community expectations of the job roles and functions.

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

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.
A link to the training package components proposed for endorsement is included here.

This Case for Endorsement was agreed to by:

The Amenity Horticulture, Landscaping, Conservation and Land Management IRC

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

The Agriculture and Production Horticulture IRC

Name of Chair	Geoff Harvey
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
Qualifications				
AHC31522	Certificate III in On Country Management	**Updated**	Not equivalent	Title changed Qualification description revised Entry requirements clarified Total number of units required to achieve the qualification reduced from 16 to 12 Packaging rules, core and elective units changed.
AHC32522	Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work	**Updated**	Not equivalent	Title changed Qualification description revised Total number of units required to achieve the qualification reduced from 15 to 12 Packaging rules, core and elective units changed.
AHC60422	Advanced Diploma of Conservation and Ecosystem Management	**Updated**	Equivalent	Qualification title changed Removed and updated elective unit.
Units of competency				
AHCCSW301	Protect places of Aboriginal and/or Torres Strait Islander cultural significance	**Updated**	Not equivalent	Title change Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW302	Relate Aboriginal and/or Torres Strait Islander culture to sites work	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCCSW303	Identify and record sites, objects and cultural landscapes on Country	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW304	Identify Aboriginal and/or Torres Strait Islander culturally significant plants	**Updated**	Not equivalent	Updated title Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW305	Work with Aboriginal and/or Torres Strait Islander ceremonial and sacred material	**Updated**	Not equivalent	Updated title Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW306	Use technology in Aboriginal and/or Torres Strait Islander sites work	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW307	Support the documentation of Aboriginal and/or Torres Strait Islander cultural landscapes	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW308	Apply cultural significance to Aboriginal and/or Torres Strait Islander sites and landscapes	**Updated**	Not equivalent	Title change Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW309	Interpret Aboriginal and/or Torres Strait Islander cultural landscape	**Updated**	Not equivalent	Title change Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCCSW310	Move and store Aboriginal and/or Torres Strait Islander cultural material	**Updated**	Not equivalent	Title change Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW311	Maintain an Aboriginal and/or Torres Strait Islander cultural site	**Updated**	Not equivalent	Title change Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions update.
AHCCSW312	Apply knowledge of relevant legislation to Aboriginal and/or Torres Strait Islander sites work	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCCSW401	Contribute to the development of cultural safety processes	**New**	Not applicable	The unit has been created to address a skill or task required by industry that is not covered by an existing unit.
AHCCSW501	Survey and report on Aboriginal and/or Torres Strait Islander cultural sites	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM201	Maintain cultural sites	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM202	Observe and report plants or animals	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM203	Record information about Country	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity

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 Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM301	Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM302	Work with an Aboriginal and/or Torres Strait Islander Community or organisation	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM303	Follow Aboriginal and/or Torres Strait Islander cultural protocols	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM304	Implement cultural burning practices on Country	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM305	Identify customs and land rights for an Aboriginal and/or Torres Strait Islander Community	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM401	Protect places of cultural significance	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM402	Report on place of potential cultural significance	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity

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 Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM403	Contribute to a proposal for a negotiated outcome related to Country	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM404	Record and document Aboriginal and/or Torres Strait Islander Community history	**Updated**	Not equivalent	Updated Title Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM405	Develop work practices to accommodate cultural identity	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM501	Conduct field research into natural and cultural resources	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM502	Develop conservation strategies for cultural resources	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM503	Manage restoration of cultural places	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM504	Develop strategies for on Country management	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity

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 Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM505	Map relationship of business organisation to culture and Country	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM506	Operate within Community cultures and goals.docx	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM507	Propose a negotiated outcome for a given area of Country	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM508	Plan for successful cultural practice at work	**Updated**	Not equivalent	Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.
AHCOCM601	Manage cultural processes in an Aboriginal and/or Torres Strait Islander organisation	**Updated**	Not equivalent	Title updated Application updated Elements and Performance Criteria revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated.

Components developed/reviewed during this project that are not 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
Skill sets				
AHCSS00158	Recognise Flora for Aboriginal and/or Torres Strait Islander On Country Management Skill Set	**Updated**	Not Equivalent	Updated unit, qualification and skill set code and title. Changed wording of Description, Target Group and Suggested words for Statement of Attainment.
AHCSS00159	Report on Aboriginal and/or Torres Strait Islander Cultural Sites Skill Set	**Updated**	Not Equivalent	Updated unit, sector codes, qualification and skill set codes and titles. Pathways Information updated. Changed wording of Target Group and Suggested words for Statement of Attainment. Added Prerequisite Requirements.
AHCSS00160	Recognise Aboriginal and/or Torres Strait Islander Cultural Sites Skill Set	**Updated**	Not Equivalent	Updated unit, sector codes, qualification and skill set codes and titles. Pathways Information updated. Changed wording of Description, Target Group and Suggested words for Statement of Attainment.
AHCSS00161	Recognise Fauna for Aboriginal and/or Torres Strait Islander On Country Management Skill Set	**Updated**	Not Equivalent	Updated unit codes and qualification and skill set code and title. Changed Description, Target Group and Suggested words for Statement of Attainment.
AHCSS00162	Introduction to Carbon Farming Savanna Burning Skill Set	**Updated**	Not Equivalent	Updated unit codes and qualification and skill set code and title. Changed wording of Description, Target Group and Suggested words for Statement of Attainment.
AHCSS00163	Carbon Farming Aerial Savanna Burning Skill Set	**Updated**	Not Equivalent	Unit codes and qualification codes updated. Prerequisite requirements updated.
AHCSS00164	Carbon Farming Savanna Burning Operations Leader Skill Set	**Updated**	Not Equivalent	Unit and qualification codes and titles updated. Pathways Information updated.

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
Rangers (National Park, Discovery, On Country) Tour Guides Rural fire service field officers Aboriginal and/or Torres Strait Islander cultural sites officers Local authorities' and/or services' employees Bushland management officers Cultural heritage officers Aboriginal and/or Torres Strait Islander Land council workers	AHC31522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work	Several updates are proposed to this qualification: • The core and elective units, and the qualification packaging rules, have been revised to remove the AQF2 nested qualification and to realign the qualification to sit more squarely at AQF3. Higher level indicative AQF4 and AQF5 units were removed. • Duplicated and outdated content has been removed from units. • A new unit has been developed to address current and future job tasks in its broad nature and located in regional and remote areas. • Industry sector codes have been changed to be more culturally inclusive. • Sector codes were changed to reflect updated and inclusive terminology. • Some AHC units have been replaced with imported units to remove duplication within the system. • Prerequisites have been incorporated into the elective groupings to strengthen the integrity of the qualification and aid in its flexible delivery. • No Mandatory work requirements were included. The result of these changes to the units and qualification mean that employers and communities can have more confidence that graduates will have training that is a better match to the actual job roles and work carried out on Country regarding, and maintaining, places of cultural significance and working with community expectations.
This qualification describes the skills and knowledge required for an Aboriginal and/or Torres Strait Islander person operating on Country, performing a range of roles; Rangers (Park, on Country, Discovery) Tour guides Council workers	AHC32522 Certificate III in On Country Management	Several proposed updates are proposed to this qualification: • Retain and clarify the qualification for Aboriginal and/or Torres Strait Islander people working on Country. • The core and elective units, and the qualification packaging rules, have been revised to remove the AQF2 nested qualification and to realign the qualification to sit more squarely at AQF3. Higher level indicative AQF4 and AQF5 units were removed. • Duplicated and outdated content has been removed from units. • New units have been developed to address current and future job tasks in its broad nature and located in regional and remote areas.

| Land management corporations' employees
Bushland management officers
Aboriginal and Torres Strait Islander Cultural and Heritage officers | | • Industry sector codes have been changed to be more culturally inclusive.
• Sector codes were changed to reflect updated and inclusive terminology.
• Some AHC units have been replaced with imported units to remove duplication within the system.
• Prerequisites have been incorporated into the elective groupings to strengthen the integrity of the qualification and aid in its flexible delivery.
• No Mandatory work requirements were included.

The result of these changes to the units and qualification mean that employers and communities can have more confidence that graduates will have training that is a better match to the actual job roles and work carried out on Country, following cultural protocols and working with community expectations. |
| Senior management roles in conservation and ecosystem management field. | AHC60422 Advanced Diploma of Conservation and Ecosystem Management | Updates carried out to align qualification with other qualifications in this sector, and to support the Conservation and Ecosystem Management pathway. |

Attachment C: Stakeholder consultation

List of stakeholders that actively participated in stakeholder consultation for the project:
Note: It was fundamental to this project that Aboriginal and Torres Strait Islander stakeholders were involved and led this project— the cultural knowledge required could not be shared or assessed by any other stakeholder group. As such, Project Partners identified as Aboriginal or Torres Strait Islander or worked with Aboriginal and/or Torres Strait Islander communities across various Prescribed Body Corporates (PBC's), Land Councils, state and federal government departments, Registered Training Organisations, peak bodies, employers and educational faculties. Partners were Traditional Owners, Elders / Leaders, experienced practitioners, training providers, project managers, cultural and heritage officers and on-Country Rangers across small to large organisations.

Name	Organisation	Title	Industry	Representation Type	State
Alexandra Mitchell	National Association for Sustainable Agriculture Australia	General Manager	Organic Production	Peak body	SA, National
Alicia Oelkers	TABMA Australia	General Manager Membership	Timber and Forestry	Peak Body, RTO	QLD, National
Amanda Garner	First Nations Bushfood & Botanical Alliance Australia	General Manager	Horticulture	Peak body	VIC
Andy Roberts	Firesticks Alliance Indigenous Corporation	Consultant - Course development	On Country Management, Cultural Sites Work, Cultural Burning	RTO	QLD, National
Anita Carver	Northern Land Council (NLC)	Senior Learning and Development Manager	On Country Management, Cultural Sites Work	Peak body, Employer	NT
Anna Morgan	Northern Land Council (NLC)	Program Manager	On Country Management, Cultural Sites Work	Peak Body, Employer	NT
Anne Wiltshire	Melbourne Polytechnic	PICMM	Compliance	RTO	VIC
Arthur (Fred) Kelly	Mission Australia	Djangadi Elder / Educator	On Country Management, Cultural Sites Work	RTO	NSW, National
Belinda Haines	TAFE NSW	Product Manager	Compliance	RTO	NSW
Belinda Watson-Noblet	Melbourne Polytechnic	Teacher and CMM Project Officer	Compliance	RTO	VIC
Billie Scott	Central Land Council	Ranger Workplace Mentor	On country Management, Cultural Sites Work	Peak body, Employer	NT

Name	Organisation	Title	Industry	Representation Type	State
Bonny Cumming	Animal Management in Rural and Remote Indigenous Communities	Program Manager - Strategic Delivery	Veterinarian, animal management	Employer	NT
Carmen Taylor	Northern Land Council (NLC)	Project Officer - Ranger Compliance	On Country Management, Cultural Sites Work	Peak Body, Employer	NT
Chahli McGuffie	Industry Skills Advisory Council, NT ISACNT	Workforce & Skills Officer	Engagement	Training board	NT
Chris Marlow	TAFE Queensland	Teacher	On Country Management	RTO	QLD
Coleen Rivas	Raspberry Training and Consulting	Learning and Assessment designer/developer	Resource Development	RTO	NSW
Craig Hallam	Arboriculture Australia	Managing Director	Arboriculture	Peak body	National, VIC
Dane Johnson	Department of Biodiversity, Conservation and Attractions	Regional Training Officer	On Country Management	State gov	WA
David Grogan	Land Rehabilitation Training Group	CEO at Mapro Pty Ltd	Land Rehabilitation	RTO	QLD
David Hitchcock	Fireground Training	Director	On Country Management, Cultural Burning	RTO	NSW
David King	Blue Mountains Cultural Centre	Bushcare Legend & Gundungurra Man	Cultural Sites Work	Employer	NSW
David Kirner	CFMEU	SA Secretary, National Divisional Vice President	Manufacturing	Union	SA, National
David Priem	TAFE NSW	Industry Relationship Lead - Land Management	Engagement and Development	RTO	NSW
Debbie Knight	Industry Skills Advisory Council	Industry Support Officer	Engagement On Country Management	Training board	NT
Deborah Swan	Transport for NSW	Senior Planner for Country	On Country Management, Cultural Sites Work, Cultural Burning	State gov	NSW
Des Boorman	Nursery and Garden Industry Australia	Business and Technical Support Officer	Nursery	Peak body	National, NSW

Name	Organisation	Title	Industry	Representation Type	State
Devika Mudaliar	Skills IQ	Training Package	Compliance	RTO	National, NSW
Diane Furlow	Dianne Fullelove and Associates P/L	Industry Development Manager	Production Horticulture	Employer	QLD
Diana Turner	TAFE NSW	Cultural Customisation Officer	On Country Management, Cultural Sites Work, Compliance	RTO	NSW
Dr Catherine Robinson	CSIRO - Commonwealth Scientific and Industrial Research Organisation	Principal Research Scientist	Research	Research	VIC, National
Dr Peta Standley	Firesticks Alliance Indigenous Corporation	Senior Researcher and Program Researcher	On Country Management, Cultural Burning	RTO	QLD, National
Dr Sue Stanton	Batchelor Institute of Indigenous Tertiary Education	Elder and Academic Advisor	On Country Management, Cultural Sites Work	RTO	NT
Eddie Turpin	Wontulp-Bi-Buya College	Teacher	Cultural Sites Work	RTO	QLD
Erica McCreedy	North Australian Indigenous Land & Sea Management Alliance Ltd	Chief Operating Officer	On Country Management	Peak body, RTO	National, NT
Esther Ngang	Matrix Enterprises	Executive Director	Landscaping	Employer	WA
Floyd Leedie	Goondir Health Services	Chief Executive Officer	Health, Cultural Sites Work	Employer	QLD
Geoff Harvey	Irrigation Australia	National Training, Certification & Marketing Manager	Agriculture, Irrigation	Peak body	QLD, National
Gillian Mailman	Northern Australia Indigenous Reference Group, MJB Solutions PTY LTD,	Chief Executive Officer / Member	On Country Management, Cultural Sites Work	Peak body, Employer	National, QLD
Glenn Durie	Parks & Wildlife Commission NT	Regional Coordinator	Fisheries	State gov	NT
Gordon Verrall	Department Primary Industries & Regional Development	Director, Industry & Economic Development	Agriculture	State gov	WA
Greg Owens	NT Farmers Federations	Industry Development Manager	Agriculture	Peak Body	NT
Hayden Stuart	Central Land Council	Ranger	On Country Management	Peak body, Employer	NT

Name	Organisation	Title	Industry	Representation Type	State
Jacob Cassady	Mungalla Aboriginal Business Corporation	Traditional Owner, Director	On Country Management, Cultural Sites Work	Peak body, Employer	QLD
Jacqueline Heap	TAFE NSW	Agriculture Teacher	Agriculture, Production Horticulture	RTO	NSW
Jaemie Page	Batchelor Institute of Indigenous Tertiary Education	CLM Trainer	Conservation Ecosystem Management	RTO	NT
Jaime Currie	South East Tasmania Aboriginal Corporation	CEO	On Country Management, Aboriginal Sites Work	Peak body, Employer	TAS
Jay Cummings	Hort Innovation Australia	Regional Extension Manager	Agriculture / Horticulture	Research	SA, National
Jennifer Ford	Australian Association of Bush Regenerators Inc AABR, Ecosure	Principal Restoration Ecologist;	Conservation Ecosystem Management	Peak body, Employer	QLD, National
Jessica Cleary	AFAM, Agriculture, Food and Animal Management	Industry engagement officer	Engagement	Training board	NSW
Jessica Wegener	Firesticks Alliance Indigenous Corporation	Learning & Certification Coordinator	On Country Management, Cultural Burning	RTO	NSW, National
Jim Johnson	Oasis Horticulture Pty Ltd	Nursery Manager	Nursery, Horticulture	Employer	VIC
Jody Kopp	Central Land Council	Traditional Owner	On Country Management, Cultural Sites Work	Peak body, Employer	NT
Joe Clarke	Centrefarm Aboriginal Horticulture	Manager, Alekarenge Work Expe-ri-ence Path-way Pro-ject	Horticulture, Cultural Sites Work	Employer	NT
Joel Hatch	NSW National Parks & Wildlife Service	NPWS Ranger	On Country Management	State gov	NSW
John Kargotich	WA Farmers Federation	Member Representative	Agriculture	Peak body	WA
Joshua Gilbert	Joshua Gilbert Co	Indigenous consultant, agriculturalist and innovator	Agriculture, Cultural Sites Work	Employer	NSW
Judi Forsyth	Farmsafe WA / AusChem WA	Farmer, Teacher	Agriculture, Chemical	RTO	WA
Juliana Fitzpatrick	Department for Innovation and Skills SA	Principal Consultant	Compliance	State gov, STA	SA

Name	Organisation	Title	Industry	Representation Type	State
Julie Heran	Department of Environment, Parks and Water Security	A/District Manager Top End Region Parks, Wildlife and Heritage Division	Parks and Wildlife	State gov	NT
Julie White	Department of Primary Industries NSW	Manager Education Delivery	Compliance	State gov	NSW
Jyri Kaapro	Bayer	Research Manager	Environmental	Employer	NSW
Karan Heywood	Woolah-Wah Land Aboriginal Corporation	Executive Manager	Cultural Sites Work	Peak body, Employer	WA
Karina Hutchison	Kanyirninpa Jukurrpa	Manager, Remote Programs	On Country Management, Cultural Sites Work	Peak body, Employer	WA
Karen Reynolds	Batchelor Institute of Indigenous Tertiary Education	Assistant to the Elder Academic	On Country Management, Cultural Sites Work	RTO	NT
Kim Hauselberger	Central Land Council	Coordinator - Employment & Training	On Country Management, Cultural Sites Work	Peak body, Employer	NT
Leah Gardiner	Department of Industry, Tourism and Trade NT	Aboriginal Training Coordinator	Fisheries Compliance	State gov	NT
Lesia Clark	Gippsland Forestry Hub	General Manager	Forestry	Training Body / Other	VIC
Lindsey Langford	Indigenous Desert Alliance	Chief Executive Officer	On Country Management	Peak body, Employer	WA
Lloyd Pigram	Nyamba Buru Yawuru	Ranger	On Country Management, Cultural Sites Work	Peak body, Employer	WA
Lorraine Williams	Charles Darwin University	Research Associate	Cultural Sites Work, Research	RTO	NT
Lucas Scarpin	Fusion Walan Miya Group	Director	On Country Management, Cultural Sites Work	RTO	NSW
Marie Shipton	Wujal Wujal Aboriginal Shire Council	Traditional Owner, Cultural Officer	On Country Management, Cultural Sites Work	Local gov	QLD
Mark Koolmatrie	The Tribal Expertise Facility	Founder	Cultural Sites Work	Employer	SA
Mary Blyth	Northern Land Council (NLC)	Assistant Training Officer	On Country Management, Cultural Sites Work	Employer	NT

Name	Organisation	Title	Industry	Representation Type	State
Matthew Smith	Coffs Harbour and District Local Aboriginal Land Council	Programs Coordinator	On Country Management	Peak body, Employer	QLD
Meg Parkinson	VIC Farmers Federation	Workplace Relations Committee	Egg and Poultry Producer	Employer	VIC
Megan Flower	Landscaping Victoria	Executive Officer	Landscaping	Peak body	VIC
Melissa Nunes	Larrakia Development Corporation	Business Manager	Cultural Sites Work	Employer	NT
Michael Walters	Batchelor Institute of Indigenous Tertiary Education	CLM Lecturer	On Country Management	RTO	NT
Michelle Kovacevic	Firesticks Alliance Indigenous Corporation	Program Manager	On Country Management, Cultural Burning	RTO,	NSW, National
Michelle Moore	TAFE NSW	Manager Product Planning	Compliance	RTO	NSW
Mich-Elle Myers	Maritime Union of Australia	National Women's Officer	Maritime	Union	NSW, National
Michelle Synnott	South East Tasmania Aboriginal Corporation	Aboriginal Education Program	Cultural Sites Work	Peak body, Employer	TAS
Mick McKenzie	Wilpena Pound Resort, Adnyamathanha people	Ranger	On Country Management, Cultural Sites Work	Employer	SA
Naomi Appleby	Nyamba Buru Yawuru	Senior Heritage Officer	Cutlural Sites Work	Employer	WA
Nick Wachsmann	Longerenong College	Teacher	Conservation Ecosystem Management	RTO	VIC
Nicole Walker	TAFE NSW	Project Manager, Cultural Customisation Team	On Country Management, Cultural Sites Work, Compliance	RTO	NSW
Oliver Costello	Jagun Alliance Aboriginal Corporation	action triggered	On Country Management, Cultural Sites Work, Cultural Burning	Employer	NSW
Owen Price	Centre for Environmental Risk Management of Bushfire	Director	On Country Management, Cultural Burning	RTO	NSW
Paul Brown	NSW Parks and Wildlife Service	Ranger	On Country Management, Cultural Sites Work	State gov	NSW

Name	Organisation	Title	Industry	Representation Type	State
Paul Etheridge	Food, Fibre & Timber Industries Council	Industry Consultant	Conservation Ecosystem Management	Training body	WA
Paul Janssens	Department of Parliamentary Services	Assistant Director, Landscape Services	Landscaping	Federal gov	ACT
Paul Jenkins	Indigenous Land and Sea Corporation ILSC	Acting Central Divisional Manager	On Country Management	Peak body, Employer	National, SA
Peter Donohoe	Central Land Council	Manager, Land Management	On Country Management	Peak body, Employer	NT
Peter See	Country Needs People	Senior Officer, Strategy and Projects	On Country Management	Peak body, Employer	National, QLD
Phil Hawkey	Emtrain Fire and Community Safety	Project officer	On Country Management	RTO	VIC
Rachael Cavanagh	Firesticks Alliance Indigenous Corporation	Community Programs Stakeholder Engagement	On Country Management Cultural Burning	Employer	NSW, National
Rachael Thurlow	Northern Land Council (NLC)	Training Officer	On Country Management	Employer	NT
Randel Donovan	Primary Industries and Regions SA	Regional Manager	Fisheries	State gov	SA
Reginald Kidd	National Farmers Federation (NFF)	Director	Agriculture	Peak body	National, NSW
Rick Murray	South Regional TAFE (WA)	Lecturer/Coordinator Conservation and Land Management	On Country Management	RTO	WA
Rick Whistler	Department of Agriculture and Fisheries	Manager, Training Facilities	Agriculture	State gov	QLD, National
Rob Fenton	TAFE NSW, National Environment Centre	Head Teacher	Agriculture, Environment	RTO	NSW
Robyn Wing	Charles Darwin University	Team Leader	Environmental	RTO	NT
Rod Stebbing	Emtrain Fire and Community Safety	Principal Consultant	Forestry	RTO	VIC
Rodney Carter	Dja Dja Wurrung Clans Aboriginal Corporation	Chief Executive Officer	Cultural Sites Works	Peak body. Employer	VIC

Name	Organisation	Title	Industry	Representation Type	State
Roslyn Cridland	Tallebudgera Outdoor and Environmental Education Centre	Senior Project Officer	On Country Management	RTO	QLD
Ron Paynter	Paynter Farms Ellinbank	Managing Partner	Livestock, Dairy	Employer	VIC
Roy Clifford	TAFE NSW	Aboriginal Education & Engagement Coordinator	On Country Management	RTO	NSW
Sally Roberts	Fisheries Research and Development Corporation (FRDC)	Capability, Capacity & Culture Change Manager	On Country Management	Research	ACT, National
Shane Bailey	Northern Land Council (NLC)	Learning on Country Program Coordinator	On Country Management	Employer	NT
Shane Roulstone	Australian Workers Union	National Organiser	Agriculture, Employee representation	Union	NSW, National
Sharon Winsor	Indigiearth	Managing Director	On Country Management	Employer	NSW
Sharyn Wright	Chisholm Institute	Program Manager	Construction & Furnishing	RTO	VIC
Shaun Allan	Gomeroi Education & Training	CEO	Cultural Sites Work	RTO	NSW
Shaun Hooper	University of New England	Director, Aboriginal Land and Sea Hub	On Country Management	RTO	NSW
Simone Staples	Australian Golf Course Superintendents Association AGCSA	Education Manager	Turf, Parks and Gardens	Peak body	VIC, National
Steven Honeywood	Tocal College	Education officer Conservation and Land Management	On Country Management	RTO	NSW
Sue Seager	Macleay Valley Workplace Learning Centre - MVWLC	RTO General Manager	Cultural Sites Work	RTO	NSW
Susan Brunskill	TAFE NSW	Teacher, permaculture, Natural Area Restoration and Management, organic farming	Land Management	RTO	NSW

Name	Organisation	Title	Industry	Representation Type	State
Suzanne Nunn	Institute of Koorie Education, Deakin University	Course Director/Lecturer	On Country Management	RTO	VIC
Suzanne Seinor	Department of Training and Workforce Development WA	Senior Program Officer	Compliance	State gov	WA
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Compliance	State gov	WA
Tadashi Nakamura	Tauondi Aboriginal College	Deputy CEO, Operations Director	Compliance, Engagement	RTO	SA
Tania Haywood	Department of Biodiversity, Conservation and Attractions WA	Training Curriculum Officer	On Country Management	State gov	WA
Tannah Munson	Department of Planning and Environment NSW	Project Officer: ACH Aboriginal Partnerships, Planning and Heritage Branch NSW National	On Country Management Cultural Sites Work	State gov	NSW
Tina Berghella	Oggi Consulting Pty Ltd	Director	Resource writing	Employer	VIC
Victoria Pates	TAFE Queensland	Portfolio manager	On Country Management	RTO	QLD
Virginia Solomon	Permaculture Australia	IRC and VET permaculture representative	Permaculture	Peak body	NSW, National
William (Billy) Hall	Wright Training	Tour Guide	On Country Management	RTO	NSW, National
Yola Bakker	LANAH	Director	On Country Management	Employer	WA

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	• Reduce elective bank	The qualifications and their electives were initially reduced however, the broad job range for the qualifications meant increasing elective banks was required. However, electives listed are more appropriate and relevant to the qualification and job role outcomes and help to ensure flexibility for learners to perform job roles.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Peak Industry Bodies	• Intersection with Certificate III in Conservation and Ecosystem Management and CEM sector units of competency; repetitive	Qualifications outcomes are now more distinct— The qualification *Certificate III in On Country Management's* target audience are Aboriginal and/or Torres Strait Islander Peoples with entry requirements further clarified. The *Certificate III in Cultural Sites Work* is aimed at those who work closely with Aboriginal and/or Torres Strait Islander Communities and does not concentrate solely on conservation and ecosystems. Units in the project have now been assigned to new sectors; CSW Cultural Sites Work and OCM On Country Management.
Employers(Non-IRC)	• More detail required in technology unit • Update to job roles in Qualification Description • Add BSB units about applying for grants	• Performance Criteria, Performance Evidence and Knowledge Evidence updated in AHCCSW306 Use technology in Aboriginal and/or Torres Strait Islander sites work. • Added in 'rural fire service field officers'. • Several BSB units have been added to qualifications.
Regulators		
Registered Training Organisations (RTOs)	• Ensure appropriate capitalisation of culturally appropriate words • Recommendation to include 'waterways' • Remove reference to 'law' and use 'lore' instead	• Where relevant, words have been capitalised to ensure they are culturally appropriate. • Reference made to 'on Country' along with an explanation in the Unit Application that this term includes, land, sea and waterways. • Further discussion with Project Partners revealed that both terms are used and there is a distinct difference between the two. An explanation of the two terms in the context of Aboriginal and Torres Strait Islander Peoples is given in the Implementation Guide.
Training Boards/Other	• Queries around occupations referred to in qualifications. E.g., 'Rangers' do not need to be separated into specifics	• Occupations updated, to include Rangers (National Park, Discovery, On Country).
State and Territory Training Authorities (STAs)	• Updates to superseded and prerequisite units in qualifications	• Final drafts have ensured updated, replaced and prerequisites have been included in qualifications.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	• Confirmation that there are no 'orphan' units (in particular units with low enrolments) and all have been included in qualifications • Clearly identify prerequisite units and superseded units	• List of several units of competency were forwarded to show where they will be included as electives in qualifications— there are no orphan units. • Final draft showed updated prerequisites and superseded units in qualifications.

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Terminology	• Lore/Law • Aboriginal and Torres Strait Islanders vs "Indigenous" or "First Nations" • Capitalisation of words	• Extra information has been included in the Companion Volume Implementation Guide explaining the differences between the two terms, as both are still used in different areas and communities in Australia. • The word "indigenous" is not an accepted term in some communities and "First Nations" originated in Canada. The Project Partners agreed that the use of Aboriginal and/or Torres Strait Islanders was a more acceptable approach because it still distinguished differences between two distinct groups. • Many words such as Community/ies, Traditional Owner/s, Elders etc have been capitalised as this is a culturally appropriate approach when referencing Aboriginal and/or Torres Strait Islander Peoples and/or terms.
Inclusivity	• Very few references to Torres Strait Islanders • Unit sectors not inclusive	• All components have now been revised to include Torres Strait Islander Peoples where appropriate. • Unit sectors have now been revised and referred to as OCM On Country Management and CSW Cultural Sites Work to ensure both Aboriginal and Torres Strait Islander Peoples are included.
Assessment conditions	• Ensure assessment instruments are valid and reliable	• Additional conditions included so assessment must be conducted either by a local Aboriginal and/or Torres Strait Islander person OR accompanied by, and/or in communication

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
		with, an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community.

Potential overlap of qualifications	• Packaging rules in Certificate III Conservation & Ecosystem Management are a barrier for smaller RTOs
	  • Core unit content is extremely heavy in content knowledge and barrier for target cohort
	• Certificate III in On Country Management meets the needs of Aboriginal and/or Torres Strait Islander people who may have difficulties with completing the complexities of the CEM
	  • This is a qualification for Aboriginal and Torres Strait Islanders developed by Aboriginal and Torres Strait Islanders
		• To separate the qualifications from one another, entry requirements for Certificate III in On Country Management have been maintained and further clarified.

Informed consent	• Where permissions are sought from local Communities, the Aboriginal and/or Torres Strait Islander people should be given free, prior and informed consent	• Reference is made to copyright requirements and the Indigenous Cultural and Intellectual Property (ICIP) principles in most units.
Choice and grouping of electives	• Too much grouping of electives in existing qualifications (AHC31516 and AHC32516).	• In order to maintain the integrity and relevance of both revised qualifications, a group of mandatory electives have been introduced which are relevant to the qualification being undertaken. The grouping of electives in the revised qualifications (AHC31522 and AHC32522) are now divided into two groups; Group A comprises the mandatory electives, of which a minimum of four must be chosen and Group B which is the list of General electives which are chosen according to the job roles being undertaken.
Prerequisite unit requirements	• Suggestion that unit of competency AHCOCM301 Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice should have a prerequisite unit AHCOCM303 Follow Aboriginal and/or Torres Strait Islander cultural protocols	• Following cultural protocols is already embedded in AHCOCM301 so adding AHCOCM303 is not necessary.
Inclusion of ACM units	• Suggestion to add several ACM units as part of two ACM focused skill sets	• It was not obvious during the WFA or consultations that there was an emphasis on Animal Care units as part of the job function, however with additional consultation, a number of ACM units have been included in the qualifications as electives. In addition, the packaging rules of the qualifications allow users to import ACM units if needed for the required outcomes.

Attachment D: Mandatory Workplace Requirements in Training Products

There are no Mandatory Workplace Requirements in any of the proposed units in this project.

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**
AHCILM508 Propose a negotiated outcome for a given area of Country	Retention	This unit has been revised extensively and unit sector updated for relevance. The unit now better reflects the work task and aligns with industry requirements. The title of the unit has been changed for clarity. Major changes to Elements and Performance Criteria, Performance Evidence and Knowledge Evidence to better reflect outcomes.
Qualifications		
Qualification Code/ Name of Qualification	**Proposed for retention/deletion**	**Rationale for Retention**
N/A		

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[1]

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
AHCASW501 Survey and report on Aboriginal cultural sites	Retention	This unit has been revised extensively and unit sector updated for relevance. The unit now better reflects the work task and aligns with industry requirements. The title of the unit has been changed for clarity. Major changes to Elements and Performance Criteria, Performance Evidence and Knowledge Evidence to better reflect outcomes.
AHCILM308 Identify traditional customs and land rights for an Indigenous Community	Retention	This unit has been revised extensively and unit sector updated for relevance. The unit now better reflects the work task and aligns with industry requirements. The title of the unit has been changed for clarity. Major changes to Elements and Performance Criteria, Performance Evidence and Knowledge Evidence to better reflect outcomes.
AHCILM403 Contribute to the proposal for a negotiated outcome for a given area of Country	Retention	This unit has been revised extensively and unit sector updated for relevance. The unit now better reflects the work task and aligns with industry requirements. The title of the unit has been changed for clarity. Major changes to Elements and Performance Criteria, Performance Evidence and Knowledge Evidence to better reflect outcomes.
AHCILM503 Manage restoration of cultural places	Retention	This unit has been revised extensively and unit sector updated for relevance. The unit now better reflects the work task and aligns with industry requirements. The title of the unit has been changed for clarity. Major changes to Elements and Performance Criteria, Performance Evidence and Knowledge Evidence to better reflect outcomes.

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

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
AHCILM504 Develop strategies for Indigenous land or sea management	Retention	This unit has been revised extensively and unit sector updated for relevance. The unit now better reflects the work task and aligns with industry requirements. The title of the unit has been changed for clarity. Major changes to Elements and Performance Criteria, Performance Evidence and Knowledge Evidence to better reflect outcomes.
Qualifications		
Qualification Code/ Name of Qualification	**Proposed for retention/deletion**	**Rationale for Retention**
N/A		

Attachment F: Quality assurance reports

Independent Quality Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	**AHC Agriculture, Horticulture and Conservation and Land Management v9.0**
Number of new qualifications and their titles[2]	**0**
Number of revised qualifications and their titles	**3** AHC31522 Certificate III in On Country Management AHC32522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work AHC60422 Advanced Diploma of Conservation and Ecosystem Management
Number of new units of competency and their titles	**1** AHCCSW401 Contribute to the development of cultural safety processes
Number of revised units of competency and their titles	**35** See Attachment 1
Confirmation that the panel member is independent of: • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	I confirm that I, Maree Thorne, am independent of: • the Training Package or Training Package components' review (Yes) • development and/or validation activities associated with the Case for Endorsement (Yes) • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Standards for Training Packages 2012***
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Training Package Products Policy***
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Training Package Development and Endorsement Process Policy***

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[2] When the number of training products is high the t*itles can be presented as an attached list.*

Information required	Detail
Panel member's view about whether: • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing	The consultation and validation processes outlined in the CfE appear to be fit for purpose and commensurate with the scope of the Respect for Country Job Skills Project to revise three qualifications and 36 units of competency. The impact of the proposed changes is estimated to be significant for training providers, due to most components being non-equivalent and significantly changed (requiring redevelopment of learning/assessment tools and additions to scope applications), as well as the inclusion of specific requirements for assessors. However, the CfE confirms support, including from registered training providers, for the changes. The CfE does acknowledge the potential impacts and indicates the IRCs' recommendation for AISC support for an extension of the transition period to enable providers to manage the processes. QA was requested to revise this report, as an 'entry requirement' for one qualification was required to be removed during the STA review. Comments have been amended in the report to reflect change made.
Name of panel member completing Quality Report	**Maree Thorne**
Date of completion of the Quality Report	**21 September 2022** **Revised: 27 October 2022**

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)
Standard 1 Training Packages consist of the following: 1. AISC endorsed components: • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes	*Yes*	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. The Training Package components in the Case for Endorsement (CfE) includes: • Three revised qualifications • One new and 35 revised units of competency, and associated assessment requirements. No credit arrangements exist for the components. The AHC Agriculture, Horticulture and Conservation and Land Management Training Package V9.0 Companion Volume Implementation Guides (CVIG) Parts 1 (*Overview and Implementation*) and 2 (*Component Details*) 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.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 2 Training Package developers comply with the *Training Package Products Policy*	*Yes*	The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including: • Coding and titling of qualifications and units of competency • Packaging rules specifying a total number of units to achieve the qualifications made up of core and electives are clearly specified • The developer confirmed that it was an explicit requirement of stakeholders that the Certificate III in On Country Management requires enrolments to be Aboriginal and/or Torres Strait Islander to undertake the qualification, thus constituting an 'entry requirement'. Wording to this effect was included in the qualification at time of completion of the QA, but subsequently removed in STA review • Qualifications and units of competency include mapping of changes made to reviewed components and equivalency information, which are also included in the AHC CVIG • AHC and imported units of competency which have prerequisite requirements are clearly identified in the qualification, including where a chain of prerequisites may apply. The endorsed components are complemented by seven revised non-endorsed skills sets, which have been QA'd. The skill sets provide additional flexibility and pathway options for individuals and employers. 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.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	*Yes*	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 relevant to the cultural considerations of the project, with evidence of contributing personnel listed in Appendices. Timeframes for consultation (including an introductory session and pre-draft phase of consultation of 4 weeks and a subsequent consultation phase of draft one components of 6 weeks) and validation (5 weeks) phases meet policy requirements. The CfE indicates a range of feedback and participation strategies were made available to participants throughout the development period, including an opportunity to participate in a face-to-face consultation. Whilst detailed feedback and responses relating to the individual components was not available on the Skills Impact project page at the time of QA, summary information about the project was reviewed.
Standard 4 Units of competency specify the standards of performance required in the workplace	*Yes*	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 and validation prior to submission.
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	The structure of all proposed units of competency comply with the unit of competency template.

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)

Standard 6
 	
Assessment requirements specify the evidence and required conditions for assessment
	Yes	Assessment Requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment.
		Reference to frequency ('at least one once') is included in Performance Evidence (PE) of most Assessment Requirements.
		
		Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements is aligned to the PE and unit of competency.
		
		Assessment Conditions specify a requirement for assessment to be undertaken by:
		• a workplace assessor who has expertise in this unit of competency and who is:
		
		  • an Aboriginal and/or Torres Strait Islander Elder and/or Custodian
		  or:
		  • accompanied by, and/or in communication with, an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience and knowledge of local cultural protocols.

Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	*Yes*	All units of competency have associated assessment requirements, the structures of which comply with the assessment requirements template.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	*Yes*	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) and further supported with the wording that: 'Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome'

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	*Yes*	The structure of the five 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. Where qualifications include units with prerequisite requirements, the units are clearly identified, including any relevant chain or chains of prerequisites.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	*Yes*	The AHC CVIG indicates there are no nationally applicable credit arrangements.
Standard 11 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.	*Yes*	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: *Overview and Implementation* Part 2: *Component Details* 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.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	*Not Applicable*	

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 *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	Yes	The components proposed for endorsement for the Respect for Country Job Skills project is explained in the CfE as one of four projects in the Case for Change for the *AHC Agriculture and Horticulture Training Package Unit Sector Approach, Stage 3*, approved by the AISC in June 2021. In combination, the four projects align relatively closely to the approved Case for Change. The CfE articulates key issues driving the development of the new and revised components, including examination of job roles and functions (including for rangers, natural resource management field officers, cultural and heritage officers, land council site officers, tourism operators, conservationists, and guides), and accurately reflecting the importance of current language and cultural safety essential to protecting the integrity of cultural customs and knowledge and how that knowledge is shared. 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 sets. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders.
Compliant and responds to government policy initiatives 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:	Yes	The proposed components for endorsement respond to the COAG Industry and Skills Council's (CISC) training package reforms, evidenced by: • foster greater recognition of skill sets The proposed components will be supported by seven revised skill sets • ensure that the training system better supports individuals to move easily from one related occupation to another

• ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets		Seven revised skill sets provide pathways into and from qualifications. The revised qualifications include elective unit options from ACM, BSB, CHM, FWP, PUA, SIS and SIT training packages to enable individuals to move to or from related occupations • 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 Assessment Requirements have been revised to include additional assessor requirements to ensure that assessment of Cultural Sites Work (CSW) and On Country Management (OCM) competency is being conducted by, or in association with, Aboriginal and/or Torres Strait Islander people.
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	The CfE details the consultation and validation processes undertaken in the development of the components for endorsement, including engagement with approximately 131 stakeholders throughout the project development. Changes were made to all components to reflect appropriate and current language and terminology, protection of Indigenous Culture and Intellectual Property (ICIP), inclusion of free, prior and informed consent and clarification of meaning of 'Country' to include land, waterways and sea.

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 *Training Package Development and Endorsement Process Policy*
Support movement of skills within and across organisations and sectors	Yes	Packaging rules in the qualifications enable flexibility in the selection of electives, and elective options include a wide range of AHC (ecological, infrastructure and property, and fauna etc) units as well as ACM (animal care and management) and other imported units of competency from other training packages such as FWP, PUA and SIT. Further, endorsed components will be supported by seven revised skill sets to provide entry, upskilling and skill movements within and across the industry sector.

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 *Training Package Development and Endorsement Process Policy*
Promote national and international portability	Yes	The Project webpage specifies that a key consideration of the project included consideration of 'awareness and understanding of the different legislation, regulations, local laws and community lores' which may vary based on the unique nature of looking after Country for each community where protection of culture and Country is paramount. The units therefore ensure flexibility to be applied relevant to the Community or Country where they are being undertaken.
Reflect regulatory requirements and licensing	Yes	Whilst no regulatory or licensing requirement apply directly to the submitted components for endorsement, licensing and/or regulatory requirements may apply to individual elective units, for example, using firearms for game harvesting. Wording has been included in the unit(s) to advise users to check with relevant authorities for requirements.

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 *Training Package Development and Endorsement Process Policy*
Reflect national consensus	Yes	Sections 5.1 of the CfE indicates no dissenting views or unresolved issues.
Recognise convergence and connectivity of skills	Yes	Units included in the qualifications include AHC units from a range of sectors including fauna, ecological restoration, fire, machinery operation and management, as well as units of competency from other training packages such as FWP, PUA, SIT.

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 *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	Yes	Qualifications include elective choices, and 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. Unit Assessment Requirements allow for skills and/or knowledge to '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 Community/employer needs.
Support equitable access and progression of learners	Yes	As commented in Standard 1, the developer confirmed that it was an explicit requirement of stakeholders that the Certificate III in On Country Management requires enrolments to be Aboriginal and/or Torres Strait Islander to undertake the qualification, thus constituting an 'entry requirement'. Wording to this effect was included in the qualification at time of completion of the QA, but subsequently removed in STA review. At least two units (OCM404 and OCM405) provide advice in the Application that: 'Cultural beliefs and practices vary across locations and Communities and in some situations *non-Aboriginal and/or Torres Strait Islander learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal and/or Torres Strait Islander people gaining access to cultural knowledge, material or sites*. Please refer to Assessment Conditions for guidance.' Whilst 12 of the 14 CSW units and 2 of the 22 OCM units have a prerequisite unit (two CSW units have a chain of two prerequisites), it is the same unit(s): • AHCOCM303 Follow Aboriginal and/or Torres Strait Islander cultural protocol • AHCCSW302 Relate Aboriginal and/or Torres Strait Islander culture to sites work Seven revised skills sets provide opportunity for entry to qualifications.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	Yes	Both Certificates III (Cultural Sites Work and On Country Management) and the revised Advanced Diploma of Conservation and Ecosystem Management submitted for endorsement are recommended by the IRC as suitable for a traineeship pathway. 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. Seven supporting skill sets provide pathways into qualifications.

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 *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	Yes	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. 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.

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 *Training Package Development and Endorsement Process Policy*
Support sound assessment practice	Yes	The associated Assessment Requirements for each unit include references to frequency ('at least once') of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered, the necessary resources and specific requirements for assessors to be, or be in association with, an Aboriginal and/or Torres Strait Island Elder or Custodian. Knowledge Evidence and Performance Evidence requirements in the Assessment Requirements aligns to the unit of competency elements and performance criteria.
Support implementation	Yes	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. 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.

Attachment 1 – Revised Units of Competency (35)

AHCCSW301   Protect places of Aboriginal and/or Torres Strait Islander cultural significance
AHCCSW302   Relate Aboriginal and/or Torres Strait Islander culture to sites work
AHCCSW303   Identify and record sites, objects and cultural landscapes on Country
AHCCSW304   Identify Aboriginal and/or Torres Strait Islander culturally significant plants
AHCCSW305   Work with Aboriginal and/or Torres Strait Islander ceremonial and sacred material
AHCCSW306   Use technology in Aboriginal and/or Torres Strait Islander sites work
AHCCSW307   Support the documentation of Aboriginal and/or Torres Strait Islander cultural landscapes
AHCCSW308   Apply cultural significance to Aboriginal and/or Torres Strait Islander sites and landscapes
AHCCSW309   Interpret Aboriginal and/or Torres Strait Islander cultural landscape
AHCCSW310   Move and store Aboriginal and/or Torres Strait Islander cultural material
AHCCSW311   Maintain an Aboriginal and/or Torres Strait Islander cultural site
AHCCSW312   Apply knowledge of relevant legislation to Aboriginal and/or Torres Strait Islander sites work
AHCCSW501   Survey and report on Aboriginal and/or Torres Strait Islander cultural sites
AHCOCM201   Maintain cultural sites
AHCOCM202   Observe and report plants or animals
AHCOCM203   Record information about Country
AHCOCM301   Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
AHCOCM302   Work with an Aboriginal and/or Torres Strait Islander Community or organisation
AHCOCM303   Follow Aboriginal and/or Torres Strait Islander cultural protocols
AHCOCM304   Implement cultural burning practices on Country
AHCOCM305   Identify customs and land rights for an Aboriginal and/or Torres Strait Islander Community
AHCOCM401   Protect places of cultural significance
AHCOCM402   Report on place of potential cultural significance
AHCOCM403   Contribute to a proposal for a negotiated outcome related to Country
AHCOCM404   Record and document Aboriginal and/or Torres Strait Islander Community history
AHCOCM405   Develop work practices to accommodate cultural identity
AHCOCM501   Conduct field research into natural and cultural resources
AHCOCM502   Develop conservation strategies for cultural resources
AHCOCM503   Manage restoration of cultural places
AHCOCM504   Develop strategies for on Country management
AHCOCM505   Map relationship of business organisation to culture and Country
AHCOCM506   Operate within Community cultures and goals.docx
AHCOCM507   Propose a negotiated outcome for a given area of Country
AHCOCM508   Plan for successful cultural practice at work
AHCOCM601   Manage cultural processes in an Aboriginal and/or Torres Strait Islander organisation

Editorial Report

1. Cover page	
Information required	**Detail**
Training Package title and code	**AHC Agriculture and Horticulture Training Package Version 9.0** (Presented as four separate cases for endorsement)
Number of new qualifications and their titles [1]	**Nil**
Number of revised qualifications and their titles	**Total – 23 revised qualifications** 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	**Total – 5 new units of competency** 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	**Total – 182 revised units of competency** 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.

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[1] *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
Standard 5: • The structure of units of competency complies with the unit of competency template.	The structure of the units of competency follows the template. 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). These suggestions were discussed with Skills Impact and agreed changes were made during the editorial process.
Standard 7: • The structure of assessment requirements complies with the assessment requirements template.	The structure of the assessment requirements follows the template. 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. 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. Discussion took place with Skills Impact on a range of editorial matter relating to the above, most of which Skills Impact actioned. 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 *AHCWRK406 Provide specialised services to clients*, where the main task is described in the plural, but evidence is required on one occasion. Another, *AHCWRK516 Implement professional practice* where tasks associated with its main task would be better described in volume rather than frequency. 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. 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

Editorial requirements	Comments
	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.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: • The structure of the information for qualifications complies with the qualification template.	The structure of the information for the qualifications follows the qualification template. 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.
Standard 10: • Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	N/A. No credit arrangements exist between the AHC V9.0 qualifications and Higher Education. This is outlined in the CVIG V9.0.

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: • A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	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. This guide was checked to ensure currency of information and accessibility of presentation. This panellist sighted a further companion volume produced to support users of the permaculture components.

3. Proofreading	

Editorial requirements	Comments by the editor
• **Unit codes and titles** and **qualification codes and titles** are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	The unit and qualification codes and titles have been checked and cross referenced throughout the training package products. 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.
• Units of competency and their **content** are **presented in full**.	All units of competency are presented in full.

• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:
   o absence of spelling, grammatical and typing mistakes
   o consistency of language and formatting
   o logical structure and presentation of the document.
   o compliance with the required templates
	All draft training products have been checked for:
	   • absence of spelling, grammatical and typing mistakes
	   • consistency of language and formatting
	   • logical structure and presentation of the document
	   • compliance with the required templates.

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. AHCPCM308 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. AHCWRK521Plan, 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

Equity Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	**AHC Agriculture and Horticulture Training Package Version 9.0** (Presented as four separate cases for endorsement)
Number of new qualifications and their titles [1]	**Nil**
Number of revised qualifications and their titles	**Total – 23 revised qualifications** 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	**Total – 5 new units of competency** 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	**Total – 182 revised units of competency** 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 *Equity checklist of draft training package components*	The draft training package components meet the requirements in Section 2 Equity checklist of draft training package components.

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[1] *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
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements: • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.	The draft training package components reviewed, follow the Standards for Training Packages and Training Package Products Policy in relation to access and equity. 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.

Section 3 - Training Package Quality Principles

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

Key features
Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?
What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?
Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	The qualifications contain a wide selection of electives (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.
2. Is there evidence of multiple entry and exit points?	Yes, the AHC units are contained in AHC skill sets and AHC qualifications that allows entry and progression to higher qualifications.

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
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	Yes, the AHC CVIG V9.0 provides advice on pathways, access and equity and foundation skills.
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?	Yes, foundation skills are recognised in the units of competency reviewed, and do not exceed the foundation skills required in the workplace.

Attachment: List of training products

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13 revised qualifications

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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
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10. AHC40422 Certificate IV in Horticulture
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12. AHC50422 Diploma of Horticulture Management
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3 new units

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47. AHCWRK323 Operate in isolated and remote situations
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50. AHCWRK407 Promote community programs
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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

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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

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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
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6. AHCPLY308 Set up sheds for placement of poultry
7. AHCPLY309 Brood poultry
8. AHCPLY310 Incubate eggs
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10. AHCPLY312 Implement and monitor biosecurity measures in poultry production
11. AHCPRK202 Move and handle pigs
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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

**Tallebudgera Outdoor and Environmental
Education Centre RTO 30685**
Gold Coast Hwy, Nth Palm Beach
PO Box 909, Elanora, Q 4221

Phone: **07 5520 9300**
Fax: 07 5520 9325
Email: admin@tallebudgeratrainingservices.com.au
Web Site: https://tallebudgeratrainingservices.com.au

23 September 2022

Dear Michelle,

I am writing to support the development of the skill standards in the Respect for Country Job Skills project as part of the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

As Manager of an RTO that delivers courses from this training package, I am very pleased to have been involved in the consultation process from the beginning of the project. I attended numerous online meetings, a face-to-face meeting, and provided written feedback and examples of our work where I thought it may assist with the development of the proposed qualifications, skill sets and units of competency.

It was evident from the beginning that the initiative had clear direction with a very thorough professional consultative purpose. It was a very challenging and sensitive project with varying opinions from stakeholders, but at all times, the project team acted with the utmost respect, listened to all ideas and made sound decisions based on the feedback.

I fully support the changes that have been made to the qualifications, skill sets and units of competency and believe that the views of stakeholders in the industry have been taken into account during the review process. I believe the right balance between integrity of the content and practical application has been attained.

These qualifications are gaining more attention as social perception of the importance of rehabilitation and restoration increase, and as the voice of Indigenous peoples in that discourse grows stronger. The skills gained from this training package will ensure Australia develops a next generation of professionals with the cultural awareness and practical experience required to meet the challenges.

I envisage considerable interest and uptake of the new training components, particularly in the regions, and we look forward to incorporating these into our training programs.

Yours sincerely,

Roslyn Cridland
Senior Project Officer/RTO Manager

Tallebudgera Outdoor and Environmental Education Centre
PO Box 909, Elanora Q 4221

Email: rcrid2@eq.edu.au, Ph: 5520 9316, Mobile: 0477 345 184

NIKERI Institute,
Deakin University,
Geelong Campus,
Waurn Ponds, 3217.

Wednesday, 28 September 2022

RE: Respect for Country Jobs Skills Project

Dear Australian Industry Skills Committee,

I have participated in **Respect for Country Jobs Skills project** from the very start. I would like to provide input and feedback on the project to review of the Aboriginal and/or Torres Strait Islander Cultural Sites Work and On Country Management qualifications, units of competency and skill sets in the AHC Training Package.

As the Course Director for a post-graduate course aimed at providing a qualification for Aboriginal and Torres Strait Islander Land and Sea Country Managers, the skill sets and units of competency that make up this course will provide an excellent sequenced pathway into an undergraduate degree and then post-graduate study in the future. The improving of relevance to these courses is very much a step in the right direction to start attending to the national shortage of staff required to fulfil the customary obligations of people on Country.
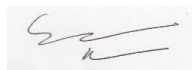
Most importantly, Aboriginal and Torres Strait Islander representatives were involved during all stages of this project throughout 2021-22. The project team used a range of consultation strategies for engaging with industry including lengthy online consultation sessions, workshops, access to website project pages, email and phone communication. As the project advanced, the process was flexible enough to include participation by even more co-designers and this was highly encouraged as well as supported by follow up phone calls.

In conclusion, I support the following components proposed for endorsement as a result of the review process which are:

- 3 reviewed qualifications
- 35 units of competency
- 1 new unit developed and
- 7 skills sets

Course Director: Graduate Diploma of Land and Sea Country Management.
Suzanne Nunn.

NIKERI Institute
Faculty of Arts and Education
Deakin University

Waurn Ponds Campus
75 Pigdons Road, Waurn Ponds 3216
deakin.edu.au/nikeri

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Respect for Country job skills project

RC Roy Clifford <Roy.Clifford@tafensw.edu.au>
To ● Michelle Ingley-Smith

Dear Michelle,

This correspondence is to endorse my support for the proposed additions and or amendments to the AHC Training Package, encompassing Skills Impact's Respect for Country Job Skills Project.

In my role as Aboriginal Education & Engagement coordinator for TAFE NSW in the Western Sydney region I would like to thank Skills Impact for the development of the training components in the Respect for Country Job Skills project. The 3 qualifications, 36 units of competency, including a new unit and the 7 skill sets reviewed are sound and will assist in skills training not only here in Western Sydney but also throughout NSW.

The training components address the diverse roles and unique cultural aspects that are essential for Aboriginal and Torres Strait Island Peoples and the diversity required in various roles that has been much needed to ensure better outcomes and appropriate training outcomes.

The training documents developed as a part of this project will enable Aboriginal and Torres Strait Island People to improve their skill level and work with greater awareness and knowledge, whilst markedly improving their career paths & employability.
We fully support the changes made to all components.

The review of these skill standards fills a crucial gap ensuring better opportunities and diversity for individuals wanting to work in Cultural Sites and on Country Management roles, particularly for Aboriginal and /or Torres Strait Islander Peoples for whom such opportunities through existing education and training packages can be extremely challenging to access.

I envisage considerable interest and uptake of the new training components, particularly in the regions, and see great value in ensuring industry have access to a supply of appropriately trained, qualified, work-ready professionals with direct experience in the fields and disciplines currently crying out for skilled personnel.

Regards,

Roy Clifford

Aboriginal Education & Engagement
Western Sydney Region
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