

## Stakeholder Feedback Report - Validation

October, 2022

Draft qualifications, units of competency and skill sets for the Permaculture Project were made available on the Skills Impact website for stakeholder Validation from 19 May to 19 June 2022. Please visit the website to view a full list of the documents that were submitted for consultation during this phase.

Feedback was received from a variety of stakeholders around the country via email, the Skills Impact Feedback Hub, webinars, phone and email. Of the 63 people who participated in this project overall, 29 provided support for the components produced at the Validation stage (see table). Out of these 29, 17 people represented organisations, three were from peak industry bodies, six from RTOs, two state and/or local government and one industry training board.

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

Note: Feedback has been sought from stakeholders across all states and territories who are working within the permaculture industry. Stakeholders in the ACT were invited to provide feedback during the Drafts Available and Validation stages of this project.

Below is a summary of the feedback raised for the draft qualifications, units of competency and skill sets, reviewed for the project at the Validation stage, and how this feedback has been dealt with. This involves a consideration of the information provided, views of industry stakeholders and from people who are part of the Subject Matter Expert Working Group (SMEWG) process. Resolutions are constructed to consider the needs and views of stakeholders to the extent possible, and to comply with the Standards for Training Packages 2012. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, State and Territory Training Authorities (STAs) and training providers.

**Acronyms: PC – Performance Criteria, PE – Performance Evidence, KE – Knowledge Evidence, AC – Assessment Conditions, SMEs – Subject Matter Experts, SMEWG – Subject Matter Expert Working Group**

## Report Index

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Qualification Feedback

Skill Set Feedback

Units of Competency Feedback

Proposed Removal Feedback

General Feedback

## Component Index

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Cert I	AHC10416	Certificate I in Permaculture
Cert II	AHC201XX	Certificate II in Permaculture
Cert II	AHC21716	Certificate II in Permaculture
Cert III	AHC33816	Certificate III in Permaculture
Cert IV	AHC42116	Certificate IV in Permaculture
Diploma	AHC52116	Diploma of Permaculture

**Organisation Type:** State Government

**Coverage:** WA

**Stakeholder Comments:**

The validation drafts were circulated through our networks for review. We would like to provide the following regarding the Permaculture project.

ACH10416 Certificate I in Permaculture is noted for deletion. We have one RTO delivering this qualification, with enrolments increasing. Although the Introduction to Permaculture Skill Set could be delivered as a replacement training product, the RTO's preference is the Certificate I in Permaculture is not deleted. The RTO has advised the Certificate I in Agriculture would not be a suitable replacement qualification for the student cohort.

Thank you for the response to our Draft 1 feedback and clarifying there will be no orphan/standalone units in the project.

Please contact me if you require any additional information regarding the feedback/comments.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

This feedback was discussed with members of the project working group where it was recommended to retain the Certificate I in Permaculture qualification due to current viable programs and enrolments in this qualification.

# Certificate II Components

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AHC201XX Certificate II in Permaculture

[Section Index](#)

[Report Index](#)

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Validated

**Organisation Type:** Registered Training Organisation

**Coverage:** QLD

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

# Certificate III Components

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AHC33816 Certificate III in Permaculture

[Section Index](#)

[Report Index](#)

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Is it possible to have Select 3 units Gp A or B and Select 3 units A, B or C?

Would like somehow to ensure some Elective C undertaken to provide good practical experience for students.

At moment it is possible not to do any C units.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

Elective units are selected by the individual based on their specific needs and backgrounds.

Group C electives have been identified as less specific to job outcomes in permaculture compared to those in Groups A and B. Current packaging rules are designed to maintain maximum flexibility depending on the background and interests of different types of learners.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.



**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Had a look. All OK.

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

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## Component Index

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AHCSS00131	Permaculture Demonstrator Skill Set
AHCSS00132	Growing Plants in a Permaculture System Skill Set
AHCSS00133	Introduction to Permaculture Skill Set
AHCSS00134	Permaculture Backyard Skill Set
AHCSS00135	Permaculture Yield Skill Set
AHCSS00136	Maintain Permaculture Systems Skill Set
AHCSS00137	Permaculture Fundamentals Skill Set
AHCSS00138	Permaculture Structures Skill Set
AHCSS00139	Permaculture Water Systems Skill Set
AHCSS00140	Advanced Permaculture Skill Set
AHCSS00141	Working in Permaculture Skill, Set
AHCSS00143	Permaculture Community Development Skill Set

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

add to skillset

Align plant characteristics with goals

meaning: which plants do I need to achieve which outcome. Plants used for chop and drop, for nitrogen fixing, companion planting, protection planting, shading systems, ground cover or mulch crops...etc

**Additional Stakeholder Support:** Employer - WA x 1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

'AHCPER316 Select plant and animal species for permaculture systems' added to this skill set.  
Including this unit was also recommended by other respondents at this feedback stage.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

I think this needs one further unit to ensure the permaculture component. I would suggest AHCPER316 - Select plant and animal species. Plants in permaculture are never stand-alones, they act as part of a system. This unit ensures students know how to combine plants with each other.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Added 'AHCPER316 Select plant and animal species for permaculture systems' to the skill set as recommended.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

Validate this skill set, if content related to 'observing natural systems' is included

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

In the skill set, the unit AHCPER101 Observe permaculture systems and work practices covers the content related to observing natural systems.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.



**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

add to skillset:

Establish goals with stakeholder/s and determine systems needed to achieve them

-this seems to be needed before developing recommendations and after/ integrated in communicating with stakeholders

Systems in PC can be food systems, energy production and use systems, water systems, fertilizing/soil improvement systems, safe and easy work systems, access systems, work load distribution and coordination system, and more

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

The unit AHCER316 Select plant and animal species for permaculture systems has been added to this skill set as suggested.

The unit AHCPER322 Communicate permaculture system principles to stakeholders is another unit in the skill set and it describes the skills and knowledge required to interpret permaculture systems possible for a site, contrast the differences between permaculture systems and conventional methods.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Reply to previous comment: AHCPER316 contains Undertaking a needs analysis in the performance criteria, so I think this is covered.

**Consideration and Proposed Resolution:** Adopted

Thank you for feedback and advice on the previous respondents concern.

AHCPER316 Select plant and animal species for permaculture system has been added to this skill set as suggested.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Seems silly to have just two units, esp if only one is permaculture focussed.  
Do not offer this SS

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

This skill set was requested to address the needs of traditional landscapers, maintenance personnel and builders who commence working in a permaculture setting and who require additional skills for the installation of permaculture infrastructure.

On balance, it was decided by the project working group to retain the skill set based on the original request.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**  
Document approved in validation

**Consideration and Proposed Resolution:** Noted  
Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Document approved in validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

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## Component Index

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AHCPER219	Plant and maintain crops in a permaculture system
AHCPER220	Harvest crops in a permaculture system
AHCPER302	Develop recommendations for integrated plant and animal systems
AHCPER303	Maintain integrated plant and animal systems
AHCPER305	Implement crop maintenance and harvesting programs for permaculture systems
AHCPER314	Read and interpret property maps and plans
AHCPER316	Select plant and animal species for permaculture systems
AHCPER319	Test, improve and maintain healthy soil in a permaculture system
AHCPER322	Communicate permaculture system principles to stakeholders
AHCPER323	Use the characteristics of plant resilience in a permaculture system
AHCPER324	Establish a permaculture system
AHCPER325	Mitigate plant pests, diseases and disorders in a permaculture system
AHCPER326	Install and maintain permaculture water management systems
AHCPER327	Install structures for permaculture systems
AHCPER328	Establish organic garden and orchard systems
AHCPER329	Coordinate preparation and storage of produce from a permaculture system
AHCPER331	Coordinate propagation activities for a permaculture system
AHCPER401	Provide advice on permaculture principles and practices
AHCPER414	Develop recommendations for integrated plant and animal systems
AHCPER416	Manage a seed bank
AHCPER417	Investigate and recommend species for a permaculture system
AHCPER501	Carry out permaculture field research
AHCPER505	Plan and supervise the implementation of permaculture project works
AHCPER513	Plan and conduct field research
AHCPER514	Design an integrated permaculture system
SITXMG003	Manage projects



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Question why a code change for this unit, as outcomes appears to be the same (based on other units, despite addition of frequency to PE the units would be equivalent?)

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

A change in unit title triggers a code change, which in this instance is the main driver for a code change to this unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Question why a code change for this unit, as outcomes appears to be the same (based on other units, despite addition of frequency to PE the units would be equivalent?)

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The unit has a code change because the title of the unit has changed from 'Harvest permaculture crops' to 'Harvest crops in a permaculture system'. A change in title triggers a code change.

In addition, there have been changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity, and the addition of Foundation Skills.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Is this now a Level 4 unit?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

AHCPER302 Develop recommendations for integrated plant and animal systems is now re-coded as AHCPER414 Develop recommendations for integrated plant and animal systems.

The indicative AQF level has been adjusted from indicative level 3 to 4 based on tasks within the unit content.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Re PE - Like to see 3 occasions at least.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

PE amended to specify 3 occasions.

PE now reads: 'There must be evidence that the individual has on at least three (3) occasions maintained an integrated plant and animal system'.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Much improved and happy to validate.

**Consideration and Proposed Resolution:** Noted

Thank you for validation feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Question equivalency - extra element and PCs but outcome appears the same.  
Have made significant changes to frequency in PE therefore not equivalent?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

While there have been changes to the sequencing and clarification of PCs, the underpinning skills and knowledge have not changed and the overall outcomes have not changed. Individuals who have completed the previous unit will have the same skills and knowledge as the revised unit.

The code of the unit has been updated to reflect the number of changes made; however, the outcomes remain equivalent.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Appears to be more than a minor change and therefore is this unit equivalent?

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

While there have been changes to the sequencing and clarification of of PCs, the underpinning skills and knowledge have not changed. Individuals who have completed the previous unit will have the same skills and knowledge as the revised unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Re - Application statement - conducting a bioregional analysis is way above Cert III level. In the original it says "It requires knowledge of permaculture needs analysis and bioregional analysis and plant and animal species and their interrelationships."

Re PC 2.2 old unit: Observe other working systems that may inform the new design. this is completely different. The old is saying observe other working plant and animal systems, this would be in the bioregion. Gaining knowledge of successful systems from other designs.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Re Application Statement: this has been amended to 'permaculture needs analysis and bioregional analysis and plant and animal species and their interrelationships'.

PC2.2 amended to 'Observe and consider changes to working system that will inform new design'.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Re PC 2.2 in the old unit is lab testing if concerned or if particular requirements exist for crops or livestock in the system. This is now a requirement. This is an agriculture/ horticulture practice, not permaculture. We train learners to observe plant health & indicator plants to determine deficiencies and only do lab testing if needed. Please rephrase this to include, if concerned or needed.

Re Unit Mapping Information comment -

The changes are way more than clarity, they've changed the unit from permaculture to conventional agriculture/ horticulture practices

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Amended PC 2.2 to read 'Arrange and submit soils for laboratory nutrient testing according to identified purpose, workplace procedures and laboratory requirements'.

Re Mapping information:

Mapping information has been updated to better reflect the nature of the changes, noting that the unit does still reflect Organic and Permaculture principles as the key drivers.



**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Happy to validate

**Consideration and Proposed Resolution:** Noted

Thank you for validation feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Happy to validate

**Consideration and Proposed Resolution:** Noted

Thank you for validation feedback.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Combining the 2 units has made the knowledge evidence for this unit enormous and at a Cert IV level rather than Cert III. The Performance evidence is about establishing a "permaculture system" from a design. A system is part of an overall design whereas the knowledge evidence is requiring learners to have knowledge of all aspects of design for both urban and rural. This KE needs to be revised, there are points that are incredibly broad and then some that are specific. We need a definition of a Permaculture system, it is different to a whole design.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

As discussed together during further discussion, the KE of this unit was revised so that:

- \* Dot point list were removed if referring to examples
- \* Dot point lists retained if it was decided to be specific underpinning knowledge relevant to the job role.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

RE: Application

The info below is from the application in the old unit. It is crucial to include so that tutors delivering this unit are delivering in a permaculture context.

“It requires knowledge of healthy permaculture systems and the pests, diseases and disorders that might need management. It includes focussing on solutions in an integrated design, rather than reacting to infestations.”

RE: KE

KE Dot point 3 - Companion planting to be added please.

KE Dot point 5 - You've added this in, is that at industry request? A permaculturist would say that enclosing environments is a cause of pest build up and so we don't generally use enclosed environments. Suggest this section is removed.

KE dot point 5 is:

- preventing and controlling pests, diseases and disorders in enclosed environments, including:  
greenhouses and shade house  
closed canopy  
manipulating micro climate

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

RE: Application

Amended Application Statement to reflect respondents concerns. Application statement now reads:

'This unit of competency describes the skills and knowledge required to identify healthy permaculture systems and recognise the pests, diseases and disorders requiring an integrated management design solution for managing potential infestations for a permaculture system.'

RE: KE

Added 'companion planting' to KE 3.

KE dot point 5 - Where industry visits to Permaculture nurseries were conducted and plants are grown in 'enclosed environments' the nursery managers did have an expectation that permaculture principles are applied to these enclosed spaces, i.e. greenhouses, shade houses, bird exclusion growing areas (netted area), indoor plants etc. Knowledge of controlling humidity, air movement, and watering requirements were some of the issues raised.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Re Foundation skills mapping - Oral communication:

This is a new requirement and I'm concerned at the length of time it would take to assess this fully. Explaining detailed plans to contractors is above a Cert III level I think. Taking limited responsibility for others (application) would not include being responsible for a contractor. Suggest removing contractor.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Deleted reference to contractors from the Foundation Skills.

Oral Communication in FS table now reads 'Clearly explain detailed information on installation of water system design to work team using appropriate language, tone and pace'.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Suggest title does not reflect application, need to add interpret to title and install to application. May need a license in some states to install certain structures??

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

The main outcome of the unit is to install structures or features. Interpreting plans and following instructions are performance outcomes to achieve the installation.

There is no expectation that the individual requires a license to perform this task. So 'No licensing, legislative or certification requirements apply to this unit'.

PC1.3. Verify compliance with regulatory requirements according to workplace procedures addresses any installations that require compliance with regulations.

If licensing is required for any installation then this will be identified and performed by a person who is licensed, not the individual undertaking this unit.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

PE dot point 6 - Separate these - compost system or bays, worm farm is a different structure

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Compost bin and worm-farms are now separate dot points in PE 1, dot point 6 and 7.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Main concern is similarity of Element 4 with PER324 Establish a permaculture system.  
Also concerned that design was a crucial component

Also the changes to Plan Garden and orchard systems now Establish rather than plan AHCPER324 mean that we have 2 units that are essentially the same.

The Idea behind Establish a Permaculture system was just that, read and interpret plans and implement the system design.

Plan orchard and garden was about learning the basics of design within a confined system. There is no longer any provision for this despite the requirements in both units to show knowledge of design principles.

Please can we revert to the original unit and find a different word rather than changing the whole point of the unit.

Ideally we train learners to be able to interpret a whole permaculture design but also to plan and establish some of the systems within the design. With the draft units as they stand now we are not giving learners an opportunity to develop any design skills and permaculture is all about design. We are missing the fundamental basis of permaculture education. I understand that there was an issue with the word "plan", surely we can be more creative and find a word that allows us to teach learners how to plan/ design basic systems rather than changing the intent of the unit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

To assist with distinguishing the two units from each other, the following adjustments have been made to this unit:

- Included reference to client in relevant PCs as the unit is about working with a client.
- Element 2 now addresses planning and design outcomes.
- Changed PE to 'preparing fruit tree guild for the orchard system' and added 'annual garden bed' as required outcomes.

Established that Element 4 was still relevant to AHCPER328 and that some duplication with other units is unavoidable. In some cases assessment activities can be combined across a group of units in practice.

Respondent supports the validation after changes were made.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Is a great unit and am happy to validate

**Consideration and Proposed Resolution:** Noted

Thank you for validation feedback.



**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

It really is about Undertake propagation, not to co-ordinate or plan

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.

At level 3 the planning and coordinatrion activities for a permaculture system would include 'identification and source of propagation material, seasonal propagation activities, application of permaculture and organic principles'.

Propagation is still performed as part of the unit outcomes, but the unit 'AHCPER223 Produce new plants for permaculture garden system' focusses mostly on undertaking propagation activities.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

PC 3.1 and 3.6 needs rewording

KE dot point 2 - remove this point its too broad

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Deleted 'monthly' from PC 3.1 as the propagation plan will specify timing. 3.1 now reads 'Schedule propagation activity according to propagation plan'.

Replaced 'Implement cultural practices' with 'grow' in PC 3.6. It now reads 'Grow propagated plants according to propagation plan and cultural requirements'.

Deleted KE dot point 2 'permaculture plants and their uses' because it could be interpreted more broadly than what is required at this level.

**Organisation Type:** Registered Training Organisation

**Coverage:** WA

**Stakeholder Comments:**

This may have already been picked up, I have to admit I mainly focused on the cert 3 as this is what I have delivered. But I'm writing a training plan for provide advice on permaculture principles and practices and the elements are a little bit clunky.

1. Identify client requirements for advice
2. Provide information on permaculture
3. Undertake permaculture research
4. Provide advice on permaculture principles and practices

Is the intentional of element 2 to clarify the brief with the client? If not it ought to be identify client needs, undertake research and then provide advice. Maybe a point could be added to element 1 to clarify the client needs before continuing?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Respondent appears to be reviewing an earlier draft of the unit.

The revised unit clarifies the concerns raised. Element 1 is about developing a brief, Element 2 provides general information, Element 3 is researching the applications to meet client brief and Element 4 is providing the specific advice.

**Organisation Type:** Registered Training Organisation

**Coverage:** NSW

**Stakeholder Comments:**

Element 1 - Need to do a client brief first. This was PC 1.1, possibly this is what 1.1 is suggesting but it is not clear. See comment below regarding "performance metrics"

Remove reference to performance metrics and replace with objectives

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Amended Element 1 PCs to better reflect client brief.

Replaced 'performance metrics' with 'objectives' throughout the unit as suggested.

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

When re-reading the manage a seed bank I think it needs a first sentence 1.1 that says something like "identify the purpose of the seed collection". Given this unit has been widened to include seed collection for revegetation (CEM type collection) there is quite a different focus and need for recognition of the ethics. Reveg seed collection can be on public land (with permit) there needs to be stringent sticking to guidelines and this needs to be highlighted by getting people to recognise the different focus.

I wonder if 1.5 and 1.6 need to be swapped - you would identify land ownership to decide if you need a permit and who you would get the approval from (private or public)???

The implementation guide for this needs to make reference to the Florabank Guidelines <https://www.florabank.org.au/>

**Consideration and Proposed Resolution:** Adopted

Thank you for yopur feedback.

The unit was modified to include respondents recommendation.

Added to Element 1:

1.1 Identify purpose and scope of seed bank

Re-sequenced PCs in Element 1 for continuity as suggested.

The updated AHC Implementation Guide Version 9.0 makes reference to the Florabank Guidelines [https://www.florabank.org.au](https://www.florabank.org.au/)

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Biological species just means species (which are all biological by definition). Biological species and Biol elements mentioned throughout this unit.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Changed from 'biological elements' to 'species' throughout the unit.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

RE: Performance Evidence point 2

too many. This would be a lot of work if students are to fully assess organisms.

If numbers are required then maybe 6 plants, 2 animals, 2 invert, 1 micro.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Updated the PE according to recommendation:

6 plants

2 animals

2 invertebrates

1 micro-biologicals

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

Why not just 'species' rather than biol elements, especially when 'species' is mentioned in Elements 2, 3 and 4

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback

Changed from 'biological elements' to 'species' throughout the unit, including in the title.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Mapping table is incorrect code AHCPER501 (not AHCPER510)

**Consideration and Proposed Resolution:** Adopted

Thank you for you feedback.

Corrected code in Unit Mapping Information table.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Suggest unit is Not Equivalent

Extra element (5) and PCs - have split from current version but the outcome is not the same - extra requirements PC 5.1 and 5.2

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

We agree with your comments and amended the equivalency to 'Not equivalent'.

**Organisation Type:** Peak Industry Body

**Coverage:** National

**Stakeholder Comments:**

1. Re order PC's in Element 1 - I would change the order here: 1.4, 1.2, 1.1, 1.3
2. PC 2.2 (lit review/sources) should come before a plan can be developed
3. Element 4 Title - It is all 'conduct field research' Maybe call this section 'data collection methods and analysis'
4. PC 4.2 A specific validation measure, not applicable in all cases, especially in qualitative work
5. PC 5.2 Whether both are done would depend on the methodology. Some methods eg conducting interviews, would be unlikely to include quantitative records
6. FS Numeracy - statistical analysis - This may not apply to the research so is it to be taught explicitly elsewhere as well?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback

1. Re-ordered PC in Element 1 as suggested.
2. Re-ordered PC 2.1 and 2.2 in Element 2 as suggested.
3. Reworded Element 4 Title to: Implement data collection methods.
4. PC 4.2 - Deleted reference to accuracy.
5. PC 5.2 - Removed reference to qualitative and quantitative.
6. FS - Updated and used wording recommended by other respondent - i.e. numerical analysis. 'Conduct numerical analysis of results of research to formulate reasoned outcomes'.

**Organisation Type:** Local Government

**Coverage:** VIC

**Stakeholder Comments:**

FS Numeracy - suggests using "numerical" analysis as it is more general term and consistent with assessing numeracy skill.

PE dot point 4 - Wont always have all three, dependant on requirements of research plan.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Numeracy in Foundation Skills now reads: 'Conduct numerical analysis of results of research to formulate reasoned outcomes' as suggested.

Modified PE dot point 4 to allow for at least one of any the type of charts, tables or graphs.

PE now reads:

'entered, analysed and organised data quantitatively and qualitatively which must include at least one of the following according to research plan:

- charts
- tables
- graphs'



**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

1. Unit is similar unit to AHCWRK603 currently under review core skills.
2. PC 2.5 Source and assess social research data is new PC with no KE to support?
3. Mapping table - Unclear as to status of this unit. Not listed as deleted or replaced?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

1. AHCWRK603 Design and conduct a field-based research trial focusses on field work while AHCPER514 Design an integrated permaculture system focusses on developing conceptual designs and a design brief as well as undertaking site analysis. The differences are unique enough to require separate units.
2. Added point 'social and community research and development' to KE to address this.
3. Amended comment in mapping table to clarify that this unit merges content from PER502 and PER507. These merges are deemed Not Equivalent.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Appears to be more than a minor change and therefore is this unit equivalent?

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Amended unit mapping table updated from 'Equivalent' to 'Not equivalent'.

**Organisation Type:** Registered Training Organisation

**Coverage:** VIC

**Stakeholder Comments:**

Typo elective code AHCORG508 should be AHCORG5X1

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Checked and updated code and title for AHCPER508 listed in the electives - AHCPER508 Manage a permaculture aid and development project.

During the review of Permaculture qualifications and units it was suggested that the unit *AHCPER509 Design permaculture structures* was no longer needed, and as such was proposed for deletion. It was further proposed that *SITXMGT003 Manage projects* be included within the *Diploma of Permaculture* in place of *AHCPER509*.

The feedback received (below) is against the the proposed deletion of *AHCPER509 Design permaculture structures* within the Diploma of Permaculture. The proposed alternative, *SITXMGT003 Manage projects* is deemed unsuitable for permaculture students and is not a suitable replacement. Therefore *AHCPER509 Design permaculture structures* will not be removed, and will instead be retained within the Diploma qualification.

## Component Index

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AHCPER509	Design permaculture structure and features
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**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

RE: Proposal to remove AHCPER509 Design permaculture structures and features from qualifications and use SITXMGT003 Manage projects instead

Agree with other comment, just looked at the unit [SITXMGT003] on training.gov.au and this is very different from what we had. In the permaculture unit [AHCPER509] we're talking about building small structures like wooden growing arbours, shade pergolas, strawbale garden benches etc. Certainly not roads, sewer lines, etc. Very different skillset.

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Based on this feedback, along with similar feedback from other stakeholders, AHCPER509 Design permaculture structures and features has been re-instated into the Diploma of Permaculture, with updates in the unit including the addition of references to building codes and compliance, which need to be included from a compliance perspective. SITXMGT003 is no longer proposed for inclusion in the Diploma of Permaculture.

**Organisation Type:** Employer

**Coverage:** WA

**Stakeholder Comments:**

RE: Proposal to remove AHCPER509 Design permaculture structures and features from qualifications and use SITXMGT003 Manage projects instead.

Again I strongly object to this unit [SITXMGT003] for permaculture students. It's about

- rural road
- urban road
- sewer line
- stormwater drainage line
- building pad
- open drain
- ground level car park for 20 cars.

(Performance criteria)

and

- file formats for engineering drawings:
  - data exchange format (DXF)
  - portable document format (PDF)
  - format used in triangulation process to define position of points and triangles (PTS)
  - Microsoft Excel (XLS) spreadsheet format

[I know 2 of these pdf and excel.]

(Knowledge evidence).

**Consideration and Proposed Resolution:** Adopted

Thank you for your feedback.

Based on this feedback, along with similar feedback from other stakeholders, AHCPER509 Design permaculture structures and features has been re-instated into the Diploma of Permaculture, with updates in the unit including the addition of references to building codes and compliance, which need to be included from a compliance perspective. SITXMGT003 is no longer proposed for inclusion in the Diploma of Permaculture.

## Section Index

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[PER Units and Qualifications](#)

**Organisation Type:** Employer

**Coverage:** VIC

**Stakeholder Comments:**

I had a quick look (all PER components on the website for validation) and it looks like you've all done a great job

**Consideration and Proposed Resolution:** Noted

Thank you for your support.

**Organisation Type:** Peak Industry Body

**Coverage:** TAS

**Stakeholder Comments:**

I have reviewed the units and qualifications and support their validation

**Consideration and Proposed Resolution:** Noted

Thank you for your validation.

**Organisation Type:** Peak Industry Body

**Coverage:** SA

**Stakeholder Comments:**

I support validations for the permaculture units and qualifications

**Consideration and Proposed Resolution:** Noted

Thank you for you validation.

**Organisation Type:** Training Board

**Coverage:** NT

**Stakeholder Comments:**

We have circulated amongst our stakeholder group for validation of Permaculture qualifications and units. No issues has been raised at this stage.

**Consideration and Proposed Resolution:** Noted

Thank you for your feedback.