

Case for endorsement
AHC
Agriculture, Horticulture,
Conservation and Land
Management Training Package
Version 6.0
Part 2

Agricultural Biosecurity and Emergency Response
Conservation and Land Management
Medicinal Crops

Submitted by Skills Impact
on behalf of
Agriculture and Production Horticulture Industry
Reference Committee and Amenity Horticulture,
Landscaping and Conservation & Land
Management Industry Reference Committee
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A. Administrative details

This section provides an overview of the relevant organisations, the case for change and training package components for endorsement.

Organisational details

This submission is made by the following Industry Reference Committees (IRCs):

- Agriculture and Production Horticulture IRC
- Amenity Horticulture, Landscaping, Conservation and Land Management IRC

Skills Impact Ltd is the Skills Service Organisation (SSO) supporting this submission.

Component details

The Case for Endorsement comprises 8 qualifications, 113 units of competency and their associated assessment requirements for endorsement as part of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*.

Project Name	Components
Agricultural Biosecurity and Emergency Response	<ul style="list-style-type: none">• 13 revised units of competency• 3 new skill sets (not for endorsement)
Conservation and Land Management	<ul style="list-style-type: none">• 6 revised qualifications• 1 merged qualification (4 merged into 1)• 18 new units of competency• 68 revised units of competency• 2 new skill sets (not for endorsement)• 2 deleted units of competency• 1 reinstated unit of competency
Medicinal Crops	<ul style="list-style-type: none">• 2 new qualifications• 13 new units of competency• 4 new skill sets (not for endorsement)

A full list of components proposed for endorsement appears in **Appendix 1: Components for Endorsement**. Qualifications reviewed as minor updates appear in part 2 Case for Endorsement for *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Part 2*

Case for Change details

Joint Project Year 1

The Case for Change (Reference number: Skills Impact/TPD/2018-19/005) was approved on 26 March 2019. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

- Review or development of up to 185 units of competency covering the following projects:
 - Conservation and land management
 - Nursery production
 - Production horticulture
 - Biosecurity and emergency response
 - Sales and merchandising

The two Joint Project Year 1 projects detailed in this case for endorsement are:

Agricultural Biosecurity and Emergency Response

- Review 8 Emergency Response (BER) units of competency and 5 Biosecurity (BIO) units of competency
- Research the need for a qualification in the sector (not required)
- Develop up to 2 units of competency (not required)
- Develop 3 new skill sets.

Conservation and Land Management

- Review 9 qualifications within Conservation and Land Management
- Review 1 qualification within Pest Management
- Review 71 units of competency
- Develop up to 19 new units of competency
- Develop 2 new skill sets.

Medicinal Crops

The Case for Change (Reference number: Skills Impact/TPD/2017–18/003) was approved on June 5, 2018. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work were to:

- Develop 25 new units of competency
- Develop 4 new skill sets.

Change of Scope details

Research and consultation activities undertaken during the Medicinal Crops Project identified a requirement for qualification pathways that would incorporate newly developed units of competency. In addition to the development of new units of competency and skill sets as outlined in the Case for Change detailed above, two new qualifications at Certificates III and IV levels were also developed. These qualifications are designed to reflect key job roles for individuals with responsibilities for undertaking a range of skilled work in controlled growing licensed medicinal cannabis operations. The amended change of project scope details to include the development of two qualifications was supported by the Agriculture and Production Horticulture Industry Reference Committee (APHIRC) and documented in minutes of meeting held on 28 April 2020, and provided to the Department of Education, Skills and Employment (DESE) for their consideration.

B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC. The components submitted for endorsement have been reviewed as part of the following projects:

- Conservation and Land Management
- Agricultural Biosecurity and Emergency Response
- Medicinal Crops.

Work undertaken and why

The following points are covered for each project.

- All components submitted for endorsement have been developed and reviewed in accordance with the *Standards for Training Packages 2012*, the *Training Package Products Policy 2019* and the *Training Package Development and Endorsement Process Policy, 2019*.
- Evidence of consultation with states and territories is provided in **Appendix 2: Industry support**.

Agricultural Biosecurity and Emergency Response

Skill Description:

Agricultural Biosecurity is the term given to looking after the health of our agricultural and horticultural produce and monitoring that health. Emergency Response is a small industry that protects our produce and people from emergency threats, such as African Swine Flu and even the Coronavirus. Paired together, these units of competency and skill sets are designed to protect Australia's produce from sudden and ongoing biosecurity issues. Emergency responders in the agriculture industry need specific training to understand the nature of where an issue comes from, and how to respond proportionally within the government's framework that is deployed when an emergency happens. Broadly, the Biosecurity units of competency reviewed (BIO sector) are intended to be used across all agricultural sectors to give people within this industry the necessary skills and knowledge to make sure that they are ensuring sound biosecurity practices in their work.

Driver for this project:

With the threat of disease incursion into Australia an ongoing issue to our agriculture and horticulture sector, training in the latest disease responses, control measures, and emergency operations requires constant maintenance and upkeep, to make sure it is current and relevant to actual emergency and ongoing biosecurity issues.

With Australia one of the last nations globally to not have African Swine Fever, with citrus wasp and fireants making their way from Queensland to the southern states and with Phytophthora affecting our grape harvests nationally, Australia has a constant need for emergency response workers with up-to-date training.

For those emergency responders, practical skills in how to carry out an emergency disease response, conducting field surveillance and managing an active biosecurity emergency are vital. More broadly, all agriculture and horticulture workers should have the ability to spot a diseased plant or animal and know who to report it to. Farmers and growers should know what the government's response will be and how best to assist. Governing bodies also need to know how best to assist farmers in order to avoid the potential of bankruptcy and other related issues of losing their business.

The agriculture and horticulture, and emergency response industries are looking at a more unified approach to training emergency responders and agriculture workers within responses to an outbreak. This unified approach's aim is to ensure the industry learns from and avoids the issues of the past and creates improved procedures for dealing with an emergency in the future. At the same time, the biosecurity units of competency designed more for agriculture workers require some knowledge of who to call in an emergency, and what to do as a worker to prevent the incursion or spread of a disease.

The 2019-2022 Skills Forecast submitted to the AISC by the Agriculture, Horticulture and Conservation and Land Management Industry Reference Committee (AHCLM IRC) approved the Agricultural Biosecurity and Emergency Response project. Therefore, the purpose of this project was to update units of competency to reflect modern industry practices; to align the emergency responses with the same structure the government deploys during an emergency; and to unify the emergency response sector with the agricultural and horticultural sector in how both these industries respond to an emergency outbreak.

Work undertaken:

Initial work involved identifying the correct biosecurity experts across various Australian agriculture and horticulture industries, and emergency response experts. Once the Subject Matter Expert Working Group (SMEWG) had been established, meetings were held in Sydney and Adelaide to identify job roles and tasks within those job role and then identify existing units which relate to the skills/knowledge required for those roles and identify any gaps, and package 'job roles' into qualifications.

At these early meetings it was identified that the terminology was too 'farm based', and that the language deployed would need to broaden out the units of competency to cover different agriculture, horticulture and even conservation and land management environments where appropriate. The requirement and applicability of a qualification or skill sets was also sought; however, after much consideration by the SMEWG it was decided that there is currently no need for a qualification. Instead it was confirmed that the Biosecurity units of competency (BIO) should remain in existing agriculture and horticulture qualifications and for the Biosecurity Emergency Response units of competency (BER) to also be included in these other qualifications or skill sets.

The issue around low enrolments in the BER units was also raised and the group was asked if the units needed to be flagged for deletion. The SMEWG advised that the tasks contained in the BER units were still very relevant to job outcomes and were too important to not have included in the VET system. However, it was identified that work was needed to be done with the emergency responders to ensure these tasks were up-to-date and aligned with the emergency response structures that are put in place during an outbreak. As part of this process, it was identified that no new units were required at this time.

Site visits across Victoria to an intensive piggery, an egg farm, a vegetable farm, a sheep and cattle farm and a vineyard demonstrated firsthand how various sites use biosecurity protective measures in their workplaces. This allowed the units to be reviewed with the complete battery of protective measures understood by the technical writer.

The first drafts were developed after these visits and public consultation workshops took place in Launceston, Adelaide, Perth, Brisbane, Sydney, Melbourne and Darwin through November 2019. Public consultation was broadly advertised via email to interested individuals who had registered through the Skills Impact project website page and newsletters within the industry were distributed through the SMEWG networks in order for subject matter experts to provide their views of the proposed changes to the units of competency via the online feedback hub, email or by calling the project manager or technical writer.

The feedback received in the public consultation period mirrored that given by the SMEWG, and with access to additional industry experts, the project was able to tackle the more complex aspects of biosecurity and biosecurity emergency response. This included the alignment of the tasks to the appropriate AQF levels with regards to the emergency response hierarchies that are put into place while handling a biosecurity emergency. Previously the training had not corresponded correctly with who was performing what task during an outbreak. During the national consultation process the project team used this time to synthesise the training with the emergency response hierarchical model. The SMEWG and other industry experts in this area agreed the work undertaken in this space now reflects the real world situations, which was not the case in the current units of competency and may be a reason behind the low enrolment numbers.

No new skill gaps were identified during the public consultation phase, instead participants were eager to make sure that the changes made were inclusive of all biosecurity measures that can be undertaken during a response situation. Along with employees and employers, industry associations at national and state based level, which included Animal Health Australia and Plant Health Australia,

state based government departments and RTOs provided feedback throughout the project. The Australian Workers' Union (AWU) was kept informed as per their request.

In February 2020, the project entered the validation phase, whereby all components were made available on the Skills Impact website and a meeting was convened with attendees consisting of members of the SMEWG and other key stakeholders. A final review was carried out with a summary provided on the changes made following first draft public consultation. Individuals were then able to make an informed decision with regards to validating all the changes that have been implemented.

Conservation and Land Management

Skill Description:

The Conservation and Land Management project covered multiple industries with specific skills ranging from fire management and use of explosives to identifying soil for earthworks construction.

Conservation and Land Management (CLM) is the sector name given to those who are involved in managing, maintaining and caring for our ecosystems, be it through park ranger work or similar. The key identifier for someone in the CLM industry as opposed to other nature related work is that a CLM worker always has the ecosystem of the area as the basis of their work first and foremost. Ecological matters frame how a CLM worker should view a situation compared to other fields of work. For example, a Country Fire Association burner would wish to burn off an area for the purposes of fire control or future fire control. A CLM burner would seek to burn an area to enhance the ecosystem as the primary reason for the burn (though these two things are not mutually exclusive).

Through ecological restoration, we begin to gain an understanding of land, parks and wildlife and natural resource management and gather an idea of the multitude of complex job tasks and skills required of our CLM workforce. To add to the complexity, these skills often change depending on the environment. For example, a CLM worker operating in the desert requires very different skills from a CLM worker working exclusively in a marine environment. Within this project, the unit of competency sector areas of Natural Area Restoration (now renamed Ecological Restoration), Land, Parks and Wildlife, Natural Resource Management, Construction Earthworks, Fauna, Fire, Explosives and Pest Management were reviewed. A new unit sector called Marine was established for ecological work undertaken in marine environments.

Driver for this project:

The CLM industry has recently experienced a shift in how job tasks are completed in the field, with new technologies allowing old jobs to be completed in new and more effective ways. CLM workers burning land now use time-lapse video technology to monitor how the landscape reacted to the certain type of fire they used, allowing them to tailor the fire in the future for optimal ecological effect.

CLM pest workers can now spray cliff faces to rid them of weeds that erode the rock using unmanned aircraft, and with GPS advances and video/photographical advances changing the technology use in the industry, the training needed to be updated to capture this technology, and future proofed so that when the next wave of technology changes practices again the units of competency are still relevant and can continue to meet the needs of the industry.

Within the fire sector, divisions between the CLM burners, Public Safety burners (Metropolitan Fire Brigade, Country Fire Association) and Indigenous cultural and land care burners had resulted in training materials that did not satisfy the needs of all these groups. Therefore, a project that sought to create training material using the skills and knowledge of all groups was required.

Finally, a lack of ecological understanding in new CLM workers was identified by experts nationally, and training that taught new industry members the underpinning ecological principles that inform all CLM work needed to be brought into the heart of the training.

The 2019–2022 Skills Forecast submitted by the AHLCLM IRC to the AISC approved the Conservation and Land Management project. The purpose of this project was to address the aforementioned concerns through a review of the existing units of competency, creation of new units of competency where appropriate, and to review and update the qualifications within the sector.

Work undertaken:

A group of SMEs were identified to provide advice throughout the project that saw key industry employers, associations and peak training bodies being represented nationwide. Within this overarching SMEWG, sub working groups were established to inform the decision making in specific sectors, including marine, fire, explosive and pest management. These sub working groups were informal, and invitations were extended to those recommended by the SMEWG, and other experts who sought inclusion as the project progressed.

Two SMEWG meetings were held in August 2019 in Sydney and Adelaide. Attendees were asked to identify job tasks in the industry, and to identify the existing issues they faced.

SMEWG members at these meetings identified a lack of ecological understanding in new CLM workers as an issue, alongside technology outstripping the training they had at hand. CLM workers also raised concerns around the existing structure of the qualifications, with four separate certificate III level qualifications. Under this current structure, potential students struggle to identify which certificate they should undertake to enter the industry. It was also noted that RTOs also faced difficulty in understanding which certificate the industry wished to see students complete, as this differed greatly depending on location.

Finally, a new sector of marine training was requested, with some parties being in favour of a new suite of units to accommodate this new training sector. However, others wanted to see marine as a facet of other existing training sectors, namely Land Parks and Wildlife and Natural Area Restoration.

The public consultation phase of the project commenced in early November 2019 and while initially being 4 weeks in duration, this was expanded to three months as industry awareness of the project grew and more parties expressed their interest in making sure their feedback was received. The question of whether the marine sector should receive its own suite of units was addressed through feedback received and a webinar in early December, with all parties agreeing that the sector should receive its own cluster of units under the new Marine (MAR) sector name, after an explanation and discussion with marine rangers and other interested stakeholders.

Due to the size of the project and the number of interested stakeholder groups nationally, there was a considerable quantity and diversity of feedback received. Over 1,500 pieces of feedback was received during this feedback period. The majority of feedback received was complimentary, and no major issues or concerns was raised at this time.

In order to address the issue raised during the initial meetings of too many Certificate III qualifications in the sector, the new drafts only had one Certificate III in Conservation and Ecosystem Management, with the other three (Certificate III's in Land, Parks and Wildlife, Natural Area Restoration (now Ecological Restoration) and Conservation Earthworks respectively) brought into the revised Certificate III as streams of study, or specialisations, alongside specialisations in Fire, Marine, Indigenous Land Management, and Pest Control. A student can still undertake a generic Certificate III in Conservation and Ecosystem Management with no specialisation if preferred. This was widely praised, with over 100 pieces of feedback in support of this change nationally and two pieces of feedback expressing opposition.

To give students a grounding in sound ecological practice, the new unit AHCCECR309 Conduct an ecological and cultural site inspection prior to operational works was added into the core of the qualification, again receiving overwhelming industry support.

The project entered the validation phase in March 2020 just as the COVID-19 pandemic was being felt in Australia. This had an impact on the SMEWG validation meeting scheduled in Adelaide late March as it was forced to be cancelled due to flight restrictions. To combat this setback, webinars were scheduled in early April to act as replacements for the validation meetings that were abandoned, although the technology repeatedly failed due to the unexpected influx of use of webinar platforms both nationally and worldwide.

To combat these additional setbacks, Skills Impact extended the validation period until 17 April 2020 and contacted every member of the SMEWG to ask them to provide their feedback through the online surveys which were set up on Survey Monkey. Stakeholders with any final issues were asked if they gave their permission to speak with each other, and once they did teleconferences were set up to resolve these final issues. It was through teleconference that the fire units took on their final forms, with these finalised documents having the enthusiastic approval of the indigenous burners, CLM burners and Public Safety burners. The teleconferences and online surveys were used to settle the

final naming issues of project components as well. This was also successful with over 50 pieces of support for all the naming changes and only two objections.

A webinar was held on the 28 April 2020, after the official validation phase as a run through of all feedback received and changes made due to this feedback. All stakeholders had no further contributions and were pleased that validation had been completed so thoroughly considering significant obstacles. Skills Impact would like to reiterate that although there were significant issues with validation for this project, it was still completed in a successful manner that allowed for proper consultation. The project manager contacted all SMEs personally when a major decision was to be made, and all were sent the Feedback and Summary report so they could see all feedback and changes made during validation for this project.

Although no concerns were raised and all stakeholders were accepting of the unusual circumstances being faced in Australia over the last eight months, Skills Impact acknowledges that this was an unorthodox validation compromise to their usual approach that was completed in a manner the SMEs would not have been familiar with if they had participated in previous projects and therefore reflects the additional time the components were available on the Skills Impact webpage for validation.

It should be noted that the actual feedback received during validation was lower than expected in normal circumstances for the following reasons:

- the impact to people's working lives due to COVID-19 restrictions put in place from March onwards
- the components only required cosmetic changes
- the majority of SMEs believed that the feedback they had provided during public consultation was implemented to their satisfaction in the updated drafts.

Medicinal Crops

Skill description:

The Australian medicinal cannabis industry started in 2016 with the passing of the Narcotics Drugs Amendment Act 2016. Only organisations that have been granted a license and permit by the Commonwealth Office of Drugs Control (ODC) can produce medicinal cannabis. Licensed facilities are regularly audited by the ODC to ensure their continual compliance with the requirements of their license and permits.

Medicinal cannabis cultivation and production in Australia occurs in controlled highly specialised protected cropping systems and indoor environments. All must have met the minimum standards set out in the Therapeutic Goods Order No. 93, which includes complying with the Good Agricultural and Collection Practices (GACP) and Good Manufacturing Practice (GMP) standards.

The recent regulation of medicinal cannabis in Australia has coincided with the global shift in recognising medicinal cannabis as a valuable option for treating a range of symptoms. As a result, a growing number of licensed growers and producers will require a workforce skilled in the cultivation and production of medicinal cannabis, who can follow strict security and good agricultural and manufacturing practices to achieve Australian medicinal cannabis product standards to supply to patients globally.

Driver for this project:

Medicinal crops is a rapidly growing industry in many countries around the world. New legislation in Australia has allowed the production of medicinal cannabis, which, in addition to existing poppy crops based largely in Tasmania, has led to growth in the medicinal crop sector.

Medicinal cannabis is now recognised as a natural and effective medicine to treat numerous symptoms and medical conditions. Opium poppies have long been used as a source for pain relief in pharmaceuticals.

As a result, specific skill and knowledge requirements are associated with growing and harvesting the crops, maintaining their security, and for understanding and implementing compliance and government regulations.

Cannabis is a narcotic drug with a high illicit value. The risk of diversion is significant and requires comprehensive security arrangements. Personnel security is an important component of those arrangements and should complement physical facility security. The ODC check all applicants for cannabis licences, including:

- licence applicants and holders
- business associates
- non-business-related connections and
- close relatives.

Unlike the "Fit and Proper Person Test" where ODC assesses suitability of the licensee, the licence holder must assess whether an employee is suitable.

A licence holder must take all reasonable steps not to engage a person who is not suitable for this highly specialised and regulated sector.

Work undertaken:

A Subject Matter Expert Working Group (SMEWG) that included representatives from industry bodies and medicinal crop growth and cultivation facilities across Australia (including poppies, hemp and cannabis) was formed to provide technical advice. This group was made up of nine Subject Matter Experts (SME) to reflect the diversity of stakeholders and the range of job roles across this industry at a national level (see **Appendix 2: Industry support**).

Consultation with industry stakeholders who work directly in the cultivation and production of medicinal crops identified new specialist skills training for medicinal cannabis only. Existing qualifications in production horticulture and protected horticulture were mapped for coverage of medicinal crops and it was recognised that cultivation and production of broadacre crops, such as poppies and hemp, are covered by existing qualifications and units of competency related to production horticulture.

The medicinal cannabis sector has some unique features due to the regulatory environment in which it operates and impacts:

- the employee pool who must be over 18 years
- the required knowledge of employees in terms of the regulatory framework. Participants must understand their obligations regarding the regulatory requirements as an employee.
- the nature of production due to the need to comply with regulatory requirements but also because it combines elements of agriculture, horticulture, protected crops and pharmaceutical systems.

Medicinal cannabis is currently grown under protected cropping structures and specific activities required for growth and harvesting of medicinal cannabis in a licensed commercial facility such as implementing security and compliance with legislative requirements are core requirements.

The focus currently is on production in advanced controlled environments (housed within indoor facilities) and develops a raw material to meet GMP manufacturing and 'Australian quality' requirements. Thus, it is differentiated from commodities that are predominantly grown using protected cropping methods. Although there is some alignment of skills within existing qualifications in protected horticulture, food safety is not a core requirement for medicinal cannabis production (as it is produced as a pharmaceutical agent rather than as a food source).

Consultation with industry experts in the medicinal cannabis sector has identified a requirement for the development of two new qualifications at certificate levels III and IV and 13 new units of competency to meet identified skill and knowledge requirements for the rapidly expanding workforce to support the following job roles:

- Cultivation Supervisors/Technical Experts – Certificate Level III
- Head Grower/Facility Manager – Certificate Level IV

The qualifications reflect the roles of individuals who work in licensed medicinal cannabis facilities as cultivation technicians and in supervisory roles.

The units of competency describe skills for the propagation, care, maintenance, harvest and pre-processing of medicinal cannabis as well as quality, security, compliance and regulatory requirements.

The skill sets reflect categories of knowledge, skills and experience necessary for working in the medicinal cannabis industry and cover induction activities, cultivation, production and management roles.

During industry consultation and engagement activities, several changes, adjustments and refinements were made to newly developed draft components to ensure they were factual, accurate and fit for purpose to meet industry requirements. A summary of these changes is included below:

- Initial qualification structures included regulatory and security/hygiene units as core while allowing options to select at least one of three units relating to propagation, growth and/or harvest stages of the plant (referred to as Elective Group A).
- Feedback indicated that an employee should be encouraged to develop skills across all areas of the business (including propagation, growing and harvesting) rather than only one specific aspect. This resulted in proposed 'Group A' electives being included as core units across both AQF level qualifications. Packaging rules were also adjusted accordingly from:
 - Certificate III - previously 3 core and 11 elective units to 6 core and 8 electives (14 total)
 - Certificate IV - previously 3 core and 12 elective units adjusted to 6 core 9 elective (15 total).
- It was recognised that the medicinal cannabis qualifications should contain a strong core of specialised medicinal cannabis cultivation skills whilst ensuring the packaging rules allowed for imported units of competency from other training packages as elective choices. This flexibility will allow individuals who have completed relevant imported units to move from other industry sectors such as horticulture and pharmaceutical and vice versa.
- Initially a Certificate II level qualification in the cultivation and production of medicinal cannabis was considered for development for individuals entering the industry in 'assistant' level roles. However, further input provided to the project from some state training authorities and some members of the APHIRC suggested that entrants into this sector, at this level, should be provided with the opportunity to develop a broad range of horticultural skills in both broadacre and protected cropping systems. Therefore, three units of competency developed for 'assistant' roles in propagation, growth and harvesting of medicinal cannabis plants will be available for inclusion in existing qualifications as elective choices rather than within a specialist qualification specific to the cultivation of medicinal cannabis. The three newly developed units, listed below, will be included in the elective groups of *AHC20320 Certificate II in Production Horticulture* (which has been reviewed as part of the Horticulture and Nursey project) and *AHC21819 Certificate II in Protected Horticulture* (Group E General electives). See Appendix 3 Minor Updates:
 - *AHCMDC201 Assist with propagation of medicinal cannabis*
 - *AHCMDC202 Assist with care and maintenance of medicinal cannabis*
 - *AHCMDC201 Assist with harvest and pre-processing of medicinal cannabis*
- Consultation regarding whether a Certificate II level qualification in the production and cultivation of medicinal cannabis should be developed was part of a broader discussion at two APHIRC meetings held on 17 March and 28 April 2020. Discussions centred around three options for qualification pathways in the medicinal crops sector:
 - **Option 1.** APHIRC support the adoption of three qualifications (Certificates II, III and IV level) and seek to submit a "Change of Scope" to the project for AISC approval.
 - **Option 2.** APHIRC not support new qualifications for the cultivation and production of medicinal cannabis and recommend adoption of original project scope for the development of skills sets only.
 - **Option 3.** APHIRC support the Certificate III and IV qualifications with pathway options within existing Certificate II level qualifications and seek to submit a "Change of Scope" to the project for AISC approval.
- At these meetings, Skills Impact prepared information to help promote discussion about the three options listed above, including mapping requirements showing comparisons between

volume of training required and the relationships between current qualifications and potential newly developed medicinal cannabis qualifications, skill sets and streaming. The outcome of the meeting was as follows:

- The APHIRC Chair sought to achieve consensus among APHIRC members and proposed a vote be conducted to establish if members supported the skills set only option or to seek a change of project scope (required for Options 1 and 3). A vote was taken with a majority of APHIRC members voting to accept Option 3. One IRC member abstained from the vote. As a result, Skills Impact formally requested a change of scope to the 20-06 Medicinal Crops project and undertook the necessary work associated with this option.
- The certificate IV qualification reflects roles at the supervisory or managerial level. Skills and knowledge related to working in teams and supervision are included in all core units. To protect the integrity of the qualification, the packaging rules for selection of elective units of competency has been amended to reduce the number of elective units selected from any currently endorsed Training Package or accredited course from 5 to 4.
- Suggestions for additional units to be included in qualification elective lists were considered. The unit *AHCWRK207 Collect and record production data* was added to the elective group of the newly developed draft *Certificate III in Medicinal Cannabis Cultivation and Production* and *MSL907316 Perform aseptic techniques* was added to the elective group of the initial Certificate IV level qualification draft.
- Details of individual units were reviewed by industry specialists working within propagation, growing and harvesting areas in a medicinal cannabis facility to confirm correct terminology and that details of all task-based activities carried out in the workplace were factual and clearly explained. Requirements for assessment were also considered as being fair and reasonable to reflect competence in task requirements. The following terminology and/or activities were confirmed and incorporated into relevant units of competency:
 - Cultivation is the growing of cannabis plants. It includes sourcing seeds and propagating seedlings. It does not include developing strains or genetic modification of seeds and crops (a research licence and permit are required for these).
 - Production: Cannabis resin is formed by the separation of trichomes from the cannabis plant. Sieving the plant to remove the resin is what is referred to as production
 - Manufacture: After sieving the plant, all other processes of extraction and transformation are called manufacture, including the processes to create purified resin. (Note: Manufacturing requires a different licence to cultivation and production and must be conducted in separate facilities).
 - Industry tends to use 'production' rather than 'farm' when referring to their operation
 - Some organisations propagate using tissue culture in a laboratory.
 - A range of growing media are used that includes agar (if tissue culture is used to propagate) and rockwool (for hydroponic systems).
 - There is a high security requirement because of the risk of diversion of the plant materials and this has implications on how the plant materials are disposed as well as the information the employees share with others about their work (they cannot disclose the locations and other details that could impact on security)
 - Inventory management and documentation of all actions and material used needed to be emphasised. This is the basis to defend companies from a potential recall or protect a company from diversion. Inventory should be a clear first step in most of these procedures as all the plant counts and weights should match up after a process to ensure there is no diversion. Emphasis on inventory management was addressed in all growing and harvesting units. Skills relating to conducting and recording plant counts and weighs and reporting any deviations from counts and weights were addressed in performance criteria, performance evidence and knowledge evidence fields of units of competency where relevant
 - Care of mother plants was included, where relevant, in propagation units of competency and terminology and specific practices related to propagation, flowering and harvest of mother plants was included to reflect current industry practices.

Questions from stakeholders regarding how a 'simulated environment' would work in a delivery sense and types of training delivery models were considered.

The Medicinal Cannabis industry is a new industry in a start-up phase that requires new entrants and retraining of staff and it is essential that licensed sites have access to skilled staff as part of their licensing and regulatory requirements.

The industry faces several difficulties in being able to navigate the VET system and existing qualification pathways due to the complexities of finding a RTO that has the capabilities to deliver the training and suitability qualified teachers who have the knowledge and technical skills to deliver the training.

In providing simple, understandable qualification pathways, it is expected that industry and RTO partnerships will form to establish traineeship arrangements or support work placements to assist employees with pathways from roles as cultivation assistants to technicians and all the way through to supervisory and managerial roles in the production of medicinal cannabis.

It is therefore likely that licensed owners will form partnerships with RTOs to deliver under a traineeship arrangement or establish themselves as enterprise RTOs to manage challenges of gaining entry to premises as part of the necessary security arrangements put in place to manage risks of diversion.

Decision being sought

This submission puts forward the Case for Endorsement for the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package version 6.0*.

Agricultural Biosecurity and Emergency Response

The draft components submitted for endorsement by the AISC are:

- **13 revised units of competency:** *AHCBER302 Work effectively in a biosecurity emergency response, AHCBER305 Carry out emergency disease or pest control procedures on infected premises, AHCBER306 Carry out movement and security procedures, AHCBER403 Plan and supervise control activities on infected premises, AHCBER404 Conduct field surveillance for a biosecurity emergency response, AHCBER503 Manage active operational emergency disease or pest sites, AHCBER504 Manage the implementation of a biosecurity emergency control program, AHCBER602 Plan and oversee a biosecurity emergency incident, AHC BIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity, AHC BIO204 Follow site biosecurity procedures, AHC BIO301 Identify and report signs of unusual disease or pest, AHC BIO303 Apply biosecurity measures, AHC BIO401 Plan and implement a biosecurity program.*
- **3 new skill sets:** *AHCSS00110 Basic Biosecurity Skill Set, AHCSS00112 Site Manager for Biosecurity Emergency Response Skill Set, AHCSS00113 Firearms Skill Set (non endorsed components).*

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**.

Conservation and Land Management

The draft components submitted for endorsement by the AISC are:

- **6 revised qualifications:** *AHC10120 Certificate I in Conservation and Ecosystem Management, AHC21020 Certificate II in Conservation and Ecosystem Management, AHC31420 Certificate III in Conservation and Ecosystem Management, AHC40920 Certificate IV in Conservation and Ecosystem Management, AHC41720 Certificate IV in Pest Management, AHC51120 Diploma of Conservation and Ecosystem Management.*
 - 4 qualifications that have been amalgamated into the Certificate III in Conservation and Ecosystem Management: *AHC31616 Certificate III in Lands, Parks and Wildlife, AHC31716 Certificate III in Natural Area Restoration, AHC32316 Certificate III in*

Conservation Earthworks, AHC31416 Certificate III in Conservation and Land Management.

- **68 revised units of competency:** *AHCLPW310 Supervise park visitor activities, AHCLPW311 Construct access tracks, AHCLPW312 Carry out inspection of designated area, AHCLPW307 Perform restricted diving for scientific purposes, AHCLPW313 Undertake sampling and testing of water, AHCLPW407 Process applications for changes in land use, AHCLPW408 Implement land and sea management practices, AHCLPW409 Inspect and monitor culturally significant places AHCLPW410 Produce maps for land management purposes, AHCLPW406 Supervise the monitoring of biodiversity, AHCLPW506 Develop a management plan for a designated area, AHCLPW504 Assess land use applications for legislative compliance, AHCLPW507 Implement natural and cultural resource management plans, AHCLPW602 Coordinate the preparation of a regional resource management plan, AHCECR101 Support ecological restoration, AHCECR102 Support native seed collection, AHCECR202 Maintain wildlife habitat refuges, AHCECR203 Perform basic ecological restoration works, AHCECR301 Maintain native ecosystem areas, AHCECR302 Collect and preserve biological samples, AHCECR303 Implement biological reintroduction works, AHCECR304 Undertake direct seeding, AHCECR305 Collect native seed, AHCECR306 Conduct photography for fieldwork, AHCECR307 Read and interpret maps, AHCECR401 Supervise ecological restoration works, AHCECR402 Plan the implementation of revegetation works, AHCECR501 Manage natural areas on a rural property, AHCECR502 Conduct biological surveys, AHCECR503 Design an ecological restoration project, AHCECR504 Manage implementation of ecological restoration programs, AHCECR505 Plan river restoration works, AHCECR506 Develop and implement sustainable land use strategies, AHCNRM301 Establish an Australian native stingless bee colony, AHCNRM509 Develop a coastal rehabilitation strategy, AHCNRM510 Develop a water quality monitoring program, AHCNRM503 Support the implementation of waterways strategies, AHCNRM504 Interpret and report on catchment hydrology, AHCNRM505 Provide technical advice on sustainable catchment management, AHCNRM511 Plan and monitor works projects in catchments and waterways, AHCNRM512 Investigate suspected breaches of natural resource management legislation, AHCNRM604 Review ecological management plans and strategies, AHCNRM605 Develop a monitoring, evaluation and reporting program, AHCNRM603 Implement a monitoring, evaluation and reporting program, AHCSAW203 Conduct erosion and sediment control activities, AHCSAW303 Construct conservation earthworks, AHCSAW304 Implement erosion and sediment control measures, AHCSAW402 Set out conservation earthworks, AHCSAW404 Supervise implementation of conservation earthworks plans, AHCSAW504 Design control measures and structures, AHCSAW505 Plan erosion and sediment control measures, AHCSAW503 Plan conservation earthworks, AHCFIR202 Assist with planned burning, AHCFIR504 Manage wildfire hazard reduction programs, AHCFIR503 Plan and evaluate burning for fuel, ecological and cultural resource management, AHCFAU202 Recognise fauna, AHCFAU303 Respond to wildlife emergencies, AHCFAU501 Manage fauna populations, AHCPMG401 Implement the pest monitoring and evaluation plan, AHCPMG402 Ensure compliance with pest legislation, AHCPMG403 Apply predator trapping techniques, AHCPMG506 Manage the implementation of legislation, AHCPMG501 Develop a regional pest management plan, AHCPMG508 Develop a system to monitor and evaluate the pest management plan, AHCPMG502 Investigate a pest control failure, AHCPMG510 Develop a pest survey strategy, AHCEXP301 Handle and store explosives, AHCEXP304 Identify and select explosive products.*
- **2 deleted units of competency:** *AHCNRM401 Plan and implement a biosecurity program, AHCNRM507 Manipulate and analyse data within geographic information systems.*
 - As per the requirements of the Training Package Products Policy (TPPP) Skills Impact have confirmed that although one unit is included in an accredited course, no RTOs are registered to deliver or assess the course at this time. Additionally, one unit is an imported unit in two Arboriculture qualifications, and Skills Impact have confirmed that the arboriculture industry is supportive of the deletion as it duplicates another unit, with additional support expressed in feedback received.
- **1 reinstated unit of competency:** *AHCEXP303A Prepare and use explosives* had been deleted in 2016 by a previous industry skills council as it was deemed at that time as a task that was not required. However, during the project feedback has highlighted that this action was incorrect and therefore the unit of competency, has been reviewed and proposed to be reinstated as *AHCEXP303 Prepare and use explosives.*

- **1 new units of competency:** AHCLPW201 Operate a handheld GPS device, AHCLPW302 Implement a biodiversity monitoring plan, AHCLPW309 Operate remotely piloted system for conservation work, AHCLPW308 Coordinate and report on data collection, AHCECR201 Capture digital media for fieldwork, AHCECR309 Conduct an ecological and cultural site inspection prior to works, AHCECR311 Implement ecosystem reconstruction works, AHCECR308 Conduct a site inspection for ecological restoration, AHCECR310 Implement assisted regeneration works, AHCSAW202 Recognise landforms and soil types, AHCFIR301 Undertake burning for fuel, ecological and cultural resource management, AHCFAU302 Identify fauna in the field, AHCMAR301 Conduct a subtidal marine monitoring operation from a vessel or platform, AHCMAR302 Conduct intertidal marine monitoring, AHCMAR303 Coordinate marine conservation activities on small vessels, AHCMAR304 Identify and collect marine life, AHCMAR305 Monitor ocean conditions and marine environmental quality, AHCMAR306 Operate mobile underwater vehicles.
- **2 new skill sets:** AHCSS00117 Introduction to Conservation and Ecosystem Management Skill Set, AHCSS00118 Seed Processing Skill Set (non-endorsed components).

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**.

Medicinal Crops

The draft components submitted for endorsement by the AISC are:

- **2 qualifications:** AHC333920 Certificate III in Medicinal Cannabis Cultivation and Production and AHC42320 Certificate IV in Medicinal Cannabis Cultivation and Production
- **13 new units of competency:** AHCMDC201 Assist with propagation of medicinal cannabis, AHCMDC202 Assist with care and maintenance of medicinal cannabis, AHCMDC203 Assist with harvest and pre-processing of medicinal cannabis, AHCMDC301 Apply security regulatory requirements to work in the medicinal cannabis industry, AHCMDC302 Apply regulatory and quality requirements to the production of medicinal cannabis, AHCMDC303 Undertake propagation of medicinal cannabis, AHCMDC304 Undertake care and maintenance of medicinal cannabis, AHCMDC305 Undertake harvest and pre-processing of medicinal cannabis, AHCMDC401 Apply security measures for medicinal cannabis, AHCMDC402 Monitor medicinal cannabis production for compliance and quality, AHCMDC403 Plan and implement a propagation program for medicinal cannabis, AHCMDC404 Plan and implement a care and maintenance program for medicinal cannabis, AHCMDC405 Plan and implement a harvest and pre-processing program for medicinal cannabis
- **4 new skill sets:** AHCSS00119 Induction to Work in the Medicinal Cannabis Industry Skill Set, AHCSS00120 Medicinal Cannabis Cultivation and Production Assistant Skill Set, AHCSS00121 Medicinal Cannabis Cultivation and Production Skill Set, AHCSS00122 Medicinal Cannabis Manager Skill Set (non-endorsed components)

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**.

C. Evidence of Industry support

This section provides evidence that the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0* is supported by industry.

Support by IRC(s)

The Agriculture and Production Horticulture IRC and Amenity Horticulture, Landscaping and Conservation & Land Management IRC are responsible for the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. IRC members supported the SMEWGs recommendation to put forward the proposed training package products to the AISC for endorsement. Please refer to **Section I. IRC support** for written evidence of support.

Consultation with stakeholders

During development of the training package products, the following communication strategies were used for consultation with stakeholders:

- A project page was set up on the Skills Impact website at the start of each the projects, containing information about the project together with progress updates. Project pages remained on the website throughout the duration of the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.
 - Agricultural Biosecurity and Emergency Response project page:
<https://www.skillsimpact.com.au/agriculture/training-package-projects/biosecurity-and-emergency-response-project/>
 - Conservation and Land Management project page:
<https://www.skillsimpact.com.au/horticulture-conservation-and-land-management/training-package-projects/conservation-and-land-management-project/>
 - Medicinal Crops project page:
<https://www.skillsimpact.com.au/agriculture/training-package-projects/medicinal-crops/>
- IRC member communications with their industry networks
- Draft materials were hosted on the Skills Impact website for a minimum four-week period. Final drafts were hosted for an additional minimum two-week period for validation of final drafts.
- Stakeholders provided feedback via the Skills Impact Feedback Hub, online questionnaires/surveys, emails or telephone calls, or during consultation workshops.
- Emails and newsletters were sent to state and territory training authorities (STAs/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, organisations and individuals consulted, together with letters of support.

In addition to these activities, the following specific stakeholder engagements took place for each project.

Agricultural Biosecurity and Emergency Response

- A national SMEWG was formed to provide input on the development of draft materials. This group also provided advice and feedback throughout all stages of project development.
- Two SMEWG meetings were held in Adelaide and Sydney, in addition to webinars and ongoing emails and telephone calls.
- Eight public face-to-face consultation workshops were held in Hobart, Launceston, Adelaide, Perth, Sydney, Brisbane, Melbourne and Darwin. Workshops were scheduled and promoted for all locations.

- Two consultation webinars were held to cater for people who could not attend any of the face-to-face consultation workshops.
- Five site visits were held with industries involved with Agricultural Biosecurity and Emergency Response in regional Victoria and Tasmania.
- Stakeholders that were identified as potentially having an interest in the project were contacted via phone and email at the start of the project in June 2019 and continuously kept informed throughout as the project progressed.
- Additional feedback was gathered from stakeholders via face-to-face meetings, emails and telephone calls.
- Validation meetings were held on the 29 February 2020 in Sydney and the 30 February 2020 in Adelaide, with the SMEWG members providing advice on feedback received during the three-week public validation period and to review and validate finalised drafts.

Conservation and Land Management

- A national SMEWG was formed to provide input on the development of draft materials. This group also provided advice and feedback throughout all stages of project development. Smaller groups of experts were used to provide feedback in specialty areas, namely Explosives, Fire, Marine and Diving.
- Two SMEWG meetings were held in Sydney and Adelaide in August 2019, in addition to ongoing emails and telephone calls.
- Nine public face-to-face consultation workshops were held in Hobart, Launceston, Adelaide, Perth, Broome, Sydney, Brisbane, Melbourne and Darwin. Workshops were scheduled and promoted for all locations.
- Two consultation webinars were held to cater for people who could not attend any of the face-to-face consultation workshops.
- Due to unforeseen circumstances, public feedback periods were extended for both first draft consultation and validation via Skills Impact webpage. In the public consultation phase this was three months from the 4 November 2019 to the 31 January 2020. For the validation phase of the project, it was the 14 March until the 17 April 2020.
- A three-day site visit hosted by the Glenorchy City Council's park ranger program was undertaken by the project manager and developer. This visit allowed the park rangers to showcase the full range of conservation and ecological tasks that they undertake and allowed the team to address specific areas that the qualifications and units of competency within the project related to.
- Stakeholders that were identified as potentially having an interest in the project were contacted via phone and email at the start of the project in August 2019 and continuously kept informed throughout as the project progressed.
- Additional feedback was gathered from stakeholders via face-to-face meetings, emails, webinars, teleconferencing and telephone calls.
- Validation for this project was affected by the COVID-19 pandemic and was moved entirely online. SME members were asked to first validate all the project's components through an online survey, and teleconference calls were set up to allow SMEs to ask questions and resolve any issues as they arose. Five such teleconferences were established, as well as 20 individual calls between SME members and specialty area experts. A validation meeting held via webinar on 28 April 2020 with SMEWG walked through the Feedback and Summary Report for the project and asked to give minor pieces of feedback, if required. All members were pleased with how the validation period was held considering the issues caused by the COVID-19 pandemic.

Medicinal Crops

- A national SMEWG was formed to provide input on the development of draft materials. This group also provided advice and feedback throughout all stages of project development.
- A SMEWG meeting was held in Melbourne (see **Appendix 2: Industry support**) and requests for additional clarification and advice via online meetings, emails and telephone calls were undertaken to inform the development of initial draft training package components.
- A site visit was undertaken at a Victorian based licenced medicinal cannabis production facility.
- The initial drafts of the newly developed qualifications, skill sets, and units were made available from 1 October – 5 November 2019, under the 'Drafts Available' stage on the Skills Impact website. During this time, feedback was collected via the online feedback hub and emails, and as a result of five face-to-face consultation workshops held around the country, a webinar, and phone calls.
- Five public face-to-face consultation workshops were held in Brisbane, Sydney, Melbourne, Adelaide and Perth.
- A national public consultation webinar was held to cater for people who could not attend any of the face-to-face consultation.
- 34 Registered Training Organisations (RTOs) that have existing horticulture-based qualifications and units of competency on their Scope of Registration were emailed about the project to:
 - invite them to register to receive project updates
 - seek feedback on the draft components
 - invite them to participate in face-to-face consultation workshops and the consultation webinar project updates.
- All feedback received from initial draft components was collated and considered in the development of 'validation' (draft 2) components and made available of the Skills impact website for three weeks in February 2020. A description of how all feedback was considered and applied was documented in a Summary of Feedback, Responses and Actions Report and made available of the Skills Impact website from February 2020.
- A validation meeting with representation from key industry employers from all states was held on Wednesday 26 February 2020 (see **Appendix 2: Industry support**). The purpose of this meeting was to confirm that the recently developed components are factual, accurate and fit for purpose to meet industry requirements. All feedback collected from this meeting and all other sources during this time was considered and incorporated in the development of final drafts.
- Additional feedback on structure of qualification pathways at Certificate II level was received after validation was circulated and supported by SMEWG.
- Please refer to **Appendix 2: Industry support** for a detailed list of activities conducted, together with organisations and individuals consulted for each of the above projects.

State/Territory and key stakeholder engagement

Workshops were conducted throughout Australia to gain industry feedback on all aspects of the projects being undertaken included in this Case for Endorsement, including the qualifications, units of competency, skill sets and deleted components.

A wide range of stakeholders have been engaged across Australia and from all states and territories. Stakeholders have included national and state-based industry associations, government departments, peak national committees, union, enterprises, key training providers and a range of individuals who are considered to be subject matter experts.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted.

Reports by exception

There is one report by exception to report from the Victorian STA around the three newly developed units, listed below, that will be included in the elective groups of *AHC20320 Certificate II in Production Horticulture* (which has been reviewed as part of the Horticulture and Nursey project and will be submitted to the AISC for consideration at their December 2020 meeting) and *AHC21819 Certificate II in Protected Horticulture* (Group E General electives). See Appendix 3 Minor Updates.

- AHCMDC201 Assist with propagation of medicinal cannabis
- AHCMDC202 Assist with care and maintenance of medicinal cannabis
- AHCMDC201 Assist with harvest and pre-processing of medicinal cannabis

The Victorian STA believes these three units are orphan units despite information contained within the CfE (page 14 Work undertaken and why?) clearly details this will not be the case.

Below is the feedback received from the Victorian STA (in black and blue) and response to this feedback from Skills Impact on the issues raised in (red).

Orphan Units

The following units appear to packaged only in a Skill Set – AHCSS00120 Medicinal Cannabis Cultivation and Production Assistant Skill Set:

AHCMDC201	Assist with propagation of medicinal cannabis
AHCMDC202	Assist with care and maintenance of medicinal cannabis
AHCMDC203	Assist with harvest and pre-processing of medicinal cannabis

As Skills Sets **are unendorsed components**, this cannot be the mechanism for endorsement for these units. Until they are packaged in a qualification as required by the Standards, they will remain orphan units. This means:

- They do not meet the Training Package Products Policy – See Section 3.5.1 ‘Units of competency must be packaged so that the resulting qualifications etc’
 - **Section 3.5.1 states that ‘Units of competency must be packaged so that the resulting qualifications include a range of relevant competencies that are sufficient for a broad range of typical jobs in that industry.’** The QA panel members and Skills Impact have interpreted this as meaning how the units within a qualification must be packaged to achieve a broad range of typical jobs in that industry and ensure that inappropriate units cannot just be placed into a qualification that does not support the workplace outcome e.g. placing a hairdressing unit into the Certificate III in Animal Care Services that has a stream focusing on pet grooming. It also does not state all units in the system must be housed in a qualification as this would have major implications to industries especially those that are emerging industries or industries that have a need for upskilling or licensing requirements and do not have a higher level of qualification or the need for a higher level qualification as a pathway.
 - **Our comments remain. Units of competency must be packaged in a qualification.**
- They cannot be imported under the packaging rules of other qualifications which allow importation of units from endorsed qualifications. **This is not stipulated in any of the standards or policies related to this matter as can be seen below.**

- The problem is that the wording in the majority, if not all qualification packaging rules around importing units include the words ‘or from this or any other **currently endorsed training package qualification** or accredited course at Australian Qualifications Framework (AQF) Level etc’. This is another reason why orphan units are unworkable and cannot be delivered by RTOs. Again, the emphasis is clearly on qualifications, as units of competency not attached to a qualification do not have an AQF level.
- There are two ways of identifying the level a unit of competency is written at, the first is where the SSO has provided an AQF identifier – something Skills Impact does for all its units, or the RTO must read the unit and compare this with AQF Framework and by determining the level of language used within the unit to determine which AQF level it refers to.
- **The Standards for Training Packages 2012** stipulates the following mandatory information relating to the packaging rules:
 - Specifies the total number of units of competency required to achieve the qualification.
 - Specifies the number of core and elective units.
 - Lists all core and elective unit codes and titles, including prerequisite units where they apply.
- **The Training Package Products Policy 2019** states the following information on importing units:
 - **2.3 Units of Competency - importing**
 - 2.3.1. Where units of competency are imported into a training package, the endorsed unit code and title from the source training package must be retained.
 - 2.3.2. Where a suitable cross-sector unit exists, this must be imported prior to importing units of competency from other training packages, or creating a new unit.
 - 2.3.3. The current version of an imported unit must be used when the training package or qualification is reviewed.

For clarity, Skills Impact as a minimum will state that units can be imported from currently endorsed Training Packages or accredited course within the packaging rules.
- They cannot be funded in Victoria and therefore will not be accessible to RTOs for delivery –
 - These units will be able to be funded in Victoria once they have been endorsed by the AISC and the whole training package is released as they will be included in the latest versions of two qualifications:
 - AHC20320 Certificate II in Production Horticulture
 - AHC21819 Certificate II in Protected Horticulture (Release 2)
- The AISC must be given the opportunity to view the units packaged in a qualification in order to understand their contribution to a job outcome –
 - They will do and although the CfEs for the AHC Training Package is being delivered in three parts, all project components will be released as one and this approach has been agreed with the AISC Secretariat.

I note the CFE includes the following in Appendix 3 Qualifications with minor updates:

AHC21819 Certificate II in Protected Horticulture Release 1	AHC21819 Certificate II in Protected Horticulture Release 2	Added new Medicinal Crops units to Group E General electives	Equivalent
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It is possible that this refers to the above-listed units, however, if this is the case, this is **still not Standards compliant**. The Training Package Endorsement and Process Policy (TPDEPP) **requires that new units are subject to the endorsement process** – See Section 6.1 Endorsement Process (pg 12). This is correct and they will be subject to the endorsement process by the AISC. Skills Impact would never upload units that have had major changes or are new units that have not gone through this process, hence why they are stated in the CfE as components for endorsement. Adding existing units to an existing qualification is a minor change, as they have already been endorsed as part of other qualifications. These units will be existing units as soon as they are endorsed and placed onto tga. Hence, these qualifications will not be updated until such time that they are endorsed. Adding new units to a qualification is **not a minor change**. There is nothing in the policies stating that this is the case. Creating new units must be endorsed, and they will be, but we are not creating a new qualification only updating an existing qualification with regards to *AHC21819 Certificate II in Protected Horticulture*, which falls under the minor update criterion. The impact on RTOs is significant in that minor changes do not trigger an alert with a qualification code change. Minor updates to components does trigger an alert via tga and it is the fault of RTOs that do not pay heed to this alert. Therefore they need to be educated that even a revised component that has only undergone a minor update, still needs them to review the component to check for changes made, which they can obtain general information on this by reading the commentary in the mapping information. A qualification code change will alert RTOs to make the significant preparation that is required for the delivery of new units. As will a minor change and RTOs need to be made aware they need to check both types of changes. As elective units are often added to existing qualifications in large swathes, it is extremely difficult for RTOs to devote resources to trawl through the lists of electives in an attempt to pick out the new units. But they would have to do this if there is a large swathe of major changes so what is the difference? RTOs may simply be unaware that the new units are available for delivery. Again, if an RTO reads the commentary in the mapping section, they can see that we have 'Added new Medicinal Crops units to Group E General electives'. This is an education issue for an RTO not one that is an IRC/SSO issue to be resolved incorrectly through the recoding of the qualification, which is unnecessary and goes against the Training Package Development and Endorsement Process Policy which states:

- Minor changes include the following changes to existing qualifications:
 - adding elective units of competency to a qualification.

That we should make unnecessary changes to codes of qualifications is counterproductive and has other major implications to RTOs in terms of having to make changes to all their training materials due to a major code update. Surely instead of trying to fix these issues through unnecessary code changes, RTOs need to have better processes to check any component that has either a major or minor update and not rely on the fact they only do a thorough check of the component when it has undergone a major update. Otherwise, why have minor updates if they are just going to ignore these changes which then opens them up to the danger of being non-compliant?

Creating new units of competency is clearly subject to the endorsement process. Units should not be developed in isolation of their relationship to the workplace outcome.

The units in question have not been created in isolation and on the advice of industry and direction from the Agriculture and Production Horticulture (APH) IRC, it is confirmed that the units do maintain the relationship of the workplace outcome that is desired in both of these qualifications.

Changes to training packages that are subject to the endorsement process include:

- creating new units of competency and qualifications

The new units may indeed be added as electives to a qualification, that doesn't mean they don't have to go through the endorsement process as part of that qualification. The significance is not that they are electives, but that they are **new**. There is clearly a difference between existing (already endorsed) units being added to a qualification, and new units that have just been developed, hopefully and presumably with reference to their contribution to a workplace outcome. The intention of the

recent Training Package Organising Framework work was to support the role of qualifications in producing job-ready graduates with skills that industry needs. Adding new units as electives without the proper endorsement process diminishes the importance of developing new units as part of qualifications to meet industry needs. If an SSO was to not add new units to a qualification until after they had been approved by the AISC, so that they are then classified as existing and then carried out a minor change by adding them at a later date, then this is deemed compliant? Whereas, in this instance the SSO has consulted with the industry and confirmed with the APH IRC that these units complement the workplace outcome of these two qualifications and yet this action is deemed non-compliant to the process, according to the STAs interpretation of the policy? The process taken by Skills Impact is in line with the current Training Package Organising Framework in terms of the updated Training Package Products Policy and Training Package Development and Endorsement Process Policy and has been supported by the Independent Quality Assurance Panel member who has not identified any issues of non-compliance, as can be seen at **Appendix 4: Quality assurance report**.

With respect to your comments on the role of RTOs in monitoring TGA for updates, it is important to understand that **there is no transition period for a minor change**, and that is what increases the risk for RTOs in terms of potential immediate non-compliance. The transition period provides the opportunity for RTOs to teach-out current students and also to make the necessary preparations for the new qualification. I am not aware of any RTOs that ignore minor changes, particularly given the current compliance driven nature of the VET landscape. Qualification code changes are required by the Standards where new units are created – this is not an unnecessary change. The Standards were not developed to reflect what is not allowed ie in terms of the negative. Instead of saying 'You cannot do A, B, or C', the policy reflects the broad purpose of qualifications and the relationship with units of competency in the positive, ie in terms of workplace outcomes by saying 'Units of competency must be packaged so that so that the resulting qualifications reflect a broad range of typical jobs etc'.

Having spoken to ASQA on the issue raised above, ASQA confirm that these units will automatically be placed on to the scope of any RTO that is currently delivering *AHC21819 Certificate II in Protected Horticulture*. Should the RTO wish to deliver any of the three AHCMDC units then they will have to make the necessary changes to their Training and Assessment Strategy (TAS), but there is no requirement for them to do this if they decide to not deliver these units. Only if they do not update the TAS and deliver the units would they be deemed non-compliant, but that is a separate and different issue.

The other issue raised above around the transition period also does not come into play in this instance for *AHC21819 Certificate II in Protected Horticulture*, as students are not moving to a new qualification. In this instance students could be offered an opportunity to complete the AHCMDC units as part of their current training plan, should this be offered by the RTO, but as stated above the RTO is not forced to offer these units, in the same way not every elective unit in a qualification has to be delivered by an RTO. In the majority of cases, RTOs select specific electives to deliver and these are included in their TAS, but they do not need to have or required to have a TAS that covers all units within a qualification.

D. Industry expectations about training delivery

This section explains the advice provided in the Companion Volume Implementation Guide for the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*, together with recommendations for delivery of qualifications as traineeships/apprenticeships.

Companion Volume Implementation Guide

The companion volume details 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
- essential knowledge requirements.

Delivery as apprenticeship/traineeship

The Agriculture and Production Horticulture (APH) IRC and the Amenity Horticulture, Landscaping and Conservation and Land Management (AHLCLM) IRC recommends that each qualification listed in the following table could be the basis for a traineeship or apprenticeship.

Qualification	Delivery recommendation
AHC31420 Certificate III in Conservation and Ecosystem Management	Traineeship
AHC33920 Certificate III in Medicinal Cannabis Cultivation and Production	Traineeship
AHC40920 Certificate IV in Conservation and Ecosystem Management	Traineeship
AHC42320 Certificate IV in Medicinal Cannabis Cultivation and Production	Traineeship
AHC51120 Diploma of Conservation and Ecosystem Management	Traineeship

Delivery as VET programs for secondary students

- | |
|--|
| <ul style="list-style-type: none">▪ AHC10120 Certificate I in Conservation and Ecosystem Management▪ AHC21020 Certificate II in Conservation and Ecosystem Management |
|--|

E. Implementation of the training package components

This section explains how the training package meets occupational and/or licensing requirements and identifies particular implementation issues and strategies to manage these issues.

How training package components meet occupation and licensing requirements

Agricultural Biosecurity and Emergency Response

No units of competency within the Agricultural Biosecurity and Emergency Response project have licencing requirements. The following sentence appears in all units of competency to reflect this:

'No licensing, legislative or certification requirements apply to this unit at the time of publication'.

The firearms skill set includes the following licencing requirement due to an occupational licencing restriction and requirement for individuals to have a firearms licence for operating a firearm.

'State or territory licensing, legislative or certification requirements apply to firearms use in all Australian jurisdictions and must be adhered to'

Conservation and Land Management

Occupational licencing or certification may apply to some job functions covered by AHC41720 Certificate IV in Pest Management, and a statement in the qualification description advises users to seek determination from their relevant authority regarding requirements.

Some individual units reviewed have occupational licencing, certification or regulatory requirements and outcomes, and wording in the Application of the units identifies this.

Medicinal Crops

There are no licensing requirements that apply to the qualifications or units of competency as the licensing requirements is of the owners of the medicinal cannabis cultivation or production site.

As cannabis is a narcotic drug, the risk of diversion of illicit use is significant and requires the licence holder to assess suitability (Fit and Proper) of employees as part of the security arrangements of the licensing requirements.

Implementation issues and management strategies

Conservation and Land Management

Concerns were raised for the delivery of Indigenous culturally sensitive content particularly in regions where there are few people trained in indigenous cultural practices. RTOs were encouraged to work with their local indigenous associations and organisations to source elders with appropriate knowledge. Assessment models would need to be managed by the trainer and assessor where the training skills of the elders were not available. Other than this issue, most of the delivery and assessment will follow models already developed.

Additional assistance has been provided in the expansion of the Knowledge Evidence component to help RTOs focus on additional content to ensure adequate underpinning knowledge for the unit.

Agricultural Biosecurity and Emergency Response

Concern was raised regarding the assessment of the Biosecurity Emergency Response units due to the lack of actual biosecurity emergency response activities from incursions. It was determined to specify that these assessments can only be performed in an environment equivalent to a work environment using scenarios for the individuals undergoing assessment to respond to.

It was also determined that no assessment should be conducted during an active biosecurity emergency response for fear that a failed attempt would jeopardise the biosecurity control and risk a biosecurity threat entering the control area. The units have been written to reflect this concern.

Medicinal Crops

The Medicinal Cannabis Industry is expected to grow rapidly as more licences and permits are issued for the cultivation and manufacture of medicinal cannabis products to ensure that Australia's products meet the highest standards of quality and reliability. Valuable jobs are expected to evolve from the industry, requiring a highly skilled workforce that applies Good Practice Standards and security and regulatory requirements to produce medicinal cannabis, in meeting the needs of local and global markets. It is essential that licensed sites have access to skilled staff as part of their licensing and regulatory requirements.

Industry expectations of delivery requires that the learner/trainee is over 18 years of age and understands their obligations regarding the regulatory requirements as an employee. RTOs must ensure that delivery and assessment is according to government regulations and the Good Agricultural and Collection Practices (GACP) and the GMP standards.

Due to needing to have access to the required resources, that includes a medicinal cannabis cultivation and production site with machinery, equipment and supplies, and opportunity to propagate, maintain and care for and harvest and pre-process a crop, it is expected that strong industry and RTO partnerships will form to establish traineeship arrangements or support work placements to assist employees with pathways from roles as cultivation assistants to technicians through to supervisory or managerial roles in the production of medicinal cannabis.

As cannabis is a narcotic drug, the risk of diversion of illicit use is significant and requires the licence holder to assess suitability (Fit and Proper) of employees and restrictions for entry onto the premise for any external contractors or visitors as part of the security arrangements of the licensing requirements. This presents some challenges for individuals who are not already employed in the industry or for the RTO in gaining entry to the premise to conduct workplace delivery and assessment. It is likely that licensed owners will form partnerships with RTOs to deliver under a traineeship arrangement or establish themselves as enterprise RTOs to manage this challenge. The use of plants similar in morphology to medicinal cannabis plants for training and assessment purposes, while meeting the quality requirements, would also be a strategy in providing training under these restrictions.

F. Quality assurance reports

Skills Impact declares that the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*. meets the requirements of the *Standards for Training Packages 2012* and the *Training Package Development and Endorsement Process Policy 2019*.

The table provides a statement of evidence that the components meet the Training Package Quality Principles.

Principle	Evidenced by:
1. Reflect identified workforce outcomes	<ul style="list-style-type: none"> • Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs. • Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy 2019 • Evidence that the training package components respond to Ministers' policy initiatives, in particular the CISC 2015 training package reforms • Open and inclusive consultation and validation commensurate with scope and impact has been conducted
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	<ul style="list-style-type: none"> • Packaging rules, qualifications framework, and pathways support movement within and across sectors • Identification of skill sets that respond to client needs • Other national and international standards for skills are considered • Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	<ul style="list-style-type: none"> • Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC. • Best use is made of cross-industry and work and participation bank units
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	<ul style="list-style-type: none"> • Provide flexible qualifications that enable application in different contexts • Provide multiple entry and exit points • Pre-requisite units of competency are used only when required
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	<ul style="list-style-type: none"> • Provide 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
6. Support interpretation by training providers and others through the use of simple, concise language and clear	<ul style="list-style-type: none"> • Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package

<p>articulation of assessment requirements</p>	<ul style="list-style-type: none"> • Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth • Compliance with the TGA/National Register requirements for publication • Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package
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The declaration and statement of evidence is confirmed by the independent Quality Report which is provided in **Appendix 4: Quality Report**.

The *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide Parts 1 and 2* have been quality assured through Skills Impact's quality processes and is available.

G. Implementation of COAG Industry Skills Council reforms to training packages

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages. Completion of training package development work, together with extensive consultation with relevant stakeholders, confirms that the submission:

Agricultural Biosecurity and Emergency Response

- The units of competency have been reviewed with the express purpose of broadening the units' application to a wider range of industry sectors than originally targeted for these units. The review has allowed the units to be used in many other sectors including:
 - land and water management as well as a broader use in agriculture and horticulture.
- Four Skill Sets have been developed to encourage the use of nationally accredited training components to be used by casual employees or for the upskilling of existing and/or already qualified employees in the industry.

The Basic Biosecurity Skill Set is designed to encourage new employees in organisations to comply with biosecurity requirements and the Site Manager for Biosecurity Emergency Response Skill Set is aimed at management and supervisory level employees to engage with agencies should a biosecurity threat emerge.

Conservation and Land Management

- **Improved qualification design.** All qualifications have a selected list of elective units to assist the learner to focus on areas of interest or employer skills requirements.

The Certificate III in Conservation and Ecosystem Management has a designed structure to encourage specialisations where this is appropriate for employment. However, where a specialisation is not a requirement the broad range of elective units enables learners/workers to develop the skills most appropriate to local employment outcomes.

Many units in the electives groups have been imported from other training packages which provides some articulation between qualifications and industry sectors, allowing individuals to transition from one industry to another by utilising their transferable skills and completed units of competency allowing for the recognition and advanced standing of these skills.

The consolidation of four Certificate III qualifications in this sector into one qualification has resulted in providing access to job outcomes for a much larger client group than was previously possible, as more training can be accessed under one qualification. The identification of specialisations within the Certificate III in Conservation and Ecosystem Management ensures employers can easily identify that graduates have attained the specific skills and knowledge required for a specific job outcome.

- **Improve efficiency of the training system.** During the review several units were identified for new specialisations in the Certificate III and in particular the Marine specialisation, where many skills for conservation were sourced from the Maritime (MAR) and Seafood (SFI) Training Packages. New units were also identified for development in the Marine specialisation of the Certificate III that are not available in the MAR or SFI Training Packages, which are:
 - subtidal and intertidal marine monitoring
 - identification and collection of marine life
 - monitoring ocean conditions and marine environment
 - coordination of conservation activities in a marine environment and the operation of underwater vehicles.

The development of these units provides opportunities for their importation into other training packages in order to fulfil conservation and fisheries management needs that currently do not exist.

Similarly, the development of a new fire unit (AHC FIR301) and the change in emphasis from prescription burning to planned ecological and cultural burning in the other AHC FIR units provides opportunity for agriculturists, horticulturists and conservationists to undertake safe burning operations for environmental management that does not require prescriptions which is usually in the domain of public safety and government agencies. The unit has been written so that it can be contextualised to any land management use for parks, gardens, farming and ecosystem management.

Many generic units in the conservation and ecosystem suite have also been broadened in their application to ensure they can be contextualised for different industry sectors particularly the marine and farming environments.

Deletion of two units of competency from the old CLM suite and replacement with units from other sectors or Training Packages also reflects the need to rationalise units across all training packages.

- Two new skill sets have been identified and developed to support specific industry needs in this sector where current training opportunities were not readily available for employed workers.
 - The Basic Conservation Skill Set provides a pathway for new entrants into the sector whereby they typically undertake short term contracted work. The skill set encourages learning in the sector and provides a credit towards a qualification should they wish to progress further in the industry.
 - The Seed Processing Skill Set is a very specialised area of the conservation sector and provides employment outcomes for conservation of plant life through the preservation of seeds.

Medicinal Crops

Improved qualification design. Medicinal cannabis is currently grown under protected cropping structures and specific activities required for growth and harvesting of medicinal cannabis in a licensed commercial facility such as implementing security and compliance with legislative requirements as core requirements. It is for this reason that Medicinal Cannabis industry identified that specialist qualifications were required as the core units and packaging rules of existing related qualifications did not meet these needs. Individuals may enter the industry with existing skills in horticulture however they require retraining to address the specific skills requirements for medicinal cannabis production techniques, while meeting the mandatory security regulatory and quality requirements of ensuring crop integrity.

The medicinal cannabis qualifications contain a strong core of specialised medicinal cannabis skills; however, the packaging rules contain imported units of competency from other training packages as elective choices. This may allow individuals who have completed the imported units the flexibility to move into other industry sectors such as horticulture and pharmaceutical.

- **Improve the efficiency of the training system.** Due to the legislative and regulatory requirements of medicinal cannabis industry regarding the security and the production of cannabis, the newly developed units for specialist skills training for medicinal cannabis are not designed to be used by multiple industry sectors.
- Four new skill set have been developed for individuals entering the medicinal cannabis industry and for those who have backgrounds in agriculture or horticulture and wish to transfer their skills to work within the medicinal cannabis industry sector.

H. Evidence of completion

Skills Impact confirms that the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0.* have been completing according to the work assigned by the AISC in the Case for Change and the subsequent Activity Order.

The developed training package components are listed in **Appendix 1: Components for Endorsement**. Full copies of the listed training package components are provided with this Case for Endorsement.

Evidence that training package component(s) are prepared for publication.

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2019*.

All components have been created to comply with the National Register requirements for publication.

The **Mapping Summary** and **Training Package Modification History** provided in **Appendix 1 Components for endorsement**, provide details of the changes to the training package components that are required to allow them to be published on the National Register.

I. IRC support

The Agriculture and Production Horticulture Industry Reference Committee supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Agriculture and Production Horticulture Industry Reference Committee by its appointed Chair.

Name of Chair: Geoff Harvey



Signature of Chair:

Date: 16 September 2020

The Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee by its appointed Chair.

Name of Chair: Esther Ngang



Signature of Chair:

Date: 16 September 2020

Appendix 1: Components for endorsement

a. List of qualification titles and codes

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Qualifications	
Code	Title
AHC10120	Certificate I in Conservation and Ecosystem Management
AHC21020	Certificate II in Conservation and Ecosystem Management
AHC31420	Certificate III in Conservation and Ecosystem Management
AHC33920	Certificate III in Medicinal Cannabis Cultivation and Production
AHC40920	Certificate IV in Conservation and Ecosystem Management
AHC41720	Certificate IV in Pest Management
AHC42320	Certificate IV in Medicinal Cannabis Cultivation and Production
AHC51120	Diploma of Conservation and Ecosystem Management

b. List of unit titles and codes and associated assessment requirements

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Units of competency	
Code	Title
AHCBER302	Work effectively in a biosecurity emergency response
AHCBER305	Carry out emergency disease or pest control procedures on infected premises
AHCBER306	Carry out movement and security procedures
AHCBER403	Plan and supervise control activities on infected premises
AHCBER404	Conduct field surveillance for a biosecurity emergency response
AHCBER503	Manage active operational emergency disease or pest sites
AHCBER504	Manage the implementation of a biosecurity emergency control program
AHCBER602	Plan and oversee a biosecurity emergency incident
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity
AHCBIO204	Follow site biosecurity procedures
AHCBIO301	Identify and report signs of unusual disease or pest
AHCBIO303	Apply biosecurity measures
AHCBIO401	Plan and implement a biosecurity program
AHCECR101	Support ecological restoration
AHCECR102	Support native seed collection
AHCECR201	Capture digital media for fieldwork
AHCECR202	Maintain wildlife habitat refuges
AHCECR203	Perform basic ecological restoration works
AHCECR301	Maintain native ecosystem areas
AHCECR302	Collect and preserve biological samples
AHCECR303	Implement biological reintroduction works
AHCECR304	Undertake direct seeding

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Units of competency	
Code	Title
AHCECR305	Collect native seed
AHCECR306	Conduct photography for fieldwork
AHCECR307	Read and interpret maps
AHCECR308	Conduct a site inspection for ecological restoration
AHCECR309	Conduct an ecological and cultural site inspection prior to works
AHCECR310	Implement assisted regeneration works
AHCECR311	Implement ecosystem reconstruction works
AHCECR401	Supervise ecological restoration works
AHCECR402	Plan the implementation of revegetation works
AHCECR501	Manage natural areas on a rural property
AHCECR502	Conduct biological surveys
AHCECR503	Design an ecological restoration project
AHCECR504	Manage implementation of ecological restoration programs
AHCECR505	Plan river restoration works
AHCECR506	Develop and implement sustainable land use strategies
AHCEXP301	Handle and store explosives
AHCEXP303	Prepare and use explosives
AHCEXP304	Identify and select explosive products
AHCFAU202	Recognise fauna
AHCFAU302	Identify fauna in the field
AHCFAU303	Respond to wildlife emergencies
AHCFAU501	Manage fauna populations
AHCFIR202	Assist with planned burning
AHCFIR301	Undertake burning for fuel, ecological and cultural resource management
AHCFIR503	Plan and evaluate burning for fuel, ecological and cultural resource management
AHCFIR504	Manage wildfire hazard reduction programs
AHCLPW201	Operate a handheld GPS device
AHCLPW302	Implement a biodiversity monitoring plan
AHCLPW307	Perform restricted diving for scientific purposes
AHCLPW308	Coordinate and report on data collection
AHCLPW309	Operate remotely piloted system for conservation work
AHCLPW310	Supervise park visitor activities
AHCLPW311	Construct access tracks
AHCLPW312	Carry out inspection of designated area
AHCLPW313	Undertake sampling and testing of water
AHCLPW406	Supervise the monitoring of biodiversity
AHCLPW407	Process applications for changes in land use
AHCLPW408	Implement land and sea management practices
AHCLPW409	Inspect and monitor culturally significant places
AHCLPW410	Produce maps for land management purposes
AHCLPW504	Assess land use applications for legislative compliance
AHCLPW506	Develop a management plan for a designated area
AHCLPW507	Implement natural and cultural resource management plans

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Units of competency	
Code	Title
AHCLPW602	Coordinate the preparation of a regional resource management plan
AHCMAR301	Conduct a subtidal marine monitoring operation from a vessel or platform
AHCMAR302	Conduct intertidal marine monitoring
AHCMAR303	Coordinate marine conservation activities on small vessels
AHCMAR304	Identify and collect marine life
AHCMAR305	Monitor ocean conditions and marine environmental quality
AHCMAR306	Operate mobile underwater vehicles
AHCMDC201	Assist with propagation of medicinal cannabis
AHCMDC202	Assist with care and maintenance of medicinal cannabis
AHCMDC203	Assist with harvest and pre-processing of medicinal cannabis
AHCMDC301	Apply security regulatory requirements to work in the medicinal cannabis industry
AHCMDC302	Apply regulatory and quality requirements to the production of medicinal cannabis
AHCMDC303	Undertake propagation of medicinal cannabis
AHCMDC304	Undertake care and maintenance of medicinal cannabis
AHCMDC305	Undertake harvest and pre-processing of medicinal cannabis
AHCMDC401	Apply security measures for medicinal cannabis
AHCMDC402	Monitor medicinal cannabis production for compliance and quality
AHCMDC403	Plan and implement a propagation program for medicinal cannabis
AHCMDC404	Plan and implement a care and maintenance program for medicinal cannabis
AHCMDC405	Plan and implement a harvest and pre-processing program for medicinal cannabis
AHCNRM301	Establish an Australian native stingless bee colony
AHCNRM503	Support the implementation of waterways strategies
AHCNRM504	Interpret and report on catchment hydrology
AHCNRM505	Provide technical advice on sustainable catchment management
AHCNRM509	Develop a coastal rehabilitation strategy
AHCNRM510	Develop a water quality monitoring program
AHCNRM511	Plan and monitor works projects in catchments and waterways
AHCNRM512	Investigate suspected breaches of natural resource management legislation
AHCNRM603	Implement a monitoring, evaluation and reporting program
AHCNRM604	Review ecological management plans and strategies
AHCNRM605	Develop a monitoring, evaluation and reporting program
AHCPMG401	Implement the pest monitoring and evaluation plan
AHCPMG402	Ensure compliance with pest legislation
AHCPMG403	Apply predator trapping techniques
AHCPMG501	Develop a regional pest management plan
AHCPMG502	Investigate a pest control failure
AHCPMG506	Manage the implementation of legislation
AHCPMG508	Develop a system to monitor and evaluate the pest management plan
AHCPMG510	Develop a pest survey strategy
AHCSAW202	Recognise landforms and soil types

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Units of competency	
Code	Title
AHCSAW203	Conduct erosion and sediment control activities
AHCSAW303	Construct conservation earthworks
AHCSAW304	Implement erosion and sediment control measures
AHCSAW402	Set out conservation earthworks
AHCSAW404	Supervise implementation of conservation earthworks plans
AHCSAW503	Plan conservation earthworks
AHCSAW504	Design control measures and structures
AHCSAW505	Plan erosion and sediment control measures

c. Skill sets (not for endorsement)

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0. Skill sets	
Code	Title
AHCSS00110	Basic Biosecurity Skill Set
AHCSS00112	Site Manager for Biosecurity Emergency Response Skill Set
AHCSS00113	Firearms Skill Set
AHCSS00117	Introduction to Conservation and Ecosystem Management Skill Set
AHCSS00118	Seed processing skill set
AHCSS00119	Induction to Work in the Medicinal Cannabis Industry Skill Set
AHCSS00120	Medicinal Cannabis Cultivation and Production Assistant Skill Set
AHCSS00121	Medicinal Cannabis Cultivation and Production Skill Set
AHCSS00122	Medicinal Cannabis Manager Skill Set

d. Mapping information

Mapping of qualifications

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and V6.0 mapping of qualifications			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHC10116 Certificate I in Conservation and Land Management	AHC10120 Certificate I in Conservation and Ecosystem Management	Changes to title, Description and Packaging Rules. Core units increased to 3	Not equivalent
AHC21016 Certificate II in Conservation and Land Management	AHC21020 Certificate II in Conservation and Ecosystem Management	Title changed Unit description updated and packaging rules clarified Unit codes updated	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and V6.0 mapping of qualifications			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Units added to Group A and Group B electives	
AHC31416 Certificate III in Conservation and Land Management	AHC31420 Certificate III in Conservation and Ecosystem Management	Redesigned qualification merging four qualifications into one with specialisations	Not equivalent
Not applicable	AHC33920 Certificate III in Medicinal Cannabis Cultivation and Production	Qualification has been created to address an occupational outcome required by industry	Newly created
AHC31616 Certificate III in Lands, Parks and Wildlife	AHC31420 Certificate III in Conservation and Ecosystem Management	Redesigned qualification merging four qualifications into one with specialisations	Not equivalent
AHC31716 Certificate III in Natural Area Restoration	AHC31420 Certificate III in Conservation and Ecosystem Management	Redesigned qualification merging four qualifications into one with specialisations	Not equivalent
AHC32316 Certificate III in Conservation Earthworks	AHC31420 Certificate III in Conservation and Ecosystem Management	Redesigned qualification merging four qualifications into one with specialisations	Not equivalent
AHC40916 Certificate IV in Conservation and Land Management	AHC40920 Certificate IV in Conservation and Ecosystem Management	Retitled Number of core units increased to 2 Changed packaging rules	Not equivalent
Not applicable	AHC42320 Certificate IV in Medicinal Cannabis Cultivation and Production	Qualification has been created to address an occupational outcome required by industry	Newly created
AHC41716 Certificate IV in Pest Management	AHC41720 Certificate IV in Pest Management	Updated qualification code Updated unit codes in electives lists	Not equivalent
AHC51116 Diploma of Conservation and Land Management	AHC51120 Diploma of Conservation and Ecosystem Management	Retitled New units added into qualification Updated codes for units	Equivalent

Mapping of units of competency

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCBER301 Work effectively in an emergency disease or plant pest response	AHCBER302 Work effectively in a biosecurity emergency response	Unit code changed Title changed to reflect broader usage of unit Changes made to Application Elements edited and consolidated Performance Criteria changed and reordered Performance Evidence, Knowledge Evidence and Assessment Conditions updated	Equivalent
AHCBER303 Carry out emergency disease or plant pest control procedures at infected premises	AHCBER305 Carry out emergency disease or pest control procedures on infected premises	Minor change to title Minor changes to Application Minor changes and reordering of Performance Criteria Performance Evidence, Knowledge Evidence and Assessment Conditions updated	Equivalent
AHCBER304 Carry out movement and security procedures	AHCBER306 Carry out movement and security procedures	Changed unit code Changed title Minor changes to Application Changes to Element 3, and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCBER401 Plan and supervise control activities on infected premises	AHCBER403 Plan and supervise control activities on infected premises	Changed unit code Updated Application Changes made to Performance Criteria including rationalising repetition for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCBER402 Carry out field surveillance for a specific emergency disease of plant pest	AHCBER404 Conduct field surveillance for a biosecurity emergency response	Changed unit code Change to unit title and Application Changes to Elements and Performance Criteria to clarify the unit outcomes Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCBER501 Manage active operational emergency disease or plant pest sites	AHCBER503 Manage active operational emergency disease or pest sites	Changed unit code Minor change to title Changes to Application and minor changes to Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCBER502 Manage the implementation of an emergency disease or plant pest control program	AHCBER504 Manage the implementation of a biosecurity emergency control program	Changed unit code and title Changes to Application Minor changes to Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCBER601 Plan and oversee an emergency disease of plant pest control program	AHCBER602 Plan and oversee a biosecurity emergency incident	Changed code and title Changes to Application and Performance Criteria Update Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCBIO201 Inspect and clean machinery for plant, animal and soil material	AHCBIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity	Changed unit code Change to title to remove specificity for broader application Removed mapping to Core Skills for Work from Foundation Skills	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Minor edit to Assessment Conditions	
AHC BIO202 Follow site quarantine procedures	AHC BIO204 Follow site biosecurity procedures	Changed unit code and title Changes to Application, Elements and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHC BIO302 Identify and report unusual disease or plant pest signs	AHC BIO301 Identify and report signs of unusual disease or pest	Changed unit code Minor title change Changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHC BIO305 Apply biosecurity measures	AHC BIO303 Apply biosecurity measures	Changed unit code Minor changes to Performance Criteria be inclusive of non-farm environments Updated Performance Evidence and Knowledge Evidence	Equivalent
AHC BIO403 Plan and implement a farm of enterprise biosecurity plan	AHC BIO401 Plan and implement a biosecurity program	Changed unit code Changes to title and Application Consolidated Performance Criteria and Elements by removing duplication for clarity and brevity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHC EXP301 Handle and store explosives Release 2	AHC EXP301 Handle and store explosives Release 3	Minor changes to Performance Criteria Removed mapping to Core Skills for Work	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Updated Knowledge Evidence and Assessment Conditions	
AHCEXP302 Identify and select explosive products	AHCEXP304 Identify and select explosive products	Minor changes to Application and minor changes and addition of Performance Criteria for clarity Foundation Skills added Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCEXP303A Prepare and use explosives	AHCEXP303 Prepare and use explosives	Reinstated previously deleted unit Updated to meet standards Minor changes to Performance Criteria Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCFAU201 Recognise fauna	AHCFAU202 Recognise fauna	Minor changes to Application and Performance Criteria, including removed Performance Criteria in Element 1 to reduce confusion Deleted mapping to Core Skills for Work Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCFAU301 Respond to wildlife emergencies	AHCFAU303 Respond to wildlife emergencies	Minor changes to Application, Element 1 and 7, and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
Not applicable	AHCFAU302 Identify fauna in the field	The unit has been created to address an emerging skill or task required by industry	Newly created

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCFAU501 Manage fauna populations Release 1	AHCFAU501 Manage fauna populations Release 2	Minor changes to Application Minor changes to Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCFIR201 Assist with prescribed burning	AHCFIR202 Assist with planned burning	Change to unit title and Application Minor changes to Performance Criteria for clarity Updated foundations skills	Equivalent
Not applicable	AHCFIR301 Undertake burning for fuel, ecological and cultural resource management	The unit has been created to address an emerging skill or task required by industry	Newly created
AHCFIR501 Manage wildfire hazard reduction programs	AHCFIR504 Manage wildfire hazard reduction programs	Minor edits to Application and Performance Criteria for clarity Consolidated detail from Performance Criteria into Performance Evidence Consolidated Performance Criteria 2.2 and 2.3 into one	Equivalent
AHCFIR502 Plan prescribed burning for fuel, ecological and cultural resource management	AHCFIR503 Plan and evaluate burning for fuel, ecological and cultural resource management	Title change to reflect current industry practice Changes to Application and Performance Criteria to emphasise 'prescribed' burning to 'planned' burning Added new Element 3 Edited Performance Criteria for clarity Added Foundation Skills Edited Performance Evidence and Knowledge evidence Added to Assessment Conditions	Not equivalent
Not applicable	AHCLPW201 Operate a handheld GPS device	The unit has been created to address an	Newly created

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		emerging skill or task required by industry	
AHCLPW301 Supervise park visitor activities	AHCLPW310 Supervise park visitor activities	Minor changes to Applications and Performance Criteria for clarity Added Foundation Skills and updated Performance Evidence and Knowledge evidence	Equivalent
Not applicable	AHCLPW302 Implement a biodiversity monitoring plan	The unit has been created to address an emerging skill or task required by industry	Newly created
AHCLPW303 Construct access tracks	AHCLPW311 Construct access tracks	Updated Application Updated and consolidated Performance Criteria for clarity and brevity Moved specificity to Knowledge Evidence and Performance Evidence Edited and updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCLPW304 Carry out inspection of designated area	AHCLPW312 Carry out inspection of designated area	Minor changes to Application, minor changes to Performance Criteria Added Foundation Skills Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCLPW305 Perform diving for scientific purposes	AHCLPW307 Perform restricted diving for scientific purposes	Redesigned unit to align with Australian training standards for occupational divers	Not equivalent
AHCLPW306 Undertake sampling and testing of water	AHCLPW313 Undertake sampling and testing of water	Minor changes to Application Changes to Performance Criteria for clarity and brevity Updated Performance Evidence, Knowledge	Not equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Evidence and Assessment Conditions	
Not applicable	AHCLPW308 Coordinate and report on data collection	The unit has been created to address an emerging skill or task required by industry	Newly created
Not applicable	AHCLPW309 Operate remotely piloted system for conservation work	The unit has been created to address an emerging skill or task required by industry	Newly created
AHCLPW401 Process applications for changes in land use	AHCLPW407 Process applications for changes in land use	Changes made to Application Minor changes to Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCLPW402 Implement land and sea management practices	AHCLPW408 Implement land and sea management practices	Change to Application, Minor changes and consolidated Performance Criteria for clarity and brevity Updated Performance evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCLPW403 Inspect and monitor cultural places	AHCLPW409 Inspect and monitor culturally significant places	Change to title Updated Application, reviewed and consolidated Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCLPW404 Produce maps for land management purposes	AHCLPW410 Produce maps for land management purposes	Updated Application Minor edits to Performance Criteria for clarity and brevity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCLPW405 Monitor biodiversity	AHCLPW406 Supervise the monitoring of biodiversity	Change to title Redesigned unit with changes to Elements	Not equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		and Performance Criteria Redesigned Performance Evidence, Knowledge Evidence and Assessment Conditions	
AHCLPW501 Develop a management plan for a designated area	AHCLPW506 Develop a management plan for a designated area	Edited Application and Performance Criteria for clarity and brevity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCLPW503 Assess applications for legislative compliance	AHCLPW504 Assess land use applications for legislative compliance	Changes to Application, Performance Evidence for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCLPW505 Implement natural and cultural resource management plans	AHCLPW507 Implement natural and cultural resource management plans	Changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCLPW601 Coordinate the preparation of a regional resource management plan	AHCLPW602 Coordinate the preparation of a regional resource management plan	Changes to Application and minor edits and changes to Performance Criteria order for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
Not applicable	AHCMAR301 Conduct a subtidal marine monitoring operation from a vessel or platform	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMAR302 Conduct intertidal marine monitoring	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
Not applicable	AHCMAR303 Coordinate marine conservation activities on small vessels	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMAR304 Identify and collect marine life	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMAR305 Monitor ocean conditions and marine environmental quality	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMAR306 Operate mobile underwater vehicles	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC201 Assist with propagation of medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC202 Assist with care and maintenance of medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC203 Assist with harvest and pre-processing of medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC301 Apply security regulatory requirements to work in the medicinal cannabis industry	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC302 Apply regulatory and quality requirements to the	The unit has been created to address a skill or task required by	Newly created

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
	production of medicinal cannabis	industry that is not covered by an existing unit	
Not applicable	AHCMDC303 Undertake propagation of medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC304 Undertake care and maintenance of medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC305 Undertake harvest and pre-processing of medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC401 Apply security measures for medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC402 Monitor medicinal cannabis production for compliance and quality	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC403 Plan and implement a propagation program for medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC404 Plan and implement a care and maintenance program for medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCMDC405 Plan and implement a harvest and pre-processing program for medicinal cannabis	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCNAR101 Support natural area conservation	AHCECR101 Support ecological restoration	Change unit code and title to reflect new unit sector Changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR102 Support native seed collection	AHCECR102 Support native seed collection	Changed unit code to reflect new unit sector Minor changes to Application Changes to Performance Criteria moved some components to Knowledge Evidence Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
Not applicable	AHCECR201 Capture digital media for fieldwork	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
AHCNAR202 Maintain wildlife habitat refuges	AHCECR202 Maintain wildlife habitat refuges	Changed unit code to reflect new unit sector Edited Application Changes made to Performance Criteria for clarity and brevity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR201 Carry out natural area restoration works	AHCECR203 Perform basic ecological restoration works	Change to code to reflect new unit sector Minor updates to Performance Evidence and Knowledge Evidence	Not equivalent
AHCNAR301 Maintain natural areas	AHCECR301 Maintain native ecosystem areas	Change to unit code to reflect new unit sector Change to title	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Change to Application Minor changes to Performance Criteria for clarity and consistency Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	
AHCNAR302 Collect and preserve biological samples	AHCECR302 Collect and preserve biological samples	Change to unit code to reflect new unit sector Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR303 Implement revegetation works	AHCECR303 Implement biological reintroduction works	Change to unit code to reflect new unit sector Title change Changes to Application and Performance Criteria to reflect a broader application Changed Performance Evidence, Knowledge evidence and Assessment Conditions	Not equivalent
AHCNAR304 Undertake direct seeding	AHCECR304 Undertake direct seeding	Changes unit code to reflect new unit sector Changes to Application and Performance Criteria to rationalise and clarify Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR305 Collect native seed	AHCECR305 Collect native seed	Change to unit code to reflect new unit sector Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCNAR306 Conduct photography for fieldwork	AHCECR306 Conduct photography for fieldwork	Change to unit code to reflect new unit sector Minor change in Application Removal of mapping to Core Skills for Work from Foundation Skills Minor edit to Performance Evidence	Equivalent
AHCNAR307 Read and interpret maps	AHCECR307 Read and interpret maps	Changed unit code to reflect new unit sector Minor changes to Performance Criteria for clarity Added Performance Criteria to clarify GPS use Removed reference to Core Skills for Work from Foundation Skills Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
Not applicable	AHCECR308 Conduct a site inspection for ecological restoration	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCECR309 Conduct an ecological and cultural site inspection prior to works	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCECR310 Implement assisted regeneration works	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
Not applicable	AHCECR311 Implement ecosystem reconstruction works	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCNAR401 Supervise natural area restoration works	AHCECR401 Supervise ecological restoration works	Changed unit code to reflect new Units Sector Title change Changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR402 Plan the implementation of revegetation works	AHCECR402 Plan the implementation of revegetation works	Changed unit code to reflect new unit sector Changes to Application and Performance Criteria for clarity and brevity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR501 Manage natural areas on a rural property	AHCECR501 Manage natural areas on a rural property	Changed unit code to reflect new unit sector Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR502 Conduct biological surveys	AHCECR502 Conduct biological surveys	Changed unit code to reflect new unit sector Minor changes to Application and Performance Criteria Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNAR503 Design a natural area restoration project	AHCECR503 Design an ecological restoration project	Changed unit code to reflect unit sector Title changed Changes to Application, Added elements and Performance Criteria for clarity and current industry practice Updated Performance Evidence, Knowledge	Not equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Evidence and Assessment Conditions	
AHCNAR504 Manage natural area restoration programs	AHCECR504 Manage implementation of ecological restoration programs	Redesigned unit to focus on implementation of designs or plans Changed code to reflect new unit sector Changed title Change to Application Changed Performance Criteria Changed Performance Evidence, Knowledge Evidence and Assessment Conditions to reflect implementation focus	Not equivalent
AHCNAR505 Plan river restoration works	AHCECR505 Plan river restoration works	Changed unit code to reflect new unit sector Changes to Application Minor changes to Performance Criteria for clarity Updated Performance Evidence, Knowledge evidence and Assessment Conditions	Equivalent
AHCNAR506 Develop and implement sustainable land use strategies	AHCECR506 Develop and implement sustainable land use strategies	Changed unit code to reflect new unit sector Changes made to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNRM301 Establish an Australian native stingless bee colony Release 1	AHCNRM301 Establish an Australian native stingless bee colony Release 2	Removed Core Skills for Work from Foundation Skills mapping table	Equivalent
AHCNRM401 Plan and implement a biosecurity program	Deleted	Duplicate unit	Not applicable

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCNRM501 Develop a coastal rehabilitation strategy	AHCNRM509 Develop a coastal rehabilitation strategy	Changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNRM502 Develop a water quality monitoring program	AHCNRM510 Develop a water quality monitoring program	Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCNRM503 Support the implementation of waterways strategies Release 1	AHCNRM503 Support the implementation of waterways strategies Release 2	Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNRM504 Interpret and report on catchment hydrology Release 1	AHCNRM504 Interpret and report on catchment hydrology Release 2	Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNRM505 Provide technical advice on sustainable catchment management Release 1	AHCNRM505 Provide technical advice on sustainable catchment management Release 2	Minor changes to Application, Performance Criteria for clarity Updated Performance Evidence, Knowledge evidence and Assessment Conditions	Equivalent
AHCNRM506 Plan and monitor works projects in catchments and waterways	AHCNRM511 Plan and monitor works projects in catchments and waterways	Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCNRM507 Manipulate and analyse data	Not applicable	This unit has been identified as a duplicate	Deleted

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
within geographic information systems			
AHCNRM508 Investigate suspected breaches of natural resource management legislation	AHCNRM512 Investigate suspected breaches of natural resource management legislation	Minor changes to Application Changes to Elements and reordered, changed and added to Performance Criteria for clarity and sequencing Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCNRM601 Review land management plans and strategies	AHCNRM604 Review ecological management plans and strategies	Changed title to reflect current industry terminology Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCNRM602 Develop a monitoring, evaluation and reporting program	AHCNRM605 Develop a monitoring, evaluation and reporting program	Minor changes to Application and Performance Criteria for clarity Update Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCNRM603 Implement a monitoring, evaluation and reporting program Release 2	AHCNRM603 Implement a monitoring, evaluation and reporting program Release 3	Minor changes to Application, Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCPMG410 Implement the pest monitoring and evaluation plan	AHCPMG401 Implement the pest monitoring and evaluation plan	Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCPMG411 Ensure compliance with pest legislation	AHCPMG402 Ensure compliance with pest legislation	Changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCPMG414 Apply predator trapping techniques	AHCPMG403 Apply predator trapping techniques	Minor changes to Application Element 1 split into two to rationalise unit structure Changes to Performance Criteria to remove duplication Added Foundation Skills Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCPMG506 Manage the implementation of legislation Release 1	AHCPMG506 Manage the implementation of legislation Release 2	Minor changes to Application and Performance Criteria for clarity Foundation Skills added Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCPMG507 Develop a regional pest management plan	AHCPMG501 Develop a regional pest management plan	Minor changes to Application Minor changes and consolidation of Elements and Performance Criteria Foundation Skills added Updated Performance Evidence and Assessment Conditions	Equivalent
AHCPMG508 Develop a system to monitor and evaluate the pest management plan Release 1	AHCPMG508 Develop a system to monitor and evaluate the pest management plan Release 2	Changes made to Application Minor changes to Element 1 title Minor changes to Performance Criteria for clarity Performance Criteria 2.5 split for clarity Updated Performance Evidence, Knowledge	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
		Evidence and Assessment Conditions	
AHCPMG509 Investigate a pest control failure	AHCPMG502 Investigate a pest control failure	Minor changes to Application and Performance Criteria for clarity Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCPMG510 Develop a pest survey strategy Release 2	AHCPMG510 Develop a pest survey strategy Release 3	Minor changes to Application and Performance Criteria Updated Foundation Skills Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCSAW201 Conduct erosion and sediment control activities	AHCSAW203 Conduct erosion and sediment control activities	Minor changes to Application and Performance Criteria Updated Foundation Skills, Performance evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
Not applicable	AHCSAW202 Recognise landforms and soil types	The unit has been created to address a skill or task required by industry that is not covered by an existing unit	Newly created
AHCSAW301 Construct conservation earthworks	AHCSAW303 Construct conservation earthworks	Minor changes to Application and Performance Criteria Updated Foundation Skills, Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCSAW302 Implement erosion and sediment control measures	AHCSAW304 Implement erosion and sediment control measures	Changes to Application and Performance Criteria for clarity Updated Foundation Skills, Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of units of competency			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCSAW401 Set out conservation earthworks	AHCSAW402 Set out conservation earthworks	Changes to Application and Performance Criteria for clarity Updated Foundation Skills, Performance Evidence, Knowledge evidence and Assessment Conditions	Not equivalent
AHCSAW403 Supervise implementation of conservation earthworks plans	AHCSAW404 Supervise implementation of conservation earthworks plans	Changes to Application Minor changes and consolidation of Performance Criteria for clarity and brevity Updated Foundation Skills, Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCSAW501 Design control measures and structures	AHCSAW504 Design control measures and structures	Minor changes to Application and Performance Criteria for clarity Updated Foundation Skills, Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent
AHCSAW502 Plan erosion and sediment control measures	AHCSAW505 Plan erosion and sediment control measures	Minor changes to Application Minor changes and splitting of Performance Criteria for clarity Updated Foundation Skills Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Not equivalent
AHCSAW503 Plan conservation earthworks Release 1	AHCSAW503 Plan conservation earthworks Release 2	Minor changes to Application and Performance Criteria for clarity Foundation Skills added Updated Performance Evidence, Knowledge Evidence and Assessment Conditions	Equivalent

Skill sets mapping information (not for endorsement)

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and 6.0 mapping of skill sets			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
Not applicable	AHCSS00110 Basic Biosecurity Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00112 Site for Biosecurity Emergency Response Manager Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00113 Firearms Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00117 Introduction to Conservation and Ecosystem Management Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00118 Seed Processing Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00119 Induction to Work in the Medicinal Cannabis Industry Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00120 Medicinal Cannabis Cultivation and Production Assistant Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00121 Medicinal Cannabis Cultivation and Production Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	AHCSS00122 Medicinal Cannabis Manager Skill Set	Skill set has been created to address a defined industry need	Newly created

Credit arrangements

Credit arrangements for AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0.		
Qualification Code	Qualification Title	Credit Arrangement Details
AHC10120	Certificate I in Conservation and Ecosystem Management	At the time of endorsement of this training package, no national credit arrangements exist.
AHC21020	Certificate II in Conservation and Ecosystem Management	At the time of endorsement of this training package, no national credit arrangements exist.
AHC31420	Certificate III in Conservation and Ecosystem Management	At the time of endorsement of this training package, no national credit arrangements exist.
AHC33920	Certificate III in Medicinal Cannabis Cultivation and Production	At the time of endorsement of this training package, no national credit arrangements exist.
AHC40920	Certificate IV in Conservation and Ecosystem Management	At the time of endorsement of this training package, no national credit arrangements exist.
AHC42320	Certificate IV in Medicinal Cannabis Cultivation and Production	At the time of endorsement of this training package, no national credit arrangements exist.
AHC41716	Certificate IV in Pest Management	At the time of endorsement of this training package, no national credit arrangements exist.
AHC51120	Diploma of Conservation and Ecosystem Management	At the time of endorsement of this training package, no national credit arrangements exist.

Appendix 2: Industry support

Consultation activities

A range of strategies were used for consultation with stakeholders during development of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0*.

Agricultural Biosecurity and Emergency Response

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle
<https://www.skillsimpact.com.au/agriculture/training-package-projects/biosecurity-and-emergency-response-project/>
- News articles and stories in Skills Impact newsletters and other external publications – throughout project
- SME Working Group and functional analysis workshops – 23 July in Sydney and 24 July in Adelaide, 2019
- Site visits and face-to-face meetings – throughout project
- Consultation draft 1 – feedback hub, face-to-face workshops and webinars – 4 November to 13 December 2019
- Validation survey – 13 February to 1 March 2020
- Validation SMEWG meetings – 26 February in Sydney, 27 February in Adelaide, 2020.

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

	ACT*	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)									
Industry Association									
Union									
Registered Training Organisation (RTO)									
Government department									

**Stakeholders from the ACT were given opportunities to provide feedback and while they support the work undertaken, no specific feedback was received on any of the components.*

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

Agricultural Biosecurity and Emergency Response project page:

<https://www.skillsimpact.com.au/agriculture/training-package-projects/biosecurity-and-emergency-response-project/>

Publications

As part of communication activities to inform stakeholders of the project's progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers. External publications were distributed to the relevant publisher's subscriber lists.

Skills Impact newsletters and website news articles

Distributed to the Skills Impact database of subscribers.

- Update on Activities; new Agricultural Biosecurity and Emergency Response project - 29 May 2019
- Update on Activities; new projects underway Agricultural Biosecurity and Emergency Response project - 24 July 2019
- New Projects in Agriculture and Horticulture; Agricultural Biosecurity and Emergency Response project - 21 August 2019
- Qualifications for Feedback; Agricultural Biosecurity and Emergency Response project drafts available – 4th November 2019, 13th December 2019
- Feedback on Agricultural Biosecurity and Emergency Response skills standards; validation drafts – 13th February to 1st of March 2020
- In addition to these publications, an *Update on Skills Impact Projects* Newsletter was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the Agricultural Biosecurity and Emergency Response project.

External publications

- Velg Training - 30 May 2019
- AusVeg - 17 September 2019.

Industry Feedback – Agricultural Biosecurity and Emergency Response

Subject Matter Expert Working Group – SME meetings 23 July in Sydney, 24 July Adelaide 2020

Name	Organisation	Position	Organisation Type / Size	State
Dianne Fullelove	Self Employed, IRC Member	Self Employed	Industry (employer)/ Small	QLD
Robbie Davis	Potatoes South Australia Incorporated	Chief Executive Officer	Association/ Medium	SA
Jeff Milne	Citrus Australia	National Citrus Surveillance Coordinator	Association/ Medium	VIC

Kim Marsden	McLean's Farms	Poultry Expert	Industry (employee)/ Large	QLD
John McDonald	Greenlife Industry Australia	National Biosecurity Manager	Association/ Medium	Nat
Greg Owens	Northern Territory Farmers Association	Industry Development Manager	Association/ Medium	NT
Lyn Cameron	Department of Primary Industries and Regional Development	Emergency Management	Association/ Large	WA
Meg Parkinson	Victorian Farmers Federation/ IRC member	Agriculture Consultant	Association/ Large	VIC
Dr Mike Blake	Box Hill Institute	Director- Biosecurity Centre of Excellence	RTO/ Large	VIC
Ben Byrne	Animal Health Australia	Manager, Training Services Communications and Training Services	Association/ Large	NSW
Ross Brown	SunPork	RTO Manager	Industry/ Large	QLD
Jason Males	Department of Primary Industries	Assistant Director	Govt/ Large	NSW

Consultation Workshop Participants- 7th November 2019 Hobart
0 Attendee's.

Consultation Workshop Participants – 8th November 2019 Launceston

Name	Organisation	Position	Organisation Type / Size	State
Kiowa Fenner	Department of Primary Industries	Coordinator for Biosecurity Emergency Preparedness Response and Recovery	Govt/ Large	Tas

Consultation Workshop Participants – 12th November 2019 Adelaide

Name	Organisation	Position	Organisation Type / Size	State
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Julie Fiedler	Horse SA/ IRC member	Executive Officer	Association/ Large	SA
Peter McFarlane	Australian Food Integrity Certification Services Pty Ltd	Director and Company Secretary	Govt/ Large	SA
David Hubbard	PIRSA	Plant Health Surveillance	Govt/ Large	SA
Michelle Carr	PIRSA	Project Officer	Govt/ Large	SA

Consultation Workshop Participants – 13th November 2019 Perth

Name	Organisation	Position	Organisation Type / Size	State
Zixin Liao	Murdoch University	Student	RTO/ Large	WA
Kay Gerard	FFTITC	CEO	Association/ Small	WA

Consultation Workshop Participants – 19th November 2019 Sydney

Name	Organisation	Position	Organisation Type / Size	State
Kevin Cooper	Self Employed	Emergency Response Consultant	Industry (employer)/ Small	NSW

Consultation Workshop Participants – 20th November 2019 Brisbane

Name	Organisation	Position	Organisation Type / Size	State
Helen Jenkins	Animal Health Australia	Aquatic Biosecurity Liaison Officer	Association/ Large	QLD

Consultation Workshop Participants – 21st November 2019 Melbourne

Name	Organisation	Position	Organisation Type / Size	State
Lynda Green	AATIS	Training Package Officer	Govt/ Medium	VIC
Zoumeer Hama	Aus Veg	National Engagement Officer	Association/ Large	Nat

Maddy Quirk	Aus Veg	Biosecurity Officer	Association/ Large	Nat
Melinda Black	Agriculture Victoria	Training Officer	Association/ Large	VIC
Belinda Waker	PICMM	Project Officer	Association/ Medium	VIC

Consultation Workshop Participants – 15 October 2019 Darwin

Name	Organisation	Position	Organisation Type / Size	State
Neda Aleksic	Industry Skills Advisory Council Northern Territory	Industry Skills Advisory Council	Association/ Small	NT
Greg Owens	NT Farmers Association	Industry Development Manager	Association/ Medium	NT
Debbie Knight	Industry Skills Advisory Council Northern Territory	Industry Skills Advisory Council	Association/ Small	NT
Simone Cameron	NT Farmers Association	Biosecurity Liaison Officer	Association/ Medium	NT
Sarah Haim	Australian Mango's Association	Industry Development Officer	Association/ Small	NT
Launa Cunningham	Vegetables NT & Kununurra	Industry Development Officer	Association/ Medium	NT

Consultation Webinars Participants – 28th, 29th November 2019

Name	Organisation	Position	Organisation Type / Size	State
Mark Townsend	TAFE NSW	Industry Relationship Lead-Crops and Livestock, Agribusiness Skills Point	RTO/ Large	NSW
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	RTO, Govt/ Large	VIC
Jessica Lye	Cesar Australia	Biosecurity Horticulture Officer	Industry (employee)/ Large	Nat
Lucy Aukett	Plant Health Australia	Project Officer (Training and Biosecurity Preparedness)	Association/ Large	Nat
Kylie Jackson	Bundaberg Fruit and Vegetable Growers	Queensland Agriculture Workforce Officer	Association/ Medium	QLD

Bea Kirk	Melbourne University	Consultant on the Mackinnon Project	RTO/ Large	VIC
Sue McConnell	Agriculture Victoria	Horticulture Project Consultant	Association/ Medium	VIC
Aaron McGifford	Department of Primary Industries NSW	Biosecurity Consultant	Govt/ Large	NSW
Penny Smith	TAFE NSW	Managing Director for Horticulture Science	RTO/ Large	NSW

Consultation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Matthew Chifley	Plant Health Australia	Manager Training Emergency Management	Association/ Large	Nat
Melinda Black	Agriculture Victoria	Training Officer	Association/ Large	VIC
Lyn Cameron	Department of Primary Industries and Regional Development	Emergency Management	Association/ Large	WA
Paul Etheridge	FFTITC	Project Manager	Association/ Small	WA
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	RTO/ Large	VIC
Beau Bibby	North Regional TAFE	Lecturer	RTO/ Medium	WA
Madeleine Quirk	AusVeg	Biosecurity Officer	Association/ Large	Nat
Kiowa Fenner	Department of Primary Industries	Coordinator for Biosecurity Emergency Preparedness Response and Recovery	Govt/ Large	Tas
Kevin Cooper	Self Employed	Emergency Response Consultant	Industry (employer)/ Small	NSW
Helen Jenkins	Animal Health Australia	Aquatic Biosecurity Liaison Officer	Association/ Large	QLD
Kay Gerard	FFTITC	CEO	Association/ Small	WA
Greg Owens	NT Farmers Association	Industry Development Manager	Association/ Medium	NT

Dr Mike Blake	Box Hill Institute	Director- Biosecurity Centre of Excellence	RTO/ Large	VIC
Dianne Fullelove	Self Employed, IRC Member	Self Employed	Industry (employer)/ Small	QLD
John McDonald	Greenlife Industry Australia	National Biosecurity Manager	Association/ Medium	Nat
Ross Brown	SunPork	RTO Manager	Industry/ Large	QLD
Jason Males	Department of Primary Industries	Assistant Director	Govt/ Large	NSW
Kaushik Nulukutla	Fresh Select	Assistant Floor Manager	Industry/ Large	VIC
Ben Linn	Melbourne University	Veterinarian Consultant	RTO/ Large	VIC
Ben Byrne	Animal Health Australia	Manager, Training Services Communications and Training Services	Association/ Large	NSW
Meg Parkinson	Victorian Farmers Federation/ IRC member	Agriculture Consultant	Association/ Large	VIC
Julie Fiedler	Horse SA/ IRC member	Executive Officer	Association/ Large	SA
Lynda Green	AATIS	Training Package Officer	Govt/ Medium	VIC
Belinda Waker	PICMM	Project Officer	Association/ Medium	VIC
Robbie Davis	Potatoes South Australia Incorporated	Chief Executive Officer	Association/ Medium	SA
Callum Fletcher	AusVeg	Biosecurity Coordinator	Association/ Large	Nat
Shweta Singh	University of Queensland	Lecturer	RTO/ Large	QLD
Jonathan Eccles	Protected Cropping Australia	Director	Association/ Large	Nat
Sally Ceeney	Cotton Australia	Policy Officer, Research Direction and Stewardship	Association/ Medium	Nat

Rob Whittle	City Council of Glenorchy	Coordinator Bushfire Management	Govt/ Medium	TAS
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SME Validation Forums Participants – 27th February 2020 Adelaide, 28th February 2020 Sydney

Name	Organisation	Position	Organisation Type / Size	State
Jonathan Eccles	Protected Cropping Australia	Director	Association/ Large	Nat
Jeff Milne	Citrus Australia	National Citrus Surveillance Coordinator	Association/ Medium	VIC
Ross Brown	SunPork	RTO Manager	Industry (employee)/ Large	QLD
Jason Males	Department of Primary Industries	Assistant Director	Govt/ Large	NSW
Ben Byrne	Animal Health Australia	Manager, Training Services Communications and Training Services	Association/ Large	NSW
Meg Parkinson	Victorian Farmers Federation/ IRC member	Agriculture Consultant	Association/ Large	VIC
Robbie Davis	Potatoes South Australia Incorporated	Chief Executive Officer	Association/ Medium	SA

Validation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Jonathan Eccles	Protected Cropping Australia	Director	Association/ Large	Nat
Jeff Milne	Citrus Australia	National Citrus Surveillance Coordinator	Association/ Medium	VIC
Ross Brown	SunPork	RTO Manager	Industry (employee)/ Large	QLD
Jason Males	Department of Primary Industries	Assistant Director	Govt/ Large	NSW
Ben Byrne	Animal Health Australia	Manager, Training Services Communications and Training Services	Association/ Large	NSW

Meg Parkinson	Victorian Farmers Federation/ IRC member	Agriculture Consultant	Association/ Large	VIC
Robbie Davis	Potatoes South Australia Incorporated	Chief Executive Officer	Association/ Medium	SA
Callum Fletcher	AusVeg	Biosecurity Coordinator	Association/ Large	Nat
Dr Mike Blake	Box Hill Institute	Director- Biosecurity Centre of Excellence	RTO/ Large	VIC

Other consultation activities

In addition to regular email and telephone contact with relevant stakeholders and Subject Matter Experts, the following face-to-face and teleconferencing consultation activities have taken place as part of this project.

Date 12 September 2019 – Somerville, Victoria

Name	Organisation	Position	Organisation Type / Size	State
Lou Napolitano	Somerville Farms	General Manager	Industry (employer)/ Small	VIC

Date 26 August 2019 – Werribee South, Vic

Name	Organisation	Position	Organisation Type / Size	State
Kaushik Nulukutla	Fresh Select	Assistant Floor Manager	Industry (employee)/ Large	VIC

Date 20 September 2019 – Yarrawalla, Vic

Name	Organisation	Position	Organisation Type / Size	State
Caleb Smith	Kia-Ora Intensive Piggery	Farmer	Industry (employee) / Medium	VIC

Date 2-4 September 2019 – Hobart, Tas

Name	Organisation	Position	Organisation Type / Size	State
Rob Whittle	City Council of Glenorchy	Coordinator Bushfire Management	Govt/ Medium	TAS

Letters of Support

Skills Impact
GPO Box 466
NORTH MELBOURNE, Victoria 3001



30th March 2020

Dear Sir/Madam,

Re: Ag Biosecurity and Emergency Response Project

The CHM Alliance consists of six independent companies that together own over 50,000 sows across 3 states and 30 plus sites. CHM is a major producer of pork and, through ownership of PIC Australia, is the market leader in the supply of pig genetics in Australasia. SunPork Pty Limited operates as the pig breeding, production and wholesaling arm of the CHM Alliance, and employs more than 300 staff on their piggeries.

CHM Alliance Pty Ltd is the largest RTO (Registered Training Organisation) delivering training to the Australian commercial pig industry, based in Queensland. It is also a major participant and contributor to the current Pork CRC – R&D program. The industry has a strong focus on innovation, including new product development, packaging and technologies, as well as a commitment to increasing job opportunities along various sectors of the supply chain. Implementing training and skill development for staff allows this sector to improve communication, increase overall efficiency, and boost workplace morale and employee satisfaction.

CHM Alliance gives full support in the AHC BIO and AHC BER revised units. We regularly deliver these units to our clients in the Pork, Egg and Poultry Production. The changes reflect the industry requirements and also improves the student outcomes. They have been well designed for the Industry and will stand us in good stead if the unthinkable happens.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ross Brown', written over a light blue horizontal line.

Ross Brown
RTO Manager
CHM Alliance Pty Ltd



30 March 2020

Mr William Henderson
Skills Impact
559A Queensberry Street
NORTH MELBOURNE VIC 3051

Dear William

RE: Competency Review of Agricultural Biosecurity and Emergency Response Units

Greenlife Industry Australia, peak industry body representing nursery production in Australia, were invited by Skills Impact to participate in the competency review of the Agricultural Biosecurity and Emergency Response units in 2019/2020. As the Greenlife Industry Australia representative I am pleased to acknowledge the process undertaken by Skills Impact as one of inclusiveness and allowed for significant industry input and discussion.

The units of competency reviewed as part of Skills Impact project Agricultural Biosecurity and Emergency Response have all been updated to align with current industry needs, and should be endorsed to become a part of the national vocational education training standards. It is expected that people attaining these qualifications will be better placed to support industry, both at a grower and policy level, across a range of high risk threats including emergency plant pest incursions and natural disasters.

Greenlife Industry Australia was consulted throughout the project's timeline and is very happy with how Skills Impact conducted the review into these units particularly the coordination and consultation process.

Yours sincerely

A handwritten signature in black ink, appearing to read "J McDonald", is placed over a light grey rectangular background.

John McDonald
National Biosecurity Manager
Greenlife Industry Australia

30th March 2020

Greenlife Industry Australia Limited. ABN: 59 634 584 017. PO Box 345 SALISBURY QLD 4107
TEL: 07 3277 7900 FAX: 07 3277 7109 EMAIL: john.mcdonald@greenlifeindustry.com.au



31 March 2020

Skills Impact

Re: Changes to the Agriculture and Production Horticulture training packages for Biosecurity units and skill sets

The Northern Territory Farmers Association (NT Farmers) is the peak body for the plant based industries in the Northern Territory. Our members are made up of a range of incorporated entities and other commodity or special interest groups. We currently have more than 100 members in our organisation. NT Farmers provides and disseminates information and expertise to its members, provides secretariat services for member organisation as well as advocating on behalf of members.

NT Farmers Association is a member of the Agriculture and Production Horticulture- Industry Reference Council and has been a member of the review team updating the Biosecurity units in the training package. The review investigated if any the industry needs new skill sets to adequately equip farmers and biosecurity staff to conduct on-farm and response biosecurity tasks. These tasks are often complex, and staff need a high level of training. NT Farmers has been in the forefront of dealing with a number of very serious exotic plant disease incursions in the NT such as CGMMV, Banana Freckle, and Citrus Canker. The level of training of all stakeholders has a huge impact on the outcomes for industry. Keeping these training units up to date and aligned with industry standards is critical for our industry.

Throughout the process NT Farmers Association has been consulted on the changes and given to opportunity to provide feedback from our staff and from our growers. NT Farmers would endorse the changes being proposed in this vital area of training for our industry.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Greg Owens'.

Greg Owens
Industry Development Manager

Northern Territory Farmers Association Inc.
P.O. Box 748, Coolalinga, NT, 0839, Australia
p: +61 (0)8 8983 3233 f: +61 (0)8 8983 3244 e: info@ntfarmers.org.au
www.ntfarmers.org.au
ABN: 44 597 157 586

Citrus Australia Ltd ABN 75 130 238 792
94 Lemon Avenue, Mildura VIC 3500
PO Box 10336, Mildura VIC 3502
☎ 61 3 5023 6333
☎ 61 3 5023 3877
office@citrusaustralia.com.au
www.citrusaustralia.com.au



10 August 2020

William Henderson
Industry Skills Standards Specialist
Skills Impact
559A Queensberry St, North Melbourne, 3051

Dear Will

Re: Review of nationally-endorsed biosecurity and emergency response units of competency of the AHC Training Package.

Thank you for the opportunity for the citrus industry to be involved in the review of the biosecurity training packages.

Participation in the review has ensured current and future citrus industry training needs are addressed through qualifications. This is extremely important given the ever-increasing pressures from Exotic Pests on citrus and agricultural production in general.

The review process allowed involving Subject Matter Experts from a range of industries and agencies allowed the development of a clear hierarchy of the skills required by both industry and government.

The consultations with wider industry than represented by the Subject Matter Experts has ensured training packages will meet the biosecurity needs at all levels in both industry and agencies.

Citrus Australia endorse the new units to become nationally endorsed training material.

Yours sincerely

Yours sincerely,

Nathan Hancock
Chief Executive Officer
Citrus Australia Ltd

To whom it may concern

Protected Cropping Australia (PCA) is the peak industry body representing commercial hydroponic and greenhouse growers Australia wide. PCA members also include equipment and installation suppliers, specialist consultants and advisors, researchers and educators.

PCA is committed to improving the business environment in which growers operate, through the value chain and the regulatory environment, and by providing pathways to practical outcomes for members, including continuous improvement in horticultural production systems, marketing and business. In return, PCA expects that growers will be able to operate in a reasonable business environment, with opportunity for fair competition and equitable sharing of risk. We also expect that other stakeholders involved with the industry will consider the industry's costs of production when making decisions affecting growers.

Protected cropping is the fastest growing food-producing sector in Australia, with annual growth rates averaging more than 60% over the past five years. Anecdotally, it is understood that around 30% of all Australian farmers now grow crops in some form of soil-less or protected cropping system.

In 2017, it was valued at around \$1.5 billion (\$1,589 million) per annum at the farm gate, up from \$486 million in 2014. This is equivalent to around 15% of the total value of vegetable and cut flower production in Australia (RIRDC report HSA-9A).

There is also extensive production of non-food crops in protected cropping environments. This includes nursery and cut flowers, medicinal cannabis and various crops for oils or nutraceutical products.

Despite the high levels of automation in more sophisticated glasshouse environments, large-scale protected cropping requires a significant labour force, especially during crop establishment and harvest.

Research carried out overseas estimates that the annual work requirement is 11,293 hours per hectare of high-tech structure (which does not include packing operations or any other activities outside of the greenhouse). Assuming an average worker works 1,610 hours per year, then some 7 workers would be required per hectare of operation.

Much of the labour force requirement is semi- or unskilled and many of the work operations can be repetitive. For example, in a tomato greenhouse plants need to be regularly de-leafed, flowers need to be pollinated by hand and fruit needs to be picked.

Whilst the most modern facilities use automation to facilitate many of these tasks, the bulk of this work still must be performed by people.



At the other end of the spectrum, demand for highly skilled growers who manage these large facilities is high and supply of people with suitable skills is low.

It is estimated that more than 10,000 people are currently employed directly in protected cropping throughout Australia, with labour requirements for the industry expanding at more than 5% per annum.

The face of agriculture is changing – rapidly – and global imperatives for new ways to produce food and care for the environment in which it is grown mean that the agricultural sector will be almost unrecognisable in years to come. As agriculture becomes more high-tech, there is an increasing need for a differently and highly skilled workforce and new ways of supporting and resourcing that workforce.

The protected cropping industry has the potential to be a key economic driver with respect to the production of highly valued agri-food products destined for commodity and niche markets. However, if this potential is to be achieved, novel and attractive career pathways need to be established and communicated to attract the workforce required to fulfil this potential.

Already, demand for highly skilled technicians is outstripping supply and there is little structured training for new entrants into the protected cropping industry. This means there is a strong reliance on overseas workers – but these too are in short supply.

It is this environment which PCA has had a long and productive relationship with Skills Impact.

We would like to particularly acknowledge the work that Skills Impact has undertaken with respect to the development of a range of specific competencies aligned to the protected cropping industry.

We were particularly impressed with the ongoing industry consultation process undertaken throughout those projects where industry could provide input and comment where required.

Following this process, we were pleased to endorse the proposed changes as being vital to enable alignment with industry standards and expectations.

In the current trying circumstances, PCA is therefore pleased to offer this letter of support for the work that Skills Impact has proposed to undertake with response to the Agricultural Biosecurity and Emergency Response project.

Yours sincerely



Jan Davis
Executive Officer

7th April 2020



Mr William Henderson
Industry Skills Standards Specialist
Skills Impact
559A Queensberry Street
North Melbourne
VICTORIA 3051

17 April 2020

Dear William

On behalf of Independent Chair, Dr Andrew MacDonald, and the Board of Potatoes South Australia Incorporated, I was very pleased to represent the Association as a 'Biosecurity and Emergency Response Subject Matter Expert' in the review of the AHC Agriculture and Production Horticulture package and specifically, components within Biosecurity and Biosecurity Emergency Response sectors.

This process over 12 months, involving two face-to-face meetings (in Adelaide) was conducted both professionally and effectively by you as Project Manager and by Mr Ron Barrow as developer/facilitator.

Skills Impact personnel successfully always engaged with industry and listened to it for the duration of the project. It was also noted that the introduction to colleagues with specific expertise was taken up immediately. I believe that this greatly enhanced the outcome's relevance, practicality and usefulness.

The intent of the project and my role was made very clear at its commencement and I was delighted to contribute to the development of training materials in an increasingly critical discipline for Australia.

I was consulted throughout the project in a timely and thorough manner and I have no hesitation in approving the new units to become nationally endorsed training material.

Best wishes

Robbie Davis
CEO

Potatoes South Australia Inc ABN 45 568 994 361
University of Adelaide Waite Campus
Building 20 Hartley Grove Glen Osmond South Australia 5064
GPO Box 1664 Adelaide South Australia 5001
www.potatoessa.com.au

Conservation and Land Management

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle
<https://www.skillsimpact.com.au/horticulture-conservation-and-land-management/training-package-projects/conservation-and-land-management-project/>
- News articles and stories in Skills Impact newsletters and other external publications – throughout project SME Working Group and functional analysis workshops – 23rd July in Sydney and 24th July in Adelaide, 2019
- Site visits and face-to-face meetings – throughout project
- Consultation draft 1 – feedback hub, face-to-face workshops and webinars – 4th November to 31st January 2020
- Validation survey – 20th March to 17th April 2020
- Validation SMEWG webinar meeting – 28th April 2020 (webinar held in place of face to face meeting due to travel and gather restrictions in place for COVID 19 pandemic prevention).

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

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)									
Industry Associations									
Unions									
Registered Training Organisation (RTO)									
Government department									

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

Conservation and Land Management project page: <https://www.skillsimpact.com.au/horticulture-conservation-and-land-management/training-package-projects/conservation-and-land-management-project/>

Publications

As part of communication activities to inform stakeholders of the project's progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers. External publications were distributed to the relevant publisher's subscriber lists.

Skills Impact newsletters and website news articles

Distributed to the Skills Impact database of subscribers.

- Update on Activities; new Conservation and Land Management project - 29 May 2019
- Update on Activities; new projects underway Conservation and Land Management project - 24 July 2019

- New Projects in Agriculture and Horticulture; Conservation and Land Management project - 21 August 2019
- Qualifications for Feedback; Conservation and Land Management project drafts available – 4 November 2019, 31 January 2020
- Feedback on Conservation and Land Management skills standards; validation drafts – 13 February to 19 April 2020
- In addition to these publications, an *Update on Skills Impact Projects* Newsletter was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the Conservation and Land Management project.

External publications

- Velg Training - 30 May 2019

Industry Feedback – Conservation and Land Management

Subject Matter Expert Working Group – SME meetings 23 July in Sydney, 24 July Adelaide 2020

Name	Organisation	Position	Organisation Type / Size	State
Tim Connell	City of Whittlesea	Team Leader for Conservation and Land Management	Industry (employee)/ Medium	VIC
Robert Gratton	Eco Arial Ecological Services	Director / Principal Ecologist	Industry (employer)/ Small	VIC
Peter Watton	Trees for Life Inc.	Operations Manager	Industry (employer)/ Small	SA
Randall Bates	Trees for Life Inc.	Coordinator – Group Activities	Industry (employee)/ Small	SA
Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat
Beau Bibby	North Regional TAFE	Lecturer Land Management	RTO/ Medium	WA
Rod Edmonds	Litchfield National Park, Batchelor	A/Senior District Range	Industry (employee)/ Medium	NT
Amanda Nabi	Department of Biodiversity,	Manager, Operational Training Unit Regional and Fire Management Services	Govt/ Large	WA

	Conservation and Attractions			
Andrea Thomas	Department of Biodiversity, Conservation and Attractions	Regional Training Coordinator	Govt/ Large	WA
Agata Mitchell	TAFE NSW	Acting Head Teacher Applied Environmental Management Division	RTO/ Large	NSW
Steve Honeywood	Tocal College	Education Officer, Conservation and Land Management	RTO/ Large	NSW
Benjamin Campbell	Dept of Environment	Senior Ranger, Uluru-Kata Tjuta National Park	Govt/ Medium	NT
Sue Brunskill	Permaculture Australia	IRC Member	Association/ Small	VIC
Rob Whittle	Glenorchy City Council	Coordinator Bushfire Management	Govt/ Medium	TAS
Bob Smeuninx	Bushland Restoration Services	Director/Supervisor/Training and Education	Industry (employee)/ Medium	QLD
Rob Scott	Naturelinks Landscape Management	Director	Industry (employer)/ Small	VIC
Jane Baldwin	Kingfisher Environmental Consultancy Pty Ltd	Director	Industry (employer)/ Medium	VIC
Sam Pickering	Northern Land Council	Project Officer	Industry (employee)/ Medium	NT
Tim Burr Burr	Northern Land Council	Bulgul Ranger Coordinator	Industry (employee)/ Small	NT
Richard Ingram	NRM Tasmania Sona Mara	Founder	Industry (employer)/ Small	TAS
Jane Gye	AABR	Secretary	Association/ Large	Nat

Iris Todd	Tasmania Parks and Wildlife	Senior training and Development Coordinator	Industry (employee)/ Large	TAS
Graham Annovazzi	A/C Sales Contracting	Owner/ Director	Industry (employer)/ Small	NSW
Matthew Pearson	CQU	Teacher – Environmental Monitoring & Technology Department of Agriculture, Science and the Environment	RTO/ Large	QLD

First Draft Workshop's Participants – 29th and 30th October 2019

Name	Organisation	Position	Organisation Type / Size	State
Beau Bibby	North Regional TAFE	Lecturer Land Management	RTO/ Medium	WA
Sue Brunskill	Permaculture Australia	IRC Member	Association/ Small	VIC
Peter Watton	Trees for Life Inc.	Operations Manager	Industry (employer)/ Small	SA
Bob Smeuninx	Bushland Restoration Services	Director/Supervisor/Training and Education	Industry (employee)/ Medium	QLD
Tim Connell	City of Whittlesea	Team Leader for Conservation and Land Management	Industry (employee)/ Medium	VIC
Jane Gye	AABR	Secretary	Association/ Large	Nat
Tein McDonald	AABR	President	Association/ Large	Nat
Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat

Consultation Workshop Participants – 7th November 2019 Hobart

Name	Organisation	Position	Organisation Type / Size	State
Frances Lamb	Artibus	Project Manager	Govt/ Small	TAS

Iris Todd	Tasmania Parks and Wildlife	Senior training and Development Coordinator	Industry (employee)/ Large	TAS
David Welling	Teacher	Tas TAFE	RTO/ Large	TAS
Adam Myut	Environment Officer	Glenorchy City Council	Govt/ Medium	TAS
John Jessop	Training and Development Coordinator	Tasmanian Aboriginal Centre	Industry (Employee)/ Medium	TAS

Consultation Workshop Participants – 8th November 2019 Launceston

Name	Organisation	Position	Organisation Type / Size	State
Todd Dudley	North East Bioregional Network/ AABR	President/ Member	Association/ Large. Association/ Large	TAS

Consultation Workshop Participants – 12th November 2019 Adelaide

Name	Organisation	Position	Organisation Type / Size	State
Tracey Hall	Self Employed	Industry Specialist	Industry (Employer)/ Small	SA
Wendy Maddocks	TAFE SA	Student	RTO/ Large	SA
Randall Bates	Trees for Life Inc.	Coordinator – Group Activities	Industry (employee)/ Small	SA

Consultation Workshop Participants – 13th November 2019 Perth

Name	Organisation	Position	Organisation Type / Size	State
Pamela Sutton	Department of Biodiversity, Conservation and Attractions	Department Dive Officer, Parks and Wildlife Service	Govt/ Large	WA
Kay Gerard	FFTITC	CEO	Association/ Small	WA
Lucy Commander	Australian Network for Park Conservation	Project Manager	Association/ Medium	Nat

Peter Golos	Department of Biodiversity, Conservation and Attractions	Research Scientist	Govt/ Large	WA
Marcus Milki	Revegetation Industry Association of Western Australia	Chairperson	Association/ Medium	WA
Simone Pedrini	Curtin University	Manager	RTO/ Large	WA
Heidi Mippy	South West Aboriginal Land and Sea Council	Community Development Coordinator	Industry (employee)/ Large	WA
Suzie Jueitt	Apprenticeship Coordinator	Department of Training and Workforce Development	Govt/ Large	WA
Andrea Thomas	Department of Biodiversity, Conservation and Attractions	Regional Training Coordinator	Govt/ Large	WA
David Collard	State Aboriginal Natural Resource Management	Coordinator	Industry (employee)/ Large	WA

Consultation Workshop Participants – 14th November 2019 Broome

Name	Organisation	Position	Organisation Type / Size	State
Beau Bibby	North Regional TAFE	Lecturer Land Management	RTO/ Medium	WA
Carmen Taylor	Kimberley Land Council	Training Coordinator	Industry/ Large	WA
Richard Whatley	Kimberley Land Council	Strategic Fire Operations Officer	Industry/ Large	WA
Chloe Rings	Department of Biodiversity, Conservation and Attractions	Ranger Coordinator/ Marine Operations Officer	Govt/ Large	WA
Colin Kenworthy	National Indigenous Australians Agency	Adviser Strategic Initiatives	Govt/ Large	WA
Trevor Dye	Department of Biodiversity,	Regional Training Officer	Govt/ Large	WA

	Conservation and Attractions			
Dane Johnson	Department of Biodiversity, Conservation and Attractions	Regional Training Officer	Govt/ Large	WA

Consultation Workshop Participants – 19th November 2019 Sydney

Name	Organisation	Position	Organisation Type / Size	State
Julie Ravallion	NSW RMS	Senior Environmental Specialist	Govt/ Large	NSW
Agata Mitchell	TAFE NSW	Head Teacher	RTO/ Large	NSW
Daniella Pasquini	Australian Botanic Gardens	Supervisor	Industry (Employee)/ Large	NSW
Thalie Partridge	DPIE Saving Our Species	Community Engagement	Industry (Employee)/ Medium	NSW
Ruth Hardy	Landcare UpHunter	Coordinator, Facilitator	Industry (Employee)/ Medium	NSW
Sybylla Brown	Ku-ring-gai Council	Bushland Technical Officer	Govt/ Medium	NSW
Trisha Barker	TAFE NSW	Teacher	RTO/ Large	NSW
Darryll Barkley	TAFE NSW	Teacher	RTO/ Large	NSW
Jane Gye	AABR	Secretary	Association/ Large	Nat

Consultation Workshop Participants – 20th November 2019 Brisbane

Name	Organisation	Position	Organisation Type / Size	State
Tim Issacs	Potent Solutions	Owner	Industry (Employer)/ Small	QLD
Adrian Hanson	Ecological Natural Area Management	Manager	Industry (Employer)/ Small	QLD

Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat
Cathy Wills	TAFE Conservation and Wildlife Care	Teacher	RTO/ Large	QLD
Craig Welden	Healthy Land and Water Queensland Fire and Biodiversity Consortium	Manager	Association/ Large	QLD
Victoria Bakker	Forest Rehabilitation Ecology	Managing Director	Industry (Employer)/ Large	QLD
Justine Dillon	Ngarang-Wal Gold Coast Aboriginal Association Inc	Managing Director	Industry (Employer)/ Large	QLD
Annie King	Landscape Noosa	Manager	Industry (Medium)/ Large	QLD

Consultation Workshop Participants – 21th November 2019 Melbourne

Name	Organisation	Position	Organisation Type / Size	State
Jeff Smith	Sandbelt Flora	Specialist	Industry (employee)/ Small	VIC
Deb Sparks	AFAC Centre of Excellence for Prescribed Burning	Manager	Association/ Large	Nat
Belinda Watson	PICMM	Project Officer	Association/ Large	VIC
Trudy Nelson	WCMN	Education Officer	Govt/ Small	VIC
Tein McDonald	AABR	President	Association/ Large	Nat
Rob Scott	Naturelinks	Director	Industry (Employer)/ Medium	VIC
Lynda Green	AATIS	Training Package Officer	Govt/ Medium	Nat
Renee Chamberlin	CVA	Training Manager	RTO	VIC
Jane Pammer	Manningham City Council	B.M. Planner	Industry (Employee)/ Large	VIC

Consultation Workshop Participants – 26th November 2019 Darwin

Name	Organisation	Position	Organisation Type / Size	State
Debbie Knight	ISACNT	Training Package Development Specialist	Association/ Small	NT
Neda Aleksic	ISACNT	Training Package Development Specialist	Association/ Small	NT
Leah Gardiner	Department of Primary Industry and Resources NT Government	Aboriginal Training Coordinator, Aboriginal Policy and Community Engagement	Govt/ Large	NT
Ian Hutton	NAILSMA	Project Coordinator	Association/ Large	NT

Consultation Webinar Participants – 29th, 28th November 2019

Name	Organisation	Position	Organisation Type / Size	State
Janelle Beard	TAFE NSW	Product Development Coordinator	RTO/ Large	NSW
Mark Beech	ACT Parks and Conservation Service	Learning and Development Officer	Govt/ Large	ACT
Kim Maddison	Noosa Land Care	Administration Manager	Industry (Employee)/ Large	QLD
Matthew Pearson	CQU	Teacher – Environmental Monitoring & Technology Department of Agriculture, Science and the Environment	RTO/ Large	QLD
Andre Penders	Foresite Training	Training and Assessor	RTO/ Large	ACT
Anne Wiltshire	PICMM	Primary Industries Curriculum Maintenance Manager	Govt/ Small	VIC
Gareth Debney	Northern Sydney Council	Bushland Management Coordinator	Govt/ Medium	NSW
Debbie Knight	ISACNT	Training Package Development Specialist	Association/ Small	NT
Abraham Mijares	TAFE NSW	Teacher	RTO/ Large	NSW

Susan Newling	Department of the Prime Minister and Cabinet	Policy and Program Management	Govt/ Large	Nat
Peter Ryan	Georges Riverkeeper	Program Manager	Industry (Employer)/ Medium	NSW
David Priem	TAFE NSW	Industry Relationship Lead	RTO/ Large	NSW
Daniel Pettingill	Loddon Plains Landcare Network	Facilitator and Project Officer	Industry (Employee)/ Medium	VIC
Jacqui Paine	Charles Darwin University	Trainer/ Assessor	RTO/ Large	NSW
Darcy Duggan	Southern Dandenongs Landcare	Naturalist	Industry (Employee)/ Medium	VIC
Greg Kitson	Griffith University	Indigenous Community Planning	RTO/ Large	QLD
Kyle Hulls	Department of Biodiversity, Conservation and Attractions	Senior Fire Training and Development Officer	Govt/ Large	WA
Nerida Gill	AABR	Member	Association/ Large	Nat
Robyn Bishop	Zoos SA	Aboriginal Learning on Country Coordinator	Industry (Employee), Large	SA
Suzanne Nunn	Institute of Koorie Education, Deakin University	Lecturer, Natural and Cultural Resource Management	RTO/ Large	VIC
Dallas Lynch	Revegetation Industry Association of WA	Committee Member	Association/ Large	WA
Eleanor Killen	Department of Biodiversity, Conservation and Attractions	Training Officer	Govt/ Large	WA
Louise McCall	Department of Biodiversity, Conservation and Attractions	Compliance Officer	Govt/ Large	WA
Neda Aleksic	ISACNT	Training Package Development Specialist	Association/ Small	NT

Consultation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat
Rob Whittle	Glenorchy City Council	Coordinator Bushfire Management	Govt/ Medium	TAS
Kathleen Simms	RuralBiz	Trainer	RTO/ Small	NSW
Beau Bibby	North Regional TAFE	Lecturer Land Management	RTO/ Medium	WA
Agata Mitchell	TAFE NSW	Head Teacher	RTO/ Large	NSW
Rob Hall	Box Hill TAFE	Coordinator	RTO/ Large	VIC
Rob Scott	Naturelinks Landscape Management	Director	Industry (employer)/ Small	VIC
Jim Begley	Goulburn Broken Catchment Management Authority	Landscape Restoration Officer	Industry (Employee)/ Medium	VIC
Robert Gration	Eco Arial Ecological Services	Director / Principal Ecologist	Industry (employer)/ Small	VIC
Adam Myut	Environment Officer	Glenorchy City Council	Govt/ Medium	TAS
Iris Todd	Tasmania Parks and Wildlife	Senior training and Development Coordinator	Industry (employee)/ Large	TAS
David Welling	Teacher	Tas TAFE	RTO/ Large	TAS
Tracey Hall	Self Employed	Industry Specialist	Industry (Employer)/ Small	SA
Wendy Maddocks	TAFE SA	Student	RTO/ Large	SA
Randall Bates	Trees for Life Inc.	Coordinator – Group Activities	Industry (employee)/ Small	SA
Debbie Knight	ISACNT	Training Package Development Specialist	Association/ Small	NT

Suzanne Nunn	Institute of Koorie Education, Deakin University	Lecturer, Natural and Cultural Resource Management	RTO/ Large	VIC
Todd Dudley	North East Bioregional Network/ AABR	President/ Member	Association/ Large. Association/ Large	TAS
Pamela Sutton	Department of Biodiversity, Conservation and Attractions	Department Dive Officer, Parks and Wildlife Service	Govt/ Large	WA
Kay Gerard	FFTITC	CEO	Association/ Small	WA
Lucy Commander	Australian Network for Park Conservation	Project Manager	Association/ Medium	Nat
Peter Golos	Department of Biodiversity, Conservation and Attractions	Research Scientist	Govt/ Large	WA
Marcus Milki	Revegetation Industry Association of Western Australia	Chairperson	Association/ Medium	WA
Simone Pedrini	Curtin University	Manager	RTO/ Large	WA
Heidi Mippy	South West Aboriginal Land and Sea Council	Community Development Coordinator	Industry (employee)/ Large	WA
Suzie Jueitt	Apprenticeship Coordinator	Department of Training and Workforce Development	Govt/ Large	WA
Andrea Thomas	Department of Biodiversity, Conservation and Attractions	Regional Training Coordinator	Govt/ Large	WA
David Collard	State Aboriginal Natural Resource Management	Coordinator	Industry (employee)/ Large	WA
Julie Ravallion	NSW RMS	Senior Environmental Specialist	Govt/ Large	NSW
Daniella Pasquini	Australian Botanic Gardens	Supervisor	Industry (Employee)/ Large	NSW
Thalie Partridge	DPIE Saving Our Species	Community Engagement	Industry (Employee)/ Medium	NSW

Ruth Hardy	Landcare UpHunter	Coordinator, Facilitator	Industry (Employee)/ Medium	NSW
Sybylla Brown	Ku-ring-gai Council	Bushland Technical Officer	Govt/ Medium	NSW
Trisha Barker	TAFE NSW	Teacher	RTO/ Large	NSW
Darryll Barkley	TAFE NSW	Teacher	RTO/ Large	NSW
Jane Gye	AABR	Secretary	Association/ Large	Nat
Jeff Smith	Sandbelt Flora	Specialist	Industry (employee)/ Small	VIC
Deb Sparks	AFAC Centre of Excellence for Prescribed Burning	Manager	Association/ Large	Nat
Belinda Watson	PICMM	Project Officer	Association/ Large	VIC
Trudy Nelson	WCMN	Education Officer	Govt/ Small	VIC
Tein McDonald	AABR	President	Association/ Large	Nat
Lynda Green	AATIS	Training Package Officer	Govt/ Medium	Nat
Renee Chamberlin	CVA	Training Manager	RTO/ Large	VIC
Jane Pammer	Manningham City Council	B.M. Planner	Industry (Employee)/ Large	VIC
Fleur Stelling	TAFE NSW	Teacher	RTO/ Large	NSW
Pat Wake	TAFE SA	Principal Lecturer	RTO/ Large	SA
Ian Hutton	NAILSMA	Project Coordinator	Association/ Large	NT
John Jessop	Training and Development Coordinator	Tasmanian Aboriginal Centre	Industry (Employee)/ Medium	TAS
Graham Annovazzi	A/C Sales Contracting	Owner/ Director	Industry (employer)/ Small	NSW
Matthew Pearson	CQU	Teacher – Environmental Monitoring & Technology Department of Agriculture, Science and the Environment	RTO/ Large	QLD
Paul Etheridge	FFTITC	Project Manager	Association/ Small	WA

Anne Wiltshire	PICMM	Primary Industries Curriculum Maintenance Manager	Govt/ Small	VIC
Jaemie Page	Charles Darwin University	Indigenous Leadership Operations	RTO/ Large	NT
Darcy Duggan	Southern Dandenongs Landcare	Naturalist	Industry (Employee)/ Medium	VIC
Eleanor Killen	Department of Biodiversity, Conservation and Attractions	Visitor Services Officer	Govt/ Large	WA
Tim Issacs	Potent Solutions	Owner	Industry (Employer)/ Small	QLD
Adrian Hanson	Ecological Natural Area Management	Manager	Industry (Employer)/ Small	QLD
Cathy Wills	TAFE Conservation and Wildlife Care	Teacher	RTO/ Large	QLD
Craig Welden	Healthy Land and Water Queensland Fire and Biodiversity Consortium	Manager	Association/ Large	QLD
Victoria Bakker	Forest Rehabilitation Ecology	Managing Director	Industry (Employer)/ Large	QLD
Justine Dillon	Ngarang-Wal Gold Coast Aboriginal Association Inc	Managing Director	Industry (Employer)/ Large	QLD
Annie King	Landscape Noosa	Manager	Industry (Medium)/ Large	QLD
Carmen Taylor	Kimberley Land Council	Training Coordinator	Industry/ Large	WA
Richard Whatley	Kimberley Land Council	Strategic Fire Operations Officer	Industry/ Large	WA
Chloe Rings	Department of Biodiversity, Conservation and Attractions	Ranger Coordinator/ Marine Operations Officer	Govt/ Large	WA
Colin Kenworthy	National Indigenous Australians Agency	Adviser Strategic Initiatives	Govt/ Large	WA
Trevor Dye	Department of Biodiversity,	Regional Training Officer	Govt/ Large	WA

	Conservation and Attractions			
Dane Johnson	Department of Biodiversity, Conservation and Attractions	Regional Training Officer	Govt/ Large	WA
Jim Underwood	Australian Institute of Marine Science	Research Fellow and Indigenous Partnerships Coordinator	Industry (Employee)/ Large	Nat
Phoebe Martin	Kimberley Land Council	Technical Services Manager	Industry (Employee)/ Large	WA
Jennifer Munro	Department of Parks and Wildlife WA	Marine and Islands Coordinator	Govt/ Large	WA
Simon Branigan	The Nature Conservancy Australia	Project Manager	Industry (Employee)/ Small	VIC
Todd Quartermaine	Department of Biodiversity, Conservation and Attractions	Park Ranger	Govt/ Large	WA
Daniel Barrow	Department of Parks and Wildlife WA	Senior Park Ranger	Govt/ Large	WA
Terri Williams	Department of Sustainability and Environment	Advisor	Govt/ Large	VIC
Jacqui Paine	Charles Darwin University	Trainer/ Assessor	RTO/ Large	NSW
Robyn Bishop	Zoos SA	Aboriginal Learning on Country Coordinator	Industry (Employee), Large	SA
Damon Pyke	Kimberley Land Council	Manager, Indigenous Ranger and Protected Areas Programs	Industry (Employee)/ Large	WA
Nathalie Jeffery	The Gordon Institute	Teacher and Coordinator in Conservation and Land Management	RTO VIC	VIC
Greg Mifsud	PestSmart	CEO	Industry (Employer)/ Small	QLD
Anna Pickworth	Kakadu National Park	Fire Management and Carbon Officer	Industry Employee/ Large	NT
Neda Aleksic	ISACNT	Training Package Development Specialist	Association/ Small	NT

Michelle Lewis	Charles Darwin University	Education Program Manager	RTO/ Large	NT
Angela Hine	South Metropolitan TAFE	Lecturer	RTO/ Large	WA
Jodie Honan	South West TAFE	Coordinator	RTO/ Large	VIC
Bill Brooks	WorkCover NSW	Explosives Inspector	Govt/ Small	NSW
Brigit Jager	PADI Asia Pacific	Regional Training Consultant	RTO/ Large	Nat
Thomas Knedlik	PADI Asia Pacific	Managing Director Australia	RTO/ Large	Nat
Linda Kewin	PADI Asia Pacific	RTO Coordinator	RTO/ Large	Nat
Bowen Davies	The Gordon Institute	Lecturer	RTO/ Large	VIC
Lyn Willcock	The Gordon Institute	Lecturer and Coordinator	RTO/ Large	VIC
Kevin Albert	Wodonga Institute of TAFE	Lecturer	RTO/ Large	VIC
Mark Walters	TAFE NSW	Lecturer	RTO/ Large	NSW
Rebecca Jennings	NLC	Project Officer	Industry (Employee)/ Large	NT
Tim Burr Burr	NLC	Ranger	Industry (Employee)/ Large	NT

SME Validation Webinar Forum Participants – 28th April 2020

Name	Organisation	Position	Organisation Type / Size	State
Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat
Agata Mitchell	TAFE NSW	Head Teacher	RTO/ Large	NSW
Tein McDonald	AABR	President	Association/ Large	Nat
Sue Brunskill	Permaculture Australia	IRC Member	Association/ Small	VIC

Validation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	RTO / Large	VIC
Rod Stebbing	Emtrain Fire and Community Safety	Principal Consultant	RTO/ Medium	VIC
Sally Heeps	Melbourne Polytechnic	Environmental Trainer	RTO/ Large	VIC
Tein McDonald	AABR	President	Association/ Large	Nat
Matthew Pearson	CQU	Teacher – Environmental Monitoring & Technology Department of Agriculture, Science and the Environment	RTO/ Large	QLD
Rob Scott	Naturelinks Landscape Management	Director	Industry (employer)/ Small	VIC
Graham Annovazzi	A/C Sales Contracting	Owner/ Director	Industry (employer)/ Small	NSW
Sue Brunskill	Permaculture Australia	IRC Member	Association/ Small	VIC
Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat
Agata Mitchell	TAFE NSW	Head Teacher	RTO/ Large	NSW
Sebastian Buckingham	RMIT	Lecturer, Conservation and Land Management	RTO/ Large	VIC
Debbie Knight	ISACNT	Training Package Development Specialist	Association/ Small	NT
Dane Johnson	Department of Biodiversity, Conservation and Attractions	Regional Training Officer	Govt/ Large	WA
Greg Mifsud	PestSmart	CEO	Industry (Employer)/ Small	QLD
Trevor Dye	Department of Biodiversity,	Regional Training Officer	Govt/ Large	WA

	Conservation and Attractions			
Andrea Thomas	Department of Biodiversity, Conservation and Attractions	Regional Training Coordinator	Govt/ Large	WA
Terri Williams	Department of Sustainability and Environment	Advisor	Govt/ Large	VIC
Fleur Stelling	TAFE NSW	Teacher	RTO/ Large	NSW
Steve Honeywood	Tocal College	Education Officer, Conservation and Land Management	RTO/ Large	NSW
Ann Moore	Holmesglen TAFE	Lecturer	RTO/ Large	VIC
Pat Wake	TAFE SA	Principal Lecturer	RTO/ Large	SA
Jeff Smith	Sandbelt Flora	Specialist	Industry (Employee)/ Small	VIC
Daniel Brindley	Environmental Restorations Pty Ltd	Director	Industry (Employer)/ Medium	VIC
Blair Luxmoore	Habitat Restoration Fund	Director	Industry (Employer)/ Medium	VIC
Joab Wilson	Holmesglen TAFE	Lecturer	RTO/ Large	VIC
Alan Pullen	Department of Conservation and Natural Resources	Ranger	Industry (Employee)/ Large	VIC
Oliver Costello	Firesticks Alliance Indigenous Corporation	Director	Industry (Employer)/ Large	QLD
Dale Tonkinson	CFA	Biodiversity Advisor	Industry (Employee)/ Large	VIC
Daniel Idczak	CFA	Vegetation Management Coordinator	Industry (Employee)/ Large	VIC
Justine Leahy	CFA	Biodiversity Advisor	Industry (Employee)/ Large	VIC
Mike McStephens	Wellington Shire Council	Coordinator Emergency Management	Govt/ Large	VIC
Linda Kewin	PADI Asia Pacific	RTO Coordinator	RTO/ Large	Nat

Pamela Sutton	Department of Biodiversity, Conservation and Attractions	Department Dive Officer, Parks and Wildlife Service	Govt/ Large	WA
Peter Watton	Tree's for Life	Operations Manager	Industry (Employee)/ Large	SA
Beau Bibby	North Regional TAFE	Lecturer Land Management	RTO/ Medium	WA
Paul Etheridge	FFTITC	Project Manager	Association/ Small	WA
Terri Williams	Department of Sustainability and Environment	Advisor	Govt/ Large	VIC

Other consultation activities

Webinar to decide whether there will be a stand-alone Marine stream in the Certificate III in Conservation and Ecosystem Management

Name	Organisation	Position	Organisation Type / Size	State
Jen Ford	Ecosure. AABR.	IRC Member / Ecologist	Industry (employee)/ Medium. Association (Large)	Nat
Tein McDonald	AABR	President	Association/ Large	Nat
Trevor Dye	Department of Biodiversity, Conservation and Attractions	Regional Training Officer	Govt/ Large	WA
Pamela Sutton	Department of Biodiversity, Conservation and Attractions	Department Dive Officer, Parks and Wildlife Service	Govt/ Large	WA
Beau Bibby	North Regional TAFE	Lecturer Land Management	RTO/ Medium	WA
Ian Hutton	NAILSMA	Project Coordinator	Association/ Large	NT
Jim Underwood	Australian Institute of Marine Science	Research Fellow and Indigenous Partnerships Coordinator	Industry (Employee)/ Large	Nat
Phoebe Martin	Kimberley Land Council	Technical Services Manager	Industry (Employee)/ Large	WA

Jennifer Munro	Department of Parks and Wildlife WA	Marine and Islands Coordinator	Govt/ Large	WA
Simon Branigan	The Nature Conservancy Australia	Project Manager	Industry (Employee)/ Small	VIC
Todd Quartermaine	Department of Biodiversity, Conservation and Attractions	Park Ranger	Govt/ Large	WA

Letters of Support

Sue Brunskill
1277 Beechworth Rd
Wooragee 3747

William Henderson
Industry Skills Standards Specialist
Skills Impact
559A Queensberry St (PO Box 466)
North Melbourne VIC 3051

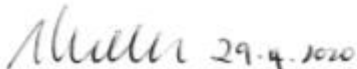
Dear William

I am a committee member of the Mid Ovens Landcare Consortium and other Landcare bodies, and have been involved in Landcare and conservation and land management for many years in various capacities. I have been involved in the consultation process for the Conservation and Land Management review and upgrade and I have also included other members of these committees in the consultation.

With the process nearing completion, I would like to say that Skills Impact were excellent in their role coordinating this consultation and listened and acted on our feedback.

I have had experience with the old training materials I recommend these new and reviewed training materials to become nationally endorsed as part of the VET system. The new materials are much improved and reflect current industry standards, knowledge, skills and practice.

Yours sincerely



Sue Brunskill

Australian Association of Bush Regenerators Inc.

ABN 89 059 120 802

C/- Total Environment Centre,
PO Box K61
HAYMARKET NSW 1240



website www.aabr.org.au

email enquiries@aabr.org.au

phone 0407 002 921

To: William Henderson
Skills Impact
559A Queensberry St, North Melbourne, 3051
William@skillsimpact.com.au

30th April 2020

Dear William,

Re: Letter of support for 2019-2020 review of Conservation and Land Management units by Skills Impact

As Australia's peak bush regeneration industry body, the Australian Association of Bush Regenerators (AABR) is happy to provide our full support for the consultation and unit revision process carried out by Skills Impact during the 2019-2020 review of the CLM units of the AHC Training Package.

We found the Skills Impact team highly consultative and responsive to the efforts AABR took to participate in the process. We were satisfied that their team provided ample opportunity to contribute our input with respect to the needs of our industry sector, including during the COVID-19 restrictions when communication became a little more challenging.

AABR is highly supportive of the revised and new units and packaging rules arising from the review and are very keen to see the new training become nationally endorsed by the Australian government.

Sincerely,

(Dr) Tein McDonald AM
President, Australian Association of Bush Regenerators



5 May 2020

Dear William and Ron,

I wanted to take the opportunity to say thanks to you and the team at Skills Impact for the opportunity to participate and contribute to the Conservation and Land Management Review.

You did a great job in assembling such a diverse and knowledgeable group of experts from around the country and it was a great opportunity to provide input on behalf of Tasmania and the broader NRM industry. The process was logical and practical, and I certainly learned a few things too in discussions with my peers.

It would also have been easy to get lost in the expanse of information and view points that arose in our discussions and I thought you did a great job in interpreting the feedback and distilling it into the key issues and discussions points.

I am sure you will get a positive outcome from your endeavors and thank you again for the opportunity to participate.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Ingram".

Richard Ingram

Sona Mara
ABN 98 279 558 233
54 Irby Boulevard, Sisters
Beach, TAS 7321
M: 0458 500 393
E: richard@sonamara.com.au



Rob Whittle
PO Box 103
Glenorchy, 7010

12th May 2020

William Henderson
Industry Skills Standards Specialist
Skills Impact
559A Queensberry St
North Melbourne, 3051

Dear Will,

I am writing to provide a letter of support for the project to review the AHC Agriculture and Production Horticulture training package and specifically components within the Conservation and Land Management sectors.

During my involvement in the consultation process it was extremely evident that Skills Impact listened and acted on my feedback, I would recommend the new and reviewed training materials to become nationally endorsed as part of the VET system.

I feel confident that the way in which yourself, Ron and Skills Impact undertook the project with feedback from the group of subject matter expert's that governing bodies can be assured safe passage for the revised documents through their various government checks for quality assurance.

Thankyou for the opportunity for involvement in the project, I have a passion for learning and development in the fire, forest management and biodiversity sector and have found the project extremely beneficial. Please don't hesitate to contact myself for any future reviews etc. The below phone number is my personal number that I can be contacted if I change employers in the future.

Sincerely,

Rob Whittle
Coordinator Bushfire Management
Glenorchy City Council
rob.whittle@gcc.tas.gov.au
0419 510 618



Government of **Western Australia**
North Regional **TAFE**



Kimberley Land Council

8 July 2020

To whom it may concern

North Regional TAFE and the Kimberley Land Council (KLC) greatly appreciate the opportunity provided by Skills Impact over the past 12 months to contribute to the review of the Conservation and Land Management (CaLM) part of the ACH training package through the Subject Matter Expert Working Group.

Together the KLC and North Regional TAFE coordinate the delivery of training to more than 100 Indigenous Rangers across the Kimberley, who represent an increasingly professional, skilled workforce who are taking on more responsibility for managing native title lands and conservation areas across Northern Australia.

Through this process, we have been able to address some key issues with existing units, and introduce new units to fill gaps in areas that are very important to the growing Indigenous Ranger industry, particularly in the areas of marine operations, data, biodiversity, technology and fire.

The new package should substantially improve the relevance and focus of the training package to the CaLM industry in Northern Australia.

Yours sincerely

Phoebe Martin
Capability & Technical Services Manager
Land & Sea Management Unit
Kimberley Land Council
Phoebe.martin@klc.org.au
Mobile: 0417 913 833

Markus Beuke
Director Training

On behalf of Beau Bibby
Conservation and Land Management Lecturer

68 Cable Beach Road, Broome Western Australia 6725
Telephone (08) 9192 9100 Facsimile (08) 9192 9111 info@nrtafe.wa.edu.au
www.northregionaltafe.wa.edu.au

Medicinal Crops

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle
<https://www.skillsimpact.com.au/agriculture/training-package-projects/medicinal-crops/>
- News articles and stories in Skills Impact newsletters and other external publications – throughout project
- SME Working group and functional analysis workshop – 8 August 2019
- The initial drafts of the qualifications, skill sets, and units were made available from 1 October – 5 November 2019, under the ‘Drafts Available’ stage on the Skills Impact website. During this time, feedback was collected via the online feedback hub and emails, and as a result of five face-to-face consultation workshops held around the country, a webinar, and phone calls.
- All feedback received was collated and considered in the development of ‘validation’ (draft 2) components and made available on the Skills Impact website for three weeks in February 2020. A description of how feedback was considered and applied was documented in the *Summary of Feedback, Responses and Actions Report* and made available on the Skills Impact website from February 2020
- A validation meeting with representation from key industry employers from all states was held on Wednesday 26 February. The purpose of this meeting was to confirm that the recently developed components are factual, accurate and fit for purpose to meet industry requirements. All feedback collected from this meeting and all other sources during this time were considered and incorporated in the development of final drafts
- As part of communication activities to inform stakeholders of the project’s progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers.
- An *Update on Skills Impact Projects Newsletter* was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the Medicinal Crops project.

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

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)									
Industry association									
Union									
Registered Training Organisation (RTO)									
Government department									

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

Medicinal Crops project page: <https://www.skillsimpact.com.au/agriculture/training-package-projects/medicinal-crops/>

Publications

As part of communication activities to inform stakeholders of the project's progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers. External publications were distributed to the relevant publisher's subscriber lists.

Skills Impact newsletters and website news articles

Distributed to the Skills Impact database of subscribers.

- Update on Activities; new Medicinal Crops project - 29 May 2019
- Update on Activities; new projects underway Medicinal Crops project - 24 July 2019
- New Projects in Medicinal Crops project - 21 August 2019
- In addition to these publications, an *Update on Skills Impact Projects* Newsletter was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the Medicinal Crops project.

External publications

- Velg Training - 30 May 2019

Industry Feedback – Medicinal Crops

Subject Matter Expert Working Group (SMEG) Meeting August 8, 2019 Melbourne Attendees

Name	Organisation	Position	Organisation Type / Size	State
Michelle Johnson	LeafCann Group	General Manager Operations	Industry/ Large	SA
Melissa Mendola	Cann Group Limited	Head of People	Industry/ Large	VIC
Rosemary Richards	Medicinal Cannabis Industry Australia (MCIA)	Executive Manager	Industry Association	NAT
Elise Sullivan	Alchemy Bio services	CEO	Industry RTO/ Small	NAT
Emily Rigby	Cannatrek	Director Research & Compliance	Industry/ Large	QLD
Gail Stubber	WA Hemp Growers (HempGro)	Executive Officer	Industry Association	WA
Keith Rice	Poppy Growers Association	Chief Executive	Industry Association	TAS

Ed Jones	Canopy Farms (Australia)	General Manager	Industry/ Large	VIC
Graeme Smith	Graeme Smith Consulting	Director	Industry/ Mmall	NAT

**Consultation Workshop Participants
Brisbane 8 October 2019**

Name	Organisation	Position	Organisation Type / Size	State
Jo Kirley	Busyatwork	Business Development Manager	RTO/large	QLD
Kylie Lee	TAFEQLD	Business Development Manager	RTO/large	QLD

Sydney 9 October 2019

Name	Organisation	Position	Organisation Type / Size	State
Charles Haege	Radiation Shield PTY Ltd	Director	Industry/small	NSW
Rosemary Richards	MCIA	Executive Manager	Industry Association	NAT

Melbourne 15 October 2019

Name	Organisation	Position	Organisation Type / Size	State
Anne Wiltshire	Melbourne Polytechnic	PICMM	RTO/large	VIC
Leigh Taig	GOTAFE	Trainer	RTO/large	VIC
Elizabeth Bingham	CANN Group	HR Business Partner	Industry/large	VIC
Elise Sullivan	Alchemy Bio Services	CEO	Industry RTO/small	VIC

Adelaide 17 October 2019

Name	Organisation	Position	Organisation Type / Size	State
Alice Scheid	Self Employed	Self Employed	Industry/small	SA
Brett Mayne	DTTI	Regional Manager	Government/large	SA
Lynn Greenwood	DTTI	Case Manager	Government/large	SA
Matthew Rowland	Self Employed	Lobbyist	Industry/small	SA
Sam Van Hey,	Self-employed	Course Advisor	Industry/small	SA
Richard Barrett	MedTEC Pharma Pty Ltd	CEO and Managing Director	Industry/large	SA
Ben Jordan	MedTEC Pharma Pty Ltd	Manager	Industry/large	SA
Brad Gallard	MedTEC Pharma Pty Ltd	Manager	Industry/large	SA

Perth 22 October 2019

Name	Organisation	Position	Organisation Type / Size	State
Frances Parnell	DTWD	Training Curriculum Services	Government/large	WA
Paul Etheredge	FFTITC	Project Manager	Industry Association/ Small	WA
Gordon Verrall	Corporate Agriculture Australia	Managing Director	Industry/small	WA
Samira Schwarzenbach	Self-employed	Self-employed	NA	WA
Kar Rud	Self-employed	Self-employed	NA	WA

Consultation Webinar Participants 24 October 2019

Name	Organisation	Position	Organisation Type / Size	State
Mark Townsend	TAFENSW	Training Coordinator	RTO/large	NSW
Hans Porada	TAFE NSW - Griffith	Agribusiness Development	RTO/large	NSW
Shweta Singh	University of Queensland	Lecturer	RTO/large	QLD
Neda Aleksic	Industry Skills Advisory Council Northern Territory (ISANT)	Industry Skills Advisory Council	Industry Association / Small	NT
Ben Garner	Illawarra (TAFE NSW)	Training Coordinator	RTO/large	NSW
Dr Omid Ansasi	Hemp Cultivation, Genetics and Breeding	Head researcher	Industry/small	NSW
Rosemary Richards	MCIA	Executive Manager	Industry Association	NAT
Connie May	PharmOUT	Instructional Designer	Industry/large	VIC

Consultation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Jo Kirley	Busyatwork	Business Development Manager	RTO/small	QLD
Frances Parnell	DTWD	Training Curriculum Services	Government/large	WA
Connie May	PharmOUT	Instructional Designer	Industry/large	VIC
Paul Etheredge	FFTITC	Project Manager	Industry Association/ Small	WA
Elise Sullivan	Alchemy Bio services	CEO	Industry RTO/small	NAT
Anne Wiltshire	Department of Agriculture, Animal and Equine Studies	PICMM	RTO/large	VIC
Belinda Watson-Noblet	Melbourne Polytechnic	Training Coordinator	RTO/large	VIC
Matthew Pearson	CQ University	Lecturer	RTO/large	VIC
Gordon Verrall	Corporate Agriculture Australia Pty Ltd.	Managing Director	Industry/small	WA
Jacqueline Heap	TAFE NSW	Training Coordinator	RTO/large	NSW

Charles Haege	Radiation Shield PTY Ltd	Director	Industry/small	NSW
Leigh Taig	Go TAFE	Training Coordinator	RTO/large	VIC
Elizabeth Bingham	CANN Group	HR Business Partner	Industry/large	VIC
Mark Townsend	TAFE NSW	Training Coordinator	RTO/large	NSW
Elizabeth Bingham	CANN Group	HR Business Partner	Industry/large	VIC
Richard Barrett	MedTECH Pharma	CEO	Industry/small	SA
Angela Volpe	Cann Group	Horticulturalist	Industry/large	VIC
James Yodgee	Cann Group Limited	Cultivation Operations Manager	Industry/large	VIC
Patrick Kastner	Cann group	Horticulturalist	Industry/large	VIC
Michelle Johnson	Leaf Cann	General Manager Operations	Industry/large	SA
Nicolas Brown	Cann group	Horticulturalist	Industry/large	VIC
Michael Hoffmann	Leaf Cann	Head Horticulturalist	Industry/large	SA
Graeme Smith	Graeme Smith Consulting	Director	Industry/small	NAT
Samantha DeFrece	Cann Group	Horticulturalist	Industry/large	VIC
Sally Moghimi	Cann group	HR Advisor	Industry/large	VIC
Holly Birch	Little Green Pharma	Head of People and Systems	Industry/small	WA
Stewart McGee	Tas Farms	Farm Manager	Industry/small	TAS
Tom Forrest	Indicated Technology	Horticultural Specialist	Industry/small	NAT
Gail Stubber	WA Hemp growers	Executive Officer	Industry Association/small	WA
Thomas Stoddart	Office of Drug Control	Director Medicinal Cannabis	Government	NAT
Stewart Detez	Swinburne University of Technology Wantirna campus	Manager Horticultural and Environmental Technologies	RTO/large	VIC
Zhong-Hua Chen	Western Sydney University	Senior Horticultural Education officer	RTO/large	NSW

Validation Meeting Attendees 26 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Michelle Johnson	LeafCann	General Manager Operations	Industry/large	SA
James Yodgee	Cann Group Limited	Cultivation Operations Manager	Industry/large	VIC
Rosemary Richards	Medicinal Cannabis Industry Australia (MCIA)	Executive Manager	Industry Association	NAT

Holly Birch	Little Green Pharma	Head of people and systems	Industry/small	WA
Emily Rigby	Cannatrek	Director Research & Compliance	Industry/large	QLD
Ed Jones	Canopy Farms	General Manager	Industry/large	VIC
Zorina Vlahodimos	Canopy Farms	Head of HR (International)	Industry/large	VIC
Graeme Smith	Graeme Smith Consulting	Director	Industry/small	NAT

Validation Draft Feedback Contributors

Name	Organisation	Position	Organisation Type / Size	State
Juliana Fitzpatrick	Department for Innovation and skills	Principal consultant Skills and Workforce Capability	Government/large	SA
Anne Wiltshire	Melbourne Polytechnic	PICMM	RTO/large	VIC
Schweta Singh	University of Queensland	Lecturer	RTO/large	QLD
Connie May	PharmOUT	Instructional Designer	Industry/small	VIC
Matthew Hayes	Delta Tetra Consultancy	Senior Research Scientist	Industry/small	VIC
Tony Roberts	Tasmania Botanics	Managing Director	Industry/large	
Michelle Johnson	LeafCann	General Manager Operations	Industry/large	SA
James Yodgee	Cann Group Limited	Cultivation Operations Manager	Industry/large	VIC
Rosemary Richards	Medicinal Cannabis Industry Australia (MCIA)	Executive Manager	Industry Association	NAT
Holly Birch	Little Green Pharma	Head of people and systems	Industry/small	WA
Emily Rigby	Cannatrek	Director Research & Compliance	Industry/large	QLD

Ed Jones	Canopy Farms	General Manager	Industry/large	VIC
Zorina Vlahodimos	Canopy Farms	Head of HR (International)	Industry/large	VIC
Graeme Smith	Graeme Smith Consulting	Director	Industry/small	NAT
Michelle Johnson	LeafCann	General Manager Operations	Industry/large	SA
James Yodgee	Cann Group Limited	Cultivation Operations Manager	Industry/large	VIC

Letters of Support

CANNATREK

From seed to patient.

21 May 2020

To whom it may concern,

Cannatrek is pleased to provide its support for the proposed qualifications, units of competency and skill sets, developed as part of the AHC Medicinal Crops Project undertaken by Skills Impact.

Cannatrek was involved throughout the extensive consultation process and provided input and feedback throughout the development phases which included formal representation on the Subject Matter Expert Working Group (SMEWG).

Cannatrek are satisfied that the proposed qualifications reflect job roles of individuals who work in licensed medicinal cannabis facilities as cultivation technicians and in supervisory roles. In addition, the units of competency describe skills for the propagation, care, maintenance, harvest and pre-processing of medicinal cannabis as well as quality, security, compliance and regulatory requirements. The skill sets reflect categories of knowledge, skills and experience necessary for working in the medicinal cannabis industry and cover induction activities, cultivation, production and management roles.

The recent regulation of medicinal cannabis in Australia has coincided with the global shift in recognising medicinal cannabis as a valuable option for treating a range of symptoms. As a result, a growing number of licensed growers and producers will require a workforce skilled in the cultivation and production of medicinal cannabis, who can follow strict security and good agricultural and manufacturing practices to achieve Australian medicinal cannabis product standards to supply to patients globally.

Yours sincerely



Tommy Huppert
Chief Executive Officer

Ruth Geldard
Industry Skills Standards Specialist
Skills Impact
599A Queensberry St, North Melbourne, 3051



Dear Ruth

Re: Letter of Support

It is with pleasure that I offer my support for the proposed qualifications, units of competencies and skill sets developed as part of Skills Impact's AHC Medicinal Crops Project.

The recent regulation of medicinal cannabis in Australia has coincided with the global shift in recognising medicinal cannabis as a valuable option for treating a range of symptoms. As a result, a growing number of licensed growers and producers will require a workforce skilled in the cultivation and production of medicinal cannabis, who can follow strict security and good agricultural and manufacturing practices to achieve Australian medicinal cannabis product standards to supply to patients globally. The development of qualifications specific to the medicinal cannabis workforce is timely.

I was involved throughout the consultation process and provided input and feedback throughout the development phases which included formal representation on the Subject Matter Expert Working Group (SMEWG).

I am satisfied that the proposed qualifications reflect job roles of individuals who work in licensed medicinal cannabis facilities as cultivation technicians and in supervisory roles. In addition, the units of competency describe skills for the propagation, care, maintenance, harvest and pre-processing of medicinal cannabis as well as quality, security, compliance and regulatory requirements. The skill sets reflect categories of knowledge, skills and experience necessary for working in the medicinal cannabis industry and cover induction activities, cultivation, production and management roles.

I commend you and Lina Robertson on leading such a high calibre consultation and the production of a quality set of documents. Thank you for the opportunity to be able to contribute to this important work.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Elise Sullivan', with a long horizontal flourish extending to the right.

Dr Elise Sullivan
CEO
Alchemy Bioservices Academy
RTO Code: 41146
0408 468 496



22 May 2020

Skills Impact
599A Queensberry St
North Melbourne, 3051

Letter of Support - Medicinal Crops Project

Medicinal Cannabis Industry Australia (MCIA) is the peak industry organisation for Australia's licensed medicinal cannabis industry. This encompasses all activities of medicinal cannabis licence holders across research, cultivation and manufacturing and interaction with patients, the medical profession and communities.

MCIA's focus is on building an industry that enhances wellbeing through facilitating access to quality Australian medicinal cannabis products for Australian and global patients. MCIA provides stewardship for an economically sustainable and socially responsible industry that is trusted and valued by patients, the medical community and governments. The Australian industry and its products are built on sound science and underpinned by industry processes and standards that ensure patients, the medical community and governments have confidence in the sector and its products.

MCIA has participated in the Skills Impact Medicinal Crops Project and welcomes the work by Skills Impact in this important area. We have participated throughout the consultation process and provided input and feedback throughout the development phases which included formal representation on the Subject Matter Expert Working Group (SMEWG).

Thus, MCIA is supportive of the outputs from this project, namely the proposed qualifications, units of competency and skill sets.

While still in a formative stage, the Australian medicinal cannabis industry is expected to see some major developments over the next couple of years and in particular, significant production and manufacturing capacity coming online from the licensed sector. This will require access to a workforce skilled in the cultivation and production of medicinal cannabis, who can follow strict security and good agricultural and manufacturing practices to deliver Australian quality medicinal cannabis product to patients in Australia and globally.

We see this work as an important resource for the sector and are happy to support this and promote to our members.

We look forward to the adoption of the qualifications, units of competency and skill sets and these being available to the sector.

Yours sincerely

Rosemary Richards
Executive Manager

Medicinal Cannabis Industry Australia
PO Box R1826 ROYAL EXCHANGE NSW 1225 AUSTRALIA

Appendix 3: Minor Updates

The Agriculture, Horticulture and Conservation and Land Management IRC approved the following changes as a minor update. These components have not been submitted for endorsement but will be released as part of the *AHC Agriculture, Horticulture and Conservation and Land Management Version 6.0* documents.

Mapping of qualifications with minor updates

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and V6.0 mapping of qualifications			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHC10316 Certificate I in Horticulture Release 1	AHC10316 Certificate I in Horticulture Release 2	Update elective unit code	Equivalent
AHC10416 Certificate I in Permaculture Release 2	AHC10416 Certificate I in Permaculture Release 3	Update elective unit code	Equivalent
AHC21819 Certificate II in Protected Horticulture Release 1	AHC21819 Certificate II in Protected Horticulture Release 2	Added new Medicinal Crops units to Group E General electives	Equivalent
AHC30318 Certificate III in Rural and Environmental Pest Management Release 1	AHC30318 Certificate III in Rural and Environmental Pest Management Release 2	Update elective unit codes	Equivalent
AHC33816 Certificate III in Permaculture Release 1	AHC33816 Certificate III in Permaculture Release 2	Update elective unit codes	Equivalent
AHC40616 Certificate IV in Production Nursery Release 2	AHC40616 Certificate IV in Production Nursery Release 3	Update elective unit codes	Equivalent
AHC51216 Diploma of Community Coordination and Facilitation Release 3	AHC51216 Diploma of Community Coordination and Facilitation Release 4	Updated elective unit codes	Equivalent
AHC51316 Diploma of Pest management Release 5	AHC51316 Diploma of Pest management Release 6	Update elective unit codes	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and V6.0 mapping of qualifications			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHC51419 Diploma of Agribusiness Management Release 1	AHC51419 Diploma of Agribusiness Management Release 2	Update elective unit code	Equivalent
AHC51619 Diploma of Irrigation Design Release 1	AHC51619 Diploma of Irrigation Design Release 2	Update elective unit codes	Equivalent
AHC52116 Diploma of Permaculture Release 3	AHC52116 Diploma of Permaculture Release 4	Updated elective unit codes	Equivalent
AHC60216 Advanced Diploma of Horticulture Release 2	AHC60216 Advanced Diploma of Horticulture Release 3	Updated elective unit codes	Equivalent
AHC60319 Advanced Diploma of Agribusiness Management Release 2	AHC6019 Advanced Agribusiness Management Release 3	Updated elective unit codes	Equivalent
AHC60415 Advanced Diploma of Conservation and Land Management Release 3	AHC60415 Advanced Diploma of Conservation and Land Management Release 4	Updated elective unit codes	Equivalent

Mapping of skill sets with minor updates

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and V6.0 mapping of skill sets			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
AHCSS00049 Pig Health Supervisor Skill Set Release 1	AHCSS00049 Pig Health Supervisor Skill Set Release 2	Updated unit codes	Equivalent
AHCSS00059 Poultry Industry Egg Grading and Packing at	AHCSS00059 Poultry Industry Egg Grading and Packing at	Updated unit code	Equivalent

AHC - Agriculture, Horticulture and Conservation and Land Management Training Package V5.0 and V6.0 mapping of skill sets			
Code and title (previous version)	Code and title (current version)	Comments	Equivalence statement
Grading Floor Skill Set Release 1	Grading Floor Skill Set Release 2		
AHCSS00070 Recognise Native and Feral Fauna Skill Set Release 1	AHCSS00070 Recognise Native and Feral Fauna Skill Set Release 2	Updated unit code	Equivalent
AHCSS00071 Recognise Native Fauna in Indigenous Land Management Skill Set Release 1	AHCSS00071 Recognise Native Fauna in Indigenous Land Management Skill Set Release 2	Updated unit code	Equivalent
AHCSS00081 Introduction to Carbon Farming Savanna Burning Skill Set Release 1	AHCSS00081 Introduction to Carbon Farming Savanna Burning Skill Set Release 2	Updated unit code	Equivalent
AHCSS00082 Carbon Farming Aerial Savanna Burning Skill Set Release 1	AHCSS00082 Carbon Farming Aerial Savanna Burning Skill Set Release 2	Updated unit code	Equivalent
AHCSS00099 Irrigation Systems Auditor Skill Set Release 1	AHCSS00099 Irrigation Systems Auditor Skill Set Release 2	Updated unit code	Equivalent

Note: all units with minor changes have been included in the revised unit mapping table above (noted with new release numbers). There were no minor updates beyond what is listed below as a result of this project.

Appendix 4: Quality assurance report

Section 1 – Cover page

Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture and Conservation and Land Management V6.0
Number of new qualifications and their titles ¹	2 AHC33920 Certificate III in Medicinal Cannabis Cultivation and Production AHC42320 Certificate IV in Medicinal Cannabis Cultivation and Production
Number of revised qualifications and their titles	6 AHC10120 Certificate I in Conservation and Ecosystem Management AHC21020 Certificate II in Conservation and Ecosystem Management AHC31420 Certificate III in Conservation and Ecosystem Management AHC40920 Certificate IV in Conservation and Ecosystem Management ACH41720 Certificate IV in Pest Management ACH51120 Diploma of Conservation and Ecosystem Management
Number of new units of competency and their titles	31 See Attachment 1
Number of revised units of competency and their titles	82 See Attachment 1
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	I confirm that I, Maree Thorne, am independent of: <ul style="list-style-type: none"> the Training Package or Training Package components review (YES) development and/or validation activities associated with the Case for Endorsement (YES) undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (YES)
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Standards for Training Packages 2012</i>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Products Policy</i>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Development and Endorsement Process Policy</i>

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

Information required	Detail
<p>Panel member's view about whether:</p> <ul style="list-style-type: none"> the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing 	<p>It is the panel member's view that evidence of the consultation and validation processes undertaken by the developer in three separate projects are fit for purpose and commensurate with the scope of the Case for Endorsement (CfE). The CfE notes some impacts to planned face to face validation strategies due to the national COVID19 health crises which were required to be substituted with web surveys and telephone conferences. Implementation concerns about RTO delivery (sourcing qualified trainers, access to practical highly secure facilities for training and assessment) particularly of the medicinal cannabis components has been identified in the CfE and appears to be addressed including through RTO partnerships with facilities and/or establishment of enterprise RTO arrangements or alternative use of 'like' plants.</p>
<p>Name of panel member completing Quality Report</p>	<p>Maree Thorne</p>
<p>Date of completion of the Quality Report</p>	<p>Report: 7 August 2020</p>

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes 	<p>Yes</p>	<p>The proposed components of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:</p> <ul style="list-style-type: none"> • two new qualifications • six revised qualifications • 31 new and 82 revised units of competency, each with associated assessment requirements <p>The CfE specifies that no credit arrangements exist for the qualification for endorsement at the time of development.</p> <p>The AHC Agriculture, Horticulture and Conservation and Land Management Training Package V6.0 Companion Volume Implementation Guides (CVIG) Parts 1 and 2 provide implementation advice, have been updated to include the new and revised qualifications and new and revised units of competency, as well as the minor changes, and have been quality assured in this process.</p>

<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p>Yes</p>	<p>Skills Impact has complied with the requirements of the <i>Standards for Training Packages 2012</i> for the two new and six revised qualifications, as well as the 31 new and 82 revised units of competency and their associated assessment requirements.</p> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> • Compliance with coding and titling of qualifications and units of competency. Where units of competency have undergone review with changes to performance criteria, knowledge or performance evidence or assessment conditions, codes have been changed to reflect, with minor changes to 11 units reflected in release versions • There are no entry requirements for the qualification • Pre-requisite units have been minimised, with only one revised AHC unit of competency (<i>AHCLPW307 Perform restricted diving for scientific purposes</i>) and one new unit of competency (<i>AHCFIR301 Undertake burning for fuel, ecological and cultural resource management</i>) having prerequisite requirements • QA confirmed with Skills Impact that the two units proposed for deletion meet the December 2019 updated Training Package Products Policy (TPPP) that the skills and knowledge are not required by industry (TPPP 5.2.1) and that processes have been undertaken per 12.6 TPDEPP, including where units are imported into other qualifications • Packaging rules in the qualification are clear and meet the requirements of the <i>Training Package Products Policy</i>, including imported units and use of elective groups. The CfE indicates industry confirmation that the competencies are sufficient for a broad range of typical jobs in the industry sectors represented by the qualifications • The CVIG includes information about access and equity including reasonable adjustment to accommodate learners with disabilities or particular needs • The CVIG outlines how Foundation Skills have been addressed in units of competency and emphasises that RTOs must consider them as part of the training and assessment for each unit • Information about pathways, and qualification and unit mapping to inform users of changes to both equivalent and not equivalent units and new products is clearly provided in the CVIG • The availability of nine new skill sets included in this CfE provides additional flexibility and
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Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<p>Yes</p>	<p>pathway options for individuals and industry</p> <p>The CfE provides detailed information about Skills Impact's development and endorsement processes of the draft components, including alignment to and compliance with ASIC's Activity Order, comprising three areas of project activity:</p> <ul style="list-style-type: none"> • Medicinal crops • Agricultural biosecurity and emergency response • Conservation and land management <p>The CfE outlines details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices. It identifies some impacts to planned face to face consultation and validation strategies during the development process such as travel restrictions, industry availability and technology issues due to the COVID19 national health crisis but supports evidence of alternative processes via website and direct provision of components for feedback and direct telephone contact and individual consultation.</p> <p>Establishment of Subject Matter Expert Working Groups (SMEWG) for each project to initiate workforce functional analyses, site visits and face to face consultation in the early project stages, as well as subsequent engagement with stakeholders via newsletters, emails and opportunities for web conferences is comprehensively detailed in the CfE.</p> <p>Summaries of feedback, responses and actions for all projects are available on the Skills Impact website and were examined in the quality assurance process to validate stakeholder agreement.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	<p>Yes</p>	<p>Units of competency were reviewed. Changes recommended in the QA process were either adopted by Skills Impact, or a rationale was given by them as to why the recommended change would not be made. The standards of performance required in the workplace are presumed to be confirmed through industry consultation during development.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	<p>Yes</p>	<p>This quality report confirms the Editorial Report's findings that:</p> <p>The structure of all 113 units reviewed complies with the unit of competency template.</p> <p>No units have occupational licensing or certification requirements, but several units are impacted by legislation and/or local regulations - requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.</p> <p>Prerequisite units are noted where appropriate.</p> <p>No units have a Range of conditions.</p> <p>Foundation skills are described in the appropriate field, utilising skills as described in the Australian Core Skills Framework. Skills highlighted are not explicit in the elements and performance criteria.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p>Yes</p>	<p>All 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 as per the appropriate template.</p> <p>Reference to frequency and volume (number of occasions etc) of Performance Evidence is stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	<p>Yes</p>	<p>This quality report confirms the Editorial Report's comments that:</p> <p>All units of competency have associated assessment requirements, and the structure of these documents indicates they comply with the assessment requirements template.</p> <p>The performance evidence notes volume and frequency of the tasks to be performed.</p> <p>The knowledge evidence relates to the performance criteria and indicates the type and depth of knowledge required.</p> <p>The assessment conditions have been updated to provide clear, mandatory conditions. Skills Impact has indicated that all aspects of the assessment requirements are supported by stakeholders and the relevant Industry Reference Committees (IRCs).</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	<p>Yes</p>	<p>The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met by the specified packaging rules and elective selection supported with the wording:</p> <p><i>Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.</i></p>
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	<p>Yes</p>	<p>This quality report confirms the Editorial Report's comments that:</p> <p>The structure of all eight qualifications complies with the qualification template included in the <i>2012 Standards</i>. They all include a qualification descriptor, none have entry requirements, all have packaging rules that can be clearly followed.</p> <p>Units with prerequisites are identified with an asterisk and details of prerequisites are noted in a separate table within the qualification packaging rules section as required by TPPP 3.5.5.</p> <p>Feedback provided in the QA process regarding clarification of packaging rule wording and inclusion of prerequisite units as electives has been incorporated.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	Yes	<p>The CfE and CVIG Part 1 indicate that no national credit arrangements exist at this time for the proposed qualifications.</p>
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	Yes	<p>The training package components in this submission are accompanied by the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG) Version 6.0 in two parts: Part 1: <i>Overview and Implementation</i> Part 2: <i>Component Details</i></p> <p>The AHC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<i>Not applicable</i>	

Section 3 – Compliance with the training package quality principles

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

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The components for endorsement for Conservation and Land Management and Agricultural Biodiversity and Emergency Response projects align to the March 2019 Case for Change approved by the AISC. The CfE provides evidence of, and rationale for a Change of Scope submission for the Medicinal Crops project for the development of two qualifications (Certificate III and Certificate IV) supported by the Agriculture and Production Horticulture IRC, which were not included in the original Case for Change approved in June 2018.</p> <p>The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for changes that occurred in the development of the new qualification and units. It outlines involvement of the range of industry and other stakeholders, and details changes made throughout the project to meet needs of those stakeholders.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's 	Yes	<p>The endorsed components respond to the COAG Industry and Skills Council's (CISC) training package reforms, specifically:</p> <ul style="list-style-type: none"> • foster greater recognition of 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 <p>The endorsed components will be supported by nine new skill sets:</p> <ul style="list-style-type: none"> • four in Medicinal Crops • three in Agricultural Biodiversity and Emergency Response • two in Conservation and Land Management <p>The CfE outlines clear intention in the revision of biosecurity and emergency response units to '<i>broadening the units' application to a wider range of industry sectors than originally targeted for these units'</i> and consequently</p>

<p>expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</p> <ul style="list-style-type: none"> • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		<p><i>[allowing] the units to be used in many other sectors including:</i></p> <ul style="list-style-type: none"> • <i>land and water management as well as a broader use in agriculture and horticulture'</i> <p>In the Conservation and Land Management project, four Certificate III qualifications were merged into one, with specialisations for specific occupation outcomes, but which could enable individuals to move between related occupations within the broad industry of conservation and ecosystem management.</p> <ul style="list-style-type: none"> • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors <p>The proposed qualifications (and non-endorsed skill sets) import units of competency from other training packages (HLT, SIS, PUA, FWP) to avoid sector specific duplication.</p> <ul style="list-style-type: none"> • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices <p>Components have been reviewed and updated to be inclusive of current industry work practices including addition of technology and emerging issues such as biosecurity, legislation and industry standards and to add volume/frequency and assessment conditions to clarify the expectations for users. As above, four Certificate III qualifications were merged into one, with an intent to aid individuals and training providers in industry's expectations, as it was noted in the CfE that <i>'Under this current structure, potential students struggle to identify which certificate they should undertake to enter the industry. It was also noted that RTOs also faced difficulty in understanding which certificate the industry wished to see students complete'</i>.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>Detailed information in the CfE about drivers for the projects, discussions and decisions made by industry during development confirm new and revised components reflect contemporary job profiles and industry work, and components incorporate future orientation for these industries, including the increased use of emerging technology.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	Yes	Packaging rules in the qualifications enable flexibility in the selection of elective units to suit specific organisation or broader industry applications. Options to import units from other training packages enable movement within organisations, within each industry sector, and through inclusion of import units, to other sectors. Endorsed components will be supported by nine new skill sets to provide entry, upskilling and skill movements within and across industry sectors.
Promote national and international portability	Yes	The CfE indicates national consensus in the development of the components, which would support promotion of national portability of the components within these industries. Reference is made in the CfE that units have been developed to include national legislation and codes of practice including in relation to humane treatment and animal welfare, Good Agriculture and Collection Practices (GACP) and international standards including Good Manufacturing Practice (GMP) standards.
Reflect regulatory requirements and licensing	Yes	Qualification AHC41720 Certificate IV in Pest Management specifies that some job functions covered by the qualification may require occupational licencing or certification. In addition, statements in relevant units of competency advise users where legislation, regulations or permits (for example, to use firearms and vehicles, or for animal welfare or seed collection) may apply. Revised unit of competency AHCLPW307 specifies certification requirements for trainers and assessors in the Assessment Conditions.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	<p>The case for endorsement details the consultation that was conducted, and the changes made throughout the project to accommodate stakeholder views.</p> <p>The CfE evidences a national consultation process in all three projects providing stakeholders with opportunities to participate via a number of communication channels (SMEWG, email and online, direct engagement via site visits, newsletter alerts inviting feedback) to capture input on the endorsed components throughout the duration of the review.</p> <p>Appendix 2 details the range of national respondent stakeholders including industry participants, government representatives and training advisory associations, industry /content expert and training practitioners.</p>
Recognise convergence and connectivity of skills	Yes	Units listed in the qualification (and non-endorsed skill sets) include imported units from other nationally endorsed training packages.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	<p>This Quality Report confirms the comments in the Equity Report, that:</p> <p>All qualifications include elective choices, and options to choose units from any other training packages or accredited courses, suitable to vocational requirements and context – [which] ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs.</p> <p>The assessment requirements of all of the units specify that assessment must take place in a ‘workplace’ and where not possible due to the nature of the performance required, such as during a biodiversity emergency or the need to undertake activities ‘in the field’ or a ‘site’, mostly allow for assessment to be undertaken in a setting that accurately reflects a real workplace.</p>
Support equitable access and progression of learners	Yes	<p>No qualifications reviewed specify entry requirements. The nine new skill sets provide pathways into, and skill advancement from, several qualifications.</p> <p>Only two of the 113 new and revised units of competency have prerequisite requirements, which as noted in the Equity Report, seem appropriate.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	<p>Evidence demonstrating pathways and transition between education sectors is detailed in the Equity Report and the CVIG and confirmed in this Quality Report.</p> <p>Five of the eight qualifications are recommended by the IRCs in the CfE as suitable for traineeship pathways, with an additional two qualifications recommended as suitable for VET programs in schools.</p> <p>The CfE specifies that there are no national credit arrangements between the new and revised qualifications and Higher Education qualifications at the time of endorsement.</p> <p>The nine skill sets provide opportunities to add to specialist skills to top up existing qualifications, or pathways into qualifications.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	<p>Industry advice about delivery implementation is provided via the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 6.0 Companion Volume Implementation Guide (CVIG) Parts 1 and 2, both of which have been quality assured in this process and are ready for publication at the same time as the Training Package components.</p> <p>As noted in the Equity Report, the CVIG also provides guidance around reasonable adjustment and to ensure learners are not discriminated against. Information about how Foundation Skills are addressed in units of competency and that RTOs must consider them part of the training and assessment is included in the CVIG.</p>

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support sound assessment practice	Yes	The draft Units of Competency and associated Assessment Requirements include references to volume and frequency of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered. Knowledge and Performance Evidence requirements in the Assessment Requirements aligns well to the unit of competency elements and performance criteria.
Support implementation	Yes	Skills Impact states in the Case for Endorsement (CfE) that: <i>'All components have been created to comply with the National Register requirements for publication.'</i> Components contain links as required by the templates to the AHC CVIG 6.0 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: Training Package components for endorsement

New units of competency and associated assessment requirements (31):

AHCFAU302 Identify fauna in the field
AHC FIR301 Undertake burning for fuel, ecological and cultural resource management
AHCLPW201 Operate a handheld GPS device
AHCLPW302 Implement a biodiversity monitoring plan
AHCLPW308 Coordinate and report on data collection
AHCLPW309 Operate remotely piloted system for conservation work
AHC MAR301 Conduct a subtidal marine monitoring operation from a vessel or platform
AHC MAR302 Conduct intertidal marine monitoring
AHC MAR303 Coordinate marine conservation activities on small vessels
AHC MAR304 Identify and collect marine life
AHC MAR305 Monitor ocean conditions and marine environmental quality
AHC MAR306 Operate mobile underwater vehicles
AHC MDC201 Assist with propagation of medicinal cannabis
AHC MDC202 Assist with care and maintenance of medicinal cannabis
AHC MDC203 Assist with harvest and pre-processing of medicinal cannabis
AHC MDC301 Apply security regulatory requirements to work in the medicinal cannabis industry
AHC MDC302 Apply regulatory and quality requirements to the production of medicinal cannabis
AHC MDC303 Undertake propagation of medicinal cannabis
AHC MDC304 Undertake care and maintenance of medicinal cannabis
AHC MDC305 Undertake harvest and pre-processing of medicinal cannabis
AHC MDC401 Apply security measures for medicinal cannabis
AHC MDC402 Monitor medicinal cannabis production for compliance and quality
AHC MDC403 Plan and implement a propagation program for medicinal cannabis
AHC MDC404 Plan and implement a care and maintenance program for medicinal cannabis
AHC MDC405 Plan and implement a harvest and pre-processing program for medicinal cannabis
AHCECR201 Capture digital media for fieldwork
AHCECR308 Conduct a site inspection for ecological restoration
AHCECR309 Conduct an ecological and cultural site inspection prior to works
AHCECR310 Implement assisted regeneration works
AHCECR311 Implement ecosystem reconstruction works
AHCSAW202 Recognise landforms and soil types

Revised units of competency and associated assessment requirements:

AHCBER302 Work effectively in a biosecurity emergency response
AHCBER305 Carry out emergency disease or pest control procedures on infected premises
AHCBER306 Carry out movement and security procedures
AHCBER403 Plan and supervise control activities on infected premises
AHCBER404 Conduct field surveillance for a biosecurity emergency response
AHCBER503 Manage active operational emergency disease or pest sites
AHCBER504 Manage the implementation of a biosecurity emergency control program
AHCBER602 Plan and oversee a biosecurity emergency incident
AHC BIO203 Inspect and clean machinery, tools and equipment to preserve biosecurity
AHC BIO204 Follow site biosecurity procedures
AHC BIO301 Identify and report signs of unusual disease or pest
AHC BIO303 Apply biosecurity measures
AHC BIO401 Plan and implement a biosecurity program
AHCECR101 Support ecological restoration
AHCECR102 Support native seed collection
AHCECR202 Maintain wildlife habitat refuges
AHCECR203 Perform basic ecological restoration works
AHCECR301 Maintain native ecosystem areas
AHCECR302 Collect and preserve biological samples

AHCECR303 Implement biological reintroduction works
 AHCECR304 Undertake direct seeding
 AHCECR305 Collect native seed
 AHCECR306 Conduct photography for fieldwork
 AHCECR307 Read and interpret maps
 AHCECR401 Supervise ecological restoration works
 AHCECR402 Plan the implementation of revegetation works
 AHCECR501 Manage natural areas on a rural property
 AHCECR502 Conduct biological surveys
 AHCECR503 Design an ecological restoration project
 AHCECR504 Manage implementation of ecological restoration programs
 AHCECR505 Plan river restoration works
 AHCECR506 Develop and implement sustainable land use strategies
 AHCEXP301 Handle and store explosives (Release 3)
 AHCEXP303 Prepare and use explosives
 AHCEXP304 Identify and select explosive products
 AHCFUA202 Recognise fauna
 AHCFUA303 Respond to wildlife emergencies
 AHCFUA501 Manage fauna populations (Release 2)
 AHCFIR202 Assist with planned burning
 AHCFIR503 Plan and evaluate burning for fuel, ecological and cultural resource management
 AHCFIR504 Manage wildfire hazard reduction programs
 AHCLPW307 Perform restricted diving for scientific purposes
 AHCLPW310 Supervise park visitor activities
 AHCLPW311 Construct access tracks
 AHCLPW312 Carry out inspection of designated area
 AHCLPW313 Undertake sampling and testing of water
 AHCLPW406 Supervise the monitoring of biodiversity
 AHCLPW407 Process applications for changes in land use
 AHCLPW408 Implement land and sea management practices
 AHCLPW409 Inspect and monitor culturally significant places
 AHCLPW410 Produce maps for land management purposes
 AHCLPW504 Assess land use applications for legislative compliance
 AHCLPW506 Develop a management plan for a designated area
 AHCLPW507 Implement natural and cultural resource management plans
 AHCLPW602 Coordinate the preparation of a regional resource management plan
 AHCNRM301 Establish an Australian native stingless bee colony (Release 2)
 AHCNRM503 Support the implementation of waterways strategies (Release 2)
 AHCNRM504 Interpret and report on catchment hydrology (Release 2)
 AHCNRM505 Provide technical advice on sustainable catchment management (Release 2)
 AHCNRM509 Develop a coastal rehabilitation strategy
 AHCNRM510 Develop a water quality monitoring program
 AHCNRM511 Plan and monitor works projects in catchments and waterways
 AHCNRM512 Investigate suspected breaches of natural resource management legislation
 AHCNRM603 Implement a monitoring, evaluation and reporting program (Release 3)
 AHCNRM604 Review ecological management plans and strategies
 AHCNRM605 Develop a monitoring, evaluation and reporting program
 AHCPMG401 Implement the pest monitoring and evaluation plan
 AHCPMG402 Ensure compliance with pest legislation
 AHCPMG403 Apply predator trapping techniques
 AHCPMG501 Develop a regional pest management plan
 AHCPMG502 Investigate a pest control failure
 AHCPMG506 Manage the implementation of legislation (Release 2)
 AHCPMG508 Develop a system to monitor and evaluate the pest management plan (Release 2)
 AHCPMG510 Develop a pest survey strategy (Release 3)
 AHCSAW203 Conduct erosion and sediment control activities
 AHCSAW303 Construct conservation earthworks
 AHCSAW304 Implement erosion and sediment control measures
 AHCSAW402 Set out conservation earthworks
 AHCSAW404 Supervise implementation of conservation earthworks plans

AHCSAW503 Plan conservation earthworks (Release 2)
AHCSAW504 Design control measures and structures
AHCSAW505 Plan erosion and sediment control measures