

Horticulture and Nursery Project



Summary of Feedback, Responses and Actions

December 2019

Draft qualifications, units of competency and skill sets for the Horticulture and Nursery project were made available on the [Skills Impact website](#) for stakeholder review from 16 September to 31 October 2019. Please visit the website to view a full list of the documents that were submitted for consultation during these phases.

Feedback was received from a variety of stakeholders around the country via email, the Skills Impact Feedback Hub, at face-to-face workshops and webinars, via phone and email, as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer/employee)									
Industry association									
Union									
Registered Training Organisation (RTO)									
Government department									
Industry Training Advisory Body (ITAB)/Industry Skills Board (ISB)/Skills Advisory Council (SAC)/ Curriculum Maintenance Manager (CMM)									

Feedback received during the 'drafts available' period for the revised qualifications and units of competency has been positive, with minor changes or updates suggested by stakeholders. Of particular note is the conversation on the amalgamation of qualifications with a discussion paper being circulated regarding the potential for further amalgamation of qualifications being reviewed in this project with other Horticulture qualifications. The feedback from the discussion paper is included at the end of this report.

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

Acronyms - PC – performance criteria, PE – performance evidence, KE – knowledge evidence, AC – assessment conditions, SMEs – Subject Matter Experts, AQF – Australian Qualifications Framework

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Summary of feedback on draft qualifications

AHC2XX20 Certificate II in Nursery Operations

New qualification replacing AHC20716 Certificate II in Production Nursery and AHC20816 Certificate II in Retail Nursery. Comments related to core units.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, VIC 	Re: AHCPCM201 Recognise plants not suitable for production nurseries with limited genus	Comments: Thanks for your feedback, AHCPCM201 Recognise plants to be retained in core to enable broader transferable skills.
<ul style="list-style-type: none"> • Industry, NSW 	Re: AHCPCM201 unit, I still think this unit is important for transferrable skills and knowledge outcomes	
<ul style="list-style-type: none"> • RTO, NSW 	Agree with XXX <i>"Re AHCPCM201 unit, I still think this unit is important for transferrable skills and knowledge outcomes"</i> that for a rounded and transferable knowledge base this is a decent cii unit to have as a core.	

AHC2XX20 Certificate II in Production Horticulture

New qualification replacing AHC20316 Certificate II in Production Horticulture and AHC21516 Certificate II in Floriculture. Comments related to packaging rules, and core and elective units.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • CMM, VIC 	Packaging rules - 'Where appropriate, ...- So it is possible to qualify for both specialisations at the same time?	Explanation: Yes it is possible to achieve both streams or complete the qualification without a specialisation.
<ul style="list-style-type: none"> • Industry, National 	'Core: AHCWRK205 'Work Effectively in the industry' was a good core unit. As it covers most of the entry level topics needed within	Adopted: Based on SME advice: Core units:

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>an induction during the employment phase. Given that AQF level 2 (this qual) is 'entry level' - it makes sense to stay as a core.</p> <p>Elective Group A: AHCPMG201 Treat weeds and AHCPMG202 Treat plant pests, diseases and disorders: Being the owner of a vegetable farm, we would never, ever let a new entrant to our industry and workforce apply chemicals with or without supervision. I feel that these units within Group A could be replaced with far more relevant units that match the basics within the workforce requirements. Also, I don't believe these units match the ACSF requirements of an entrant level into the industry. They require a high level of core skill.</p>	<p>AHC BIO202 Follow site quarantine procedures – remain in Core</p> <p>AHCWRK209 Participate in environmentally sustainable work practices – move to Group A and B</p> <p>FBPSY2001 Implement the food safety program and procedures – move to Group A</p> <p>Group A (horticulture) units:</p> <p>AHCPMG201 Treat weeds – move to Group C</p> <p>AHCPMG202 Treat plant pests, diseases and disorders – move to Group C</p> <p>Group C (electives) units:</p>
<ul style="list-style-type: none"> Industry, NSW 	<p>agree with XXX 'Work Effectively in the industry' was a good core unit. As it covers most of the entry level topics needed within an induction during the employment phase. Given that AQF level 2 (this qual) is 'entry level' - it makes sense to stay as a core.</p>	<p>AHC PGD203 Prune shrubs and small trees – remain in Group C</p> <p>AHCWRK204 Work Effectively in the industry – move to Core</p>
<ul style="list-style-type: none"> Industry, NSW 	<p>agree with XXX I would swap Work effective in industry with Participate in environment as it is a better core unit</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>I would swap Work effective in industry with Participate in environment as it is a better core unit</p> <p>I would only have 4 units in the core 5 too many. Drop Implement food safety as it does not cover Folriculture</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>Disagree with XXX re - AHCPMG202 Treat plant pests, diseases and disorders - XXX comment is 'Being the owner of a vegetable farm, we would never, ever let a new entrant to our industry and workforce apply chemicals with or without supervision. I feel that these units within Group A could be replaced with far more relevant units that match the basics within the workforce requirements. Also, I don't believe these units match the ACSF requirements of an entrant level into the industry. They require a high level of core skill.'</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	You can treat without applying chemicals, furthermore depending on you state you can apply some chemicals without a certificate. These units should not be moved.	
<ul style="list-style-type: none"> • RTO, NSW 	<p>Core units: AHC BIO202 and FBPSY2001 are not always relevant for all production horticulture. For instance, floriculture is not a food program.</p> <p>I would suggest one unit that said Follow biosecurity procedures as a core and place the follow not implement for Level 2 - follow food safety procedures in the Group A Elective units.</p> <p>Group C (electives): AHCPGD Prune shrubs and small trees ? Parks and Gardens unit which is not always possible to adjust to fruit trees and berry bushes etc unless some changes have been made to the unit.</p> <p>Group C (electives): AHCWRK205 is a core so no need to have it in here as well.</p>	<p>Adopted: Based on SME advice:</p> <p>Core units:</p> <p>AHC BIO202 Follow site quarantine procedures – remain in Core</p> <p>FBPSY2001 Implement the food safety program and procedures – move to Group A</p> <p>Group C (electives) units:</p> <p>AHCPGD203 Prune shrubs and small trees – remain in Group C</p> <p>Explanation:</p> <p>There is no "follow biosecurity procedures" unit. There is AHC BIO305 Apply biosecurity measures, however it is an AQF3 level unit and element 1, 3 and 4 would be difficult to achieve for this level of qualification. There is no "Follow food safety procedures" unit.</p> <p>Adopted:</p> <p>Removed AHCWRK205 from elective units list (typo)</p>

AHC3XX20 Certificate III in Nursery Operations

New qualification replacing AHC31116 Certificate III in Production Nursery and AHC31216 Certificate III in Retail Nursery. Comments related to qualification title, description, entry requirements, and core and elective units.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • ITAB, WA 	<p>The title AHC3XX20 Certificate III in Nursery Operations does not address the core of the job outcome which is horticulture. Perhaps Cert III in Nursery Horticulture, or Cert III in Horticulture (Nursery) or Horticulture Nursery Operations?</p>	<p>Comments: Thanks for your feedback, qualification title "Certificate III in Nursery Operations" to remain.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Association, VIC	We feel that the title is generic enough to cover both retail and production nursery operations.	Comments: Thanks for your feedback, qualification title "Certificate III in Nursery Operations" to remain.
• Association, VIC	There needs to be a reference in the qualification subscription to the propagation, production, growth, care, maintenance and sale of plants etc.	Explanation: The qualification description is in keeping with the AQF for a Certificate III qualification and Standards for Training Packages.
• ITAB, WA	At the workshop in Perth there was some discussion about the desirability of entry requirements for this qual. However, I note that level 2 UoCs have been included in this qualification and therefore direct entry should not be such an issue.	<p>Adopted: Based on SME advice, this qualification is generally undertaken as an apprenticeship by those who may have very little or no industry experience prior to undertaking the qualification. As such entry requirements would pose a barrier to entry for the qualification.</p> <p>In the qualification description added: "It is assumed that participants undertaking this qualification as a direct entry qualification would have nursery or horticulture industry experience prior to undertaking the qualification."</p>
• Association, VIC	Agree with XXX <i>"there was some discussion about the desirability of entry requirements for this qual. However, I note that level 2 UoCs have been included in this qualification and therefore direct entry should not be such an issue"</i>	
• RTO, WA	In response to comment XXX (above) and to support the need for entry requirements: While 2 core units are are cert II level this is not sufficient to cover the skills expected to be attained at certificate II level.	
• Industry, NSW	Agree with XXX comments above regarding: <i>'In response to comment XXX (above) and to support the need for entry requirements: While 2 core units are are cert II level this is not sufficient to cover the skills expected to be attained at certificate II level. '</i>	
• RTO, WA	This qualification requires previous experience in the care and knowledge of nursery plants	
• Industry, NSW	Agree with XXX <i>"This qualification requires previous experience in the care and knowledge of nursery plants "</i>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, NSW 	<p>This qualification is that delivered to apprentices. As these people are generally straight out of school entry requirements of another qualification would be an issue. This course delivered appropriately does not need a pre req. The idea is that at the end of this qual they have the necessary skills and knowledge to work effectively in a nursery be it retail or production in focus.</p>	
<ul style="list-style-type: none"> • RTO, NSW 	<p>Core units:</p> <p>Re TLIE3021 Work and communicate effectively with others:</p> <ul style="list-style-type: none"> - This unit is more relevant to emergency services courses, it is heavy on equipment and the use there of. Communications is inherent in all units as is the concept of teamwork and use of LLN skills. Really poor choice as a core at all for this course. - A better choice for a core unit for both retail and production would be one that covers the testing of soil and media as this is essential knowledge for both trades. Assist with soil/media testing at the very least would cover the processes and when delivered in conjunction with the provide information on plants unit it helps to further the ability of the retailer or producer to solve issues. Also need to be able to do this testing to be able to effectively advise on plant nutrition <p>Group A (nursery production):</p> <p>Re AHCWAT301 Monitor and operate water treatment processes: Would be more useful to have prepare growing media in as an essential unit as opposed to water treatment. Understanding the relationships of media, irrigation, and nutrition is far more beneficial to a production nursery person than water treatment as this is generally carried out by a supervisor/manager.</p>	<p>Adopted: Based on SME advice:</p> <p>Core units:</p> <p>AHCPCM201 Recognise plants – moved to Group C</p> <p>TLIE3021 Work and communicate effectively with others – removed from qualification</p> <p>AHCPMG301 Control weeds – moved to Group C</p> <p>AHCPMG302 Control plant pests, diseases and disorders – moved to Group C</p> <p>Group A (nursery production) units:</p> <p>AHCIRG346 Operate pressurised irrigation systems – moved to Group C</p> <p>AHCWAT301 Monitor and operate water treatment processes – moved to Group C</p> <p>Group B (retail nursery) units:</p> <p>AHCNSY302 Receive and dispatch nursery products – moved to Group C</p> <p>AHCPCM303 Identify plants – remain as Group B</p> <p>Group C (electives) units:</p> <p>AHCSOL2XX Assist with soil or growing media sampling and testing – remain Group C</p> <p>AHCSOL305 Prepare growing media – moved to Core</p>
<ul style="list-style-type: none"> • RTO, VIC 	<p>Agree with XXX - <i>TLIE3021 Work and communicate effectively with others should not be in the Core</i> - Communication shouldn't be in</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>the core selection and is built in foundation of other units. Consider receive and dispatch AHCNSY302 as a core.</p> <p>Re AHCIRG346 Operate pressurised irrigation systems - Can have issues with Nurseries not wanting this level of staff operating irrigation systems. Troubleshoot irrigation is more suitable</p>	<p>AHCIRG338 Troubleshoot irrigation systems – moved to Core</p> <p>AHCIRG347 Maintain pressurised irrigation systems – moved to Group A</p> <p>AHCCHM309 Fumigate soil – removed</p> <p>AHCNSY401 Plan a growing-on program – added Group A</p> <p>AHCNSY306 Implement a propagation plan – moved to Core</p>
• Association, VIC	Agree with XXX - Receive and dispatch (AHCNSY302) as a core as it covers both retail and w/s.	
• Association, VIC	RE AHCNSY302 This is recommended as a core.	
• Association, VIC	Instead of 'operate' (AHCIRG346) there needs to a growing media unit. The current soil option does not reflect nursery practices and needs a review. There is no other subject in the qual where media characteristics are discussed.	
• Industry, NSW	<p>Agree that this unit TLIE3021 Work and communicate effectively with others shouldn't be a core.</p> <p>Agree that AHCWAT301 Monitor and operate water treatment processes is not suitable here (Group A), would be too difficult for nursery workers that do not treat water. Prepare growing media would be better</p>	
• RTO, QLD	<p>TLIE3021 Work and communicate effectively with others - in Core - Cannot understand the rationale for this unit as Foundation skills are included in all units.</p> <p>Important to keep a practical focus on a limited number of core units.</p> <p>Agree that AHCWAT301 Monitor and operate water treatment processes (not suitable for Group A): Would prefer Growing media</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Association, VIC	A lot of this unit (TLIE3021) is covered in Provide Information on Plants and Their Culture and in foundational skills in most units.	
• RTO, WA	The work and communication unit is a waste of time, it should be replaced with an irrigation unit like maintain pressurised irrigation systems which is essential for all horticultural practices. Communication is embedded in all units as a skill.	
• RTO, VIC	Re AHCWAT301 Monitor and operate Water treatment processes is not suitable here (Group A) - would be too difficult for nursery workers that do not treat water. Agree. Water treatment doesn't suit all. Growing media would be better Agree that TLIE3021 Work and communicate effectively with others - should not be in the Core	
• RTO, VIC	Agree. Water treatment (in Group A) doesn't suit all. Growing media would be better	
• Association, VIC	Consider troubleshoot irrigation systems instead of treatment processes.	
• Association, VIC	RE: AHCWAT301 in Group A Cons	
• Industry, WA	Dear XXX, It has come to our attention that there is a new unit of competency that is being included in the Certificate III Nursery Operations, Group A (Nursery Production) that is unachievable in our business and irrelevant to most Nursery Businesses in Western Australia: AHCWAT 301 Monitor and operate water treatment processes	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Water Treatment is far more relevant to eastern States Nursery Operators who are sourcing water from dams and other open waterways.</p> <p>On the other hand, the majority of Perth based nurseries rely on groundwater sources which provide greater uniform quality and reliability.</p> <p>We believe that a higher skill set, than Level III is required to achieve this competency, and we would require resources that we currently do not have.</p> <p>We are not aware of these practices in Western Australia at the present time, which would make it difficult to deliver training.</p> <p>We believe that our apprentices should not be enrolled in this competency, allowing them to study an alternative competency of greater relevance.</p> <p>The competency could be positioned in Group C (electives)</p> <p>I have discussed this matter with our training provider</p>	
• RTO, VIC	Re: PCM201 Recognise plants in Core - Consider recognise plants as an elective. Some nurseries grow one Genus of plants and limited species/varieties of that genus.	
• ITAB, WA	Re: PCM201 Recognise plants in Core -Accept what XXX is saying (above), but a tradesperson should have competence across a range of plants and genus. Even if the nursery only grows one type of plant, they will need to be able to identify unwanted plants that will appear.	
• Industry, NSW	Re: PCM201 Recognise plants in Core -For transferrable skills and knowledge this unit should stay	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, NSW 	<p>Core units:</p> <p>Re AHPCPM201 Recognise plants: Would be much better to have identify plant specimens as a core than this unit. Then another more retail oriented unit could be added into group B.</p>	
<ul style="list-style-type: none"> • Association, VIC 	<p>This (AHPCPM201) should be replaced with AHPCPM303 Identify Plant Specimens considering it is a Cert III level qualification.</p>	
<ul style="list-style-type: none"> • Association, VIC 	<p>RE: AHPCPM303 This should be a core for both.</p>	
<ul style="list-style-type: none"> • RTO, WA 	<p>Recognise plant should be replaced with Identify plant specimens, this unit covers Morphology, Physiology and skills to identify plants using plant keys (an essential skill in any horticultural field). It also covers identification of plants with relation to pests and diseases common to the plant thus helping retailers to identify plant pests and diseases.</p>	
<ul style="list-style-type: none"> • RTO, NSW 	<p>Would be much better to have identify plant specimens as a core than recognise plants. Then another more retail oriented unit could be added into group B.</p>	
<ul style="list-style-type: none"> • Association, VIC 	<p>RE: AHCCHM309 Is this relevant still?</p>	

AHC3XX20 Certificate III in Production Horticulture

New qualification replacing AHC30616 Certificate III in Production Horticulture and AHC33216 Certificate III in Floriculture. Comments related to qualification structure, packaging rules, and core and elective units.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, NSW 	<p>Lets assume we have a horticultural operation that does not irrigate and try to get 11 elective units.</p> <p>AHCCHM304 AHCCHM307 AHCMOM304 AHCPTH303 AHCPTH306 AHCPTH310 or 304 AHCPMG301 AHCPMG302 AHCWRK309 AHCPCM3XX</p> <p>Could have propagation, compost or crop regulation to make it..</p> <p>Now assume Hydroponics operation.</p> <p>CHM304 CHM307 PHT303 PHT306 PHT310 PMG301 PMG302</p>	<p>Comments: Thanks for your feedback, qualification structure works for hydroponics.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>WRK309</p> <p>SOL301</p> <p>IRG338</p> <p>HYD301</p> <p>NSY306</p> <p>NSY fertigation maybe</p> <p>OK.. Do able for hydroponics. We often had trouble getting relevant units for hydroponic trainees growing lettuce and tomatoes as they did not always install hydroponic systems.</p>	
• CMM, VIC	<p>Packaging Rules 'Where appropriate, electives...with a specialisation areas as follows' - Anne - Can specialise in both at once according to the rules.</p>	<p>Explanation:</p> <p>Yes it is possible to achieve both streams.</p>
• RTO, NSW	<p>Re TLIE3021 Work and communicate effectively with others:</p> <p>This is not a good unit choice. More suited to emergency services courses. Better to have implement plant nutrition as a core as it is more relevant to horticultural production of all types.</p>	<p>Adopted, based on SME advice:</p> <p>Core units:</p> <p>TLIE3021 Work and communicate effectively with others – removed from qualification</p>
• RTO, NSW	<p>Agree with above. Re TLIE3021 Work and communicate effectively with others is not a good unit choice:</p> <p>Communication is embedded in most of the units anyway. Also agree re soils and plant nutrition as essential starting point for any horticulture student.</p> <p>Re AHC BIO302 Identify and report unusual disease or plant pest signs: - is unrealistic to assess if there has been no unusual disease or plant pest signs. Identify and report? Demonstrate knowledge of unusual disease or plant pest signs or.. Identify biosecurity risks to crop.</p>	<p>Group A (horticulture) units:</p> <p>AHC BIO302 Identify and report unusual disease or plant pest signs – remain in Group A and add to Group B</p> <p>AHC CHM304, AHC CHM307, AHC PMG301 and AHC PMG302 – move to Group C</p> <p>Group B (floriculture) units:</p> <p>AHC PCM3XX Implement a plant nutrition program – keep in Group B</p> <p>Group C (electives) units:</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, NSW 	<p>Re TLIE3021 Work and communicate effectively with others - this is not a good choice - I agree, nutrition is core regardless of soil based production or hydroponic</p>	<p>AHCMOM202 Operate tractors – add to elective Group C</p> <p>AHCMOM311 Operate precision control technology – add to elective Group C</p> <p>AHCPGD203 Prune shrubs and small trees - add to elective Group C</p> <p>AHCWRK204 Work effectively in the industry – add to elective Group C</p>
<ul style="list-style-type: none"> • RTO, VIC 	<p>Agree with above</p> <p>Tlie3021 is not a suitable unit.</p> <p>Plant Nutrition would be a good substitute.</p>	
<ul style="list-style-type: none"> • RTO, VIC 	<p>Agree with above. Re TLIE3021 Work and communicate effectively with others is not a good choice - Plant nutrition would be a perfect starting point</p>	
<ul style="list-style-type: none"> • RTO, VIC 	<p>Operate Tractors should be included in this group (Group C Electives) as most trainees when they first start they would not of used a tractor. Currently i include this unit in all my Cert 3 Hort training plans so it makes sense to include this unit in the qualification just like Cert 3 Ag has.</p>	
<ul style="list-style-type: none"> • RTO, VIC 	<p>Unit AHCMOM311 Operate precision control technology</p> <p>Should be included in this group (Group C Electives) as more and more horticulture equipment are using this technology.</p> <p>in the unit description they also mention horticulture</p>	
<ul style="list-style-type: none"> • RTO, NSW 	<p>Re: packaging rules wording, last dot point "3 from the remaining...B or C, or any currently endorsed Training Package or accredited cours packaged at tDertificate II, III or IV' - Comment is:</p> <p>I think a unit that is missing as an elective that should sit in this qualification is AHCPGD303 perform specialist amenity pruning - very applicable if growing nuts, citrus, etc.</p>	

AHC4XX20 Certificate IV in Nursery Operations

New qualification replacing AHC40616 Certificate IV in Production Nursery and AHC40716 Certificate IV in Retail Nursery. Comments related to entry requirements and packaging rules, and core and elective units.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, VIC 	<p>Response to comment - 'Entry requirements have been added/included for this qualification':</p> <p>There should not be any entry requirements for Cert 4. Are we going to refuse someone who has worked in the industry for 10 years and does not have a cert 3 qual the opportunity to study a cert 4. This should be the RTO responsibility to determine this</p>	<p>Adopted: Based on SME advice:</p> <p>Changed entry requirements to include Certificate III in Horticulture, or 2 years relevant industry experience.</p>
<ul style="list-style-type: none"> • RTO, NSW 	<p>Response to comment 'Entry requirements have been added/included for this qualification':</p> <p>Should add CIII Horticulture as well.</p>	
<ul style="list-style-type: none"> • RTO, VIC 	<p>Agree No entry requirements for cert 4.</p> <p>or add suggestion (should add Cert III hoticulture as well) and number of years industry experience</p>	
<ul style="list-style-type: none"> • Industry, NSW 	<p>Agree - No entry requirements for Cert 4</p>	
<ul style="list-style-type: none"> • RTO, VIC 	<p>There should not be any entry requirements for Cert 4. Are we going to refuse someone who has worked in the industry for 10 years and does not have a cert 3 qual the opportunity to study a cert 4. This should be the RTO responsibility to determine this</p>	
<ul style="list-style-type: none"> • CMM, VIC 	<p>Entry Requirements - What is the rationale for this added entry requirement? AHC40716 Cert IV Retail Nursery has 12 units and no entry. Will have now to do 16 units in the Certificate III and then another 14. Huge increase in hours and cost to students. Will likley reduce the uptake of this qualification.</p> <p>re last dot point 'completed a Certificate III in Retail Nursery' - Superseded qual.</p>	<p>Adopted: Based on SME advice:</p> <p>Changed entry requirements to include Certificate III in Horticulture, or 2 years relevant industry experience.</p> <p>Explanation:</p> <p>The Certificate III in Retail Nursery is a current qualification (it will be superseded by the Certificate III in Nursery Operations – when endorsed).</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	under Packaging Rules 'Where appropriate, electives... with a specialisation area as follows:' - Possible to qualify for both at once.	<p>Listing this qualification as an option in the entry requirements for the Certificate IV enables individuals who have undertaken the superseded Certificate III to enrol in the Certificate IV.</p> <p>Yes it is possible to achieve both streams or complete the qualification without a specialisation.</p>

AHC4XX20 Certificate IV in Production Horticulture

Revised qualification superseding AHC40316 Certificate IV in Production Horticulture. Comments related to core and elective units

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, NSW 	<p>Re Core units:</p> <p>Looks good. Always agree that the Level 4 person should do the budgeting unit. It may be hard to assess the communicate effectively but if it is workplace assessed it should not be too hard.</p> <p>Re Group A Electives:</p> <p>This is good for group A. It allows those organic growers to select units rather than having to do chemicals which many students do not want. This is particularly so for those RTO's that cannot register for both organics and production horticulture.</p> <p>AHCPHT402 - needs to be revamped - I will check if it has but it is not very suitable for the avocado and macadamia industries etc. It is mostly about regulating crop growth using chemicals or fertilisers . It should include some pruning, blossom pruning etc.</p> <p>AHCPM5xx- This is Level 4 so why put in a unit with a level 5.</p> <p>Create a unit that is levelled at Level 4. Will check the content of this unit.</p> <p>I would hope that all production horticulture students learn or have the knowledge to understand soils or growing media and I</p>	<p>Adopted, based on SME advice:</p> <p>Core units:</p> <p>BSBLDR401 Communicate effectively as a workplace leader – remain as Core</p> <p>Elective units:</p> <p>Group A units:</p> <p>AHCPM5xx Apply knowledge of plant physiology to horticultural practices – remain as Group A</p> <p>BSBLDR402 Lead effective workplace relationships – Add to Group A</p> <p>Group B units:</p> <p>AHCSOL401 Sample soils and interpret results – add to Group B</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	would be a bit concerned that under the packaging rules they may select units that do not include a soils component. Not sure where it should go but I would think that was one of the essential items for a production horticulture manager to understand.	
• Industry, NSW	agree with XXX - AHCSOL401 I think it should be in the CORE Unit list, because it's really important for anyone working in the production industry at supervisor/managerial level.	
• Industry, NSW	Regarding BSBLDR401 Communicate effectively as a workplace leader in Core Units - reviewing the PC, KE and PE consider LDR402 better outcomes for Cert IV and outcomes	
• RTO, VIC	Regarding AHCSOL401 I think it should be in the CORE Unit list, because it's really important for anyone working in the production industry at supervisor/managerial level.	
• RTO, VIC	AHCPMC5XX Apply knowledge of plant physiology to horticultural practices - comment is: Looking at the name I would think this is a Diploma unit	
• CMM, VIC	No issues	Comments: Thanks for your feedback, your support is noted.

AHC5XX20 Diploma of Production Horticulture

Revised qualification superseding AHC50316 Diploma of Production Horticulture. Comments related to entry requirements.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry, NSW	Regarding Entry Requirements - interestingly there are no requirements for this qual as there is for Dip Pro Nurs Mgt?	Explanation: The SME Working Group did not identify entry requirements for this qualification.

AHC5XX20 Diploma of Production Nursery Management

Revised qualification superseding AHC50816 Diploma of Production Nursery Management. Comments related to entry requirements and elective units.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, VIC 	Regarding Entry Requirements -There should not be an entry requirement for this qualification. Are we going to stop people who have worked 10 years in the industry the opportunity and what is this person was never offered an apprenticeship. Sounds unfair to me.	<p>Adopted: Based on SME advice: Changed entry requirements to include Certificate III in Horticulture, or 2 years relevant industry experience.</p>
<ul style="list-style-type: none"> • Industry, NSW 	Regarding Entry Requirements - I totally agree with comment above. the candidate would need to have had experience in industry to even consider undertaking this level of learning	
<ul style="list-style-type: none"> • RTO, NSW 	Response to comment 'Entry requirements have been added/included for this qualification': Should add CIII Horticulture as well.	
<ul style="list-style-type: none"> • RTO, NSW 	Should add CIII Horticulture as well. Also should have relevant industry experience added to allow for XXX's suggestion.	
<ul style="list-style-type: none"> • CMM, VIC 	Regarding Entry Requirements - Rationale? ? AHC50916 has 10 units and no entry requirements. The addition of having to have a completed certificate III first will increase the cost in time and money to the students.	
<ul style="list-style-type: none"> • Industry, NSW 	Regarding Elective Unit SIRRINV001-- Receive and handle retail stock: This unit is at a low level for this qualification the unit description is for someone who doesn't work autonomously and limited skills and knowledge	<p>Adopted: Based on SME advice: SIRRINV001 Receive and handle retail stock – remain in elective units list. AHC BIO403 Plan and implement a farm or enterprise biosecurity plan - add to elective units list.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, NSW 	<p>Following on from XXX comment....why have this retail oriented unit (SIRRINV001) in this level production qual?</p> <p>a unit such as AHCBIO403 would be more in keeping with this qual.</p>	

General qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, NT 	<p>I am providing response in relation to the qualification, AHC30716 Certificate III Horticulture.</p> <p>I am very supportive of the new core units in the training package, except for one: AHCP302 Provide information on plants and their culture.</p> <p>Many of our students/trainees horticulturalist are never in a position to provide advice to clients. These students I am talking about are nursery production students, landscape maintenance workers with council and local landscape maintenance companies.</p> <p>Our students who work in retail nurseries and provide garden consultant are the only students which this unit applies to.</p> <p>I think a better fit for that core unit would be AHCP303 Identify plant specimens, ALL horticulturists I believe need to be able to identify plants.</p>	<p>Comments: Thanks for your feedback, AHC30716 Certificate III in Horticulture is not under review in this project. Feedback to be added to the skills forecast for consideration when reviewing this qualification.</p>

Proposed qualification for deletion

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<p>AHC50916 Diploma of Retail Nursery Management Qualification recommended for deletion due to low enrolment numbers</p>		
<ul style="list-style-type: none"> 		No feedback received.

Summary of feedback on draft skill sets

AHCSS00064 Production Horticulture Administration Supervisor Skill Set

No specific feedback requiring action

AHCSS000XX Production Horticulture Machinery Skill Set

Replaces AHCSS00065 Production Horticulture Machinery Skill Set. No specific feedback requiring action

AHCSS000XX Production Horticulture Manager Skill Set

Replaces AHCSS00066 Production Horticulture Manager Skill Set. No specific feedback requiring action

AHCSS000XX Production Horticulture Supervisor Skill Set

Replaces AHCSS00067 Production Horticulture Supervisor Skill Set. No specific feedback requiring action

AHCSS00068 Production Horticulture Technology Skill Set

No specific feedback requiring action

Summary of feedback on draft Units of Competency

New unit of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCPCM5XX Apply knowledge of plant physiology to horticultural practices		
<ul style="list-style-type: none"> • RTO, NSW 	<p>Very thorough unit and good at Level 5. Just note that on the list to get into this unit the unit name was missing a t. plan . instead of plant physiology.</p>	<p>Comments: Thanks for your feedback, typo fixed on webpage and feedback hub.</p>
<ul style="list-style-type: none"> • RTO, WA 	<p>Very thorough unit but there should be units similar in Certificate III & IV to give the learner the knowledge required to understand how plants work ?? Unfortunately there is a bit of plant physiology in several different units in each level, but not enough to teach the fundamentals of plant physiology overall. Much of this unit should be covered in Certificate III & IV</p>	<p>Comments: Thanks for your feedback, there are a number of lower level units that have knowledge of plants (i.e. AHCPCM303 Identify plant specimens). Feedback to be added to the skills forecast for a new project to consider creation of lower level units on plant physiology.</p>
<ul style="list-style-type: none"> • CMM, VIC 	<p>Regarding words 'horticultural practices' in title - Should horticultural practices appear in KE?</p>	<p>Explanation: This is covered in the knowledge evidence in several places; "horticultural practices that may impact on plant function", "the asexual reproduction of plants through natural vegetative reproduction and the propagation of plants through horticultural practices, including stem, leaf and root", and "the application of plant reproduction processes for use in horticultural practices".</p>

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCNSY101 Support nursery work		
• RTO, VIC	Happy with this unit	Comments: Thanks for your feedback, your support is noted.
• Industry, NSW	Agree, happy with this unit	Comments: Thanks for your feedback, your support is noted.
AHCNSY201 Pot up plants		
• RTO, VIC	<p>General comment: Largest confusion is to do with environmental impacts and biosecurity. Could be as simple as the wording not being right? They definitely need to understand hygiene during potting, storage of media, and stock movement onsite. Can this be explained as to what topics and actions it is targeting.</p> <p>Unit Sector:</p> <p>General comment: Is there a need for the preparation of site where the plants are being placed? And also how the plants are arranged when put into stock area so they aren't double handled and have adequate, even, growing room.</p> <p>Performance Criteria:</p> <p>2.1 Most media for potting-on won't need to be mixed with other components. Majority of nurseries buy in the blend instead of mixing their own.</p> <p>2.2 Should be 'assist' with testing of growing media.</p> <p>3.7 - I don't understand the relevance of this for this unit. Explain?</p> <p>Performance Evidence:</p> <p>5th dot point: Operated potting machinery - Plenty of small nurseries don't have a potting machine. Suggest to remove.</p> <p>10th dot point: Again, I don't know what the environmental impacts are. Explain?</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Measure media according to...etc"</p> <p>2.2 changed to "assist with testing of...etc"</p> <p>3.7 changed to "Identify and apply hygiene, storage and stock movement requirements associated with potting up plants"</p> <p>Performance Evidence:</p> <p>5th dot point removed in toto</p> <p>10th dot point replaced with "applied plant hygiene, storage and stock movement requirements"</p> <p>2nd last dot point removed in toto</p> <p>Knowledge Evidence:</p> <p>5th changed to "plant grading and pot selection for plant growth rate and physical characteristics"</p> <p>6th dot point removed in toto</p> <p>7th dot point removed in toto</p> <p>2nd last and last dot point removed in toto</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Knowledge Evidence:</p> <p>6th dot point: Don't see the relevance of: Common problems in a controlled environment.</p> <p>5th and 7th dot point: Basic plant physiology & plants and their characteristics could be combined into something more relevant/clear to reflect the Elements. E.g. something that relates to the grading they do in element 3 & maybe correct pot selection for the growth rate/plants' physical characteristics</p> <p>2nd last dot point: Not sure how the industry and workplace biosecurity procedures relate to potting. Explain?</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>have read and agree with XXX "Largest confusion is to do with environmental impacts and biosecurity. Could be as simple as the wording not being right? They definitely need to understand hygiene during potting, storage of media, and stock movement onsite. Can this be explained as to what topics and actions it is targeting."</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>3.7 changed to "Identify and apply hygiene, storage and stock movement requirements associated with potting up plants"</p>
<ul style="list-style-type: none"> RTO, QLD 	<p>PC3.7 This will need some clarification and context to the biosecurity and environmental implications with potting up, is this not covered in other units related to pest and disease?</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>3.7 changed to "Identify and apply hygiene, storage and stock movement requirements associated with potting up plants"</p>
AHCNSY202 Care for nursery plants		
<ul style="list-style-type: none"> RTO, NT 	<p>Knowledge evidence last dot point: what is meant by irrigation equipment handbooks?</p> <p>How is this a knowledge criteria?</p>	<p>Adopted:</p> <p>Knowledge Evidence:</p> <p>last dot point removed in toto</p>
<ul style="list-style-type: none"> Industry, NSW 	<p>General comment: agree to the below points</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "...according to supervisor instructions"</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>Performance Criteria:</p> <p>2.1. Handbook or supervisors instruction.</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>2.3 Not suitable for cert II. If necessary, make it 'Assist in monitoring environmental conditions ... and report to supervisor'</p> <p>Performance Evidence:</p> <p>5th dot point: Wording again. 'Assist with monitoring environmental conditions'</p> <p>Knowledge Evidence:</p> <p>last dot point: agree with XXX on equipment handbooks - what is meant by irrigation equipment handbooks? How is this a knowledge criteria?</p>	<p>2.3 removed in toto and renumbered performance criteria that follow</p> <p>Performance Evidence:</p> <p>5th dot point changed to "...according to supervisor instructions"</p> <p>6th dot point removed in toto</p> <p>Knowledge Evidence:</p> <p>last dot point removed in toto</p>
AHCNSY203 Undertake propagation activities		
<ul style="list-style-type: none"> • RTO, VIC 	<p>General comment:</p> <p>Throughout a lot of the Elements, Knowledge, and Performance Evidence, the word 'Assist' needs to be added. Remember Cert II is under close supervision. Other words may be 'report' or 'as per supervisors instructions'</p> <p>PC2.4 & PC2.6- Add in 'as per supervisors instructions'</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Assisted with applying...etc"</p> <p>2.2 changed to "Assisted with propagation...etc"</p> <p>2.4 changed to "..., propagation techniques and supervisor instructions"</p> <p>2.5 changed to "...according to workplace procedures"</p> <p>2.6 changed to "...according to supervisor instructions"</p> <p>3.4 changed to "..., procedures and supervisor instructions"</p> <p>Performance Evidence:</p> <p>3rd dot point changed to "..., and supervisor instructions"</p> <p>5th dot point changed to "assisted with applying...etc"</p> <p>6th dot point changed to "assisted with a variety...etc"</p> <p>7th dot point changed to ".....according to supervisor instructions"</p> <p>8th dot point removed in toto</p> <p>Knowledge Evidence:</p> <p>3rd dot point changed to "basic...etc"</p>
<ul style="list-style-type: none"> • Industry, NSW 	<p>Agrees with (above) Throughout a lot of the Elements, Knowledge, and Performance Evidence, the word 'Assist' needs to be added. Remember Cert II is under close supervision. Other words may be 'report' or 'as per supervisors instructions'</p>	
<ul style="list-style-type: none"> • RTO, QLD 	<p>I would agree with the comments from XXX, considerations need to be made as to the target audience of this unit and the AQF level.</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		8th dot point changed to "basic...etc" 10th dot point changed to "quality specifications and...etc"
AHCNSY204 Maintain indoor plants		
•		No feedback received.
AHCNSY301 Maintain nursery plants		
• RTO, VIC	PE: They should understand how to determine water requirements and why schedules are changed but not operate the irrigation system. Businesses generally don't want that level of access for a cert III. Could be a change of wording if relating to element 3.	Adopted: Performance Evidence: 8th dot point changed to "applied and monitored water"
• Industry, NSW	PE: agree with comment (above) - They should understand how to determine water requirements and why schedules are changed but not operate the irrigation system. Businesses generally don't want that level of access for a cert III. Could be a change of wording if relating to element 3.	
• RTO, QLD	Prerequisite knowledge and skills from level 2 are needed to underpin this unit. Suggest AHCNSY201 Pot up plants and AHCNSY202 Care for nursery plants. Without this prior knowledge and skills from level II, maintaining nursery plants to industry best practice is difficult.	Adopted: Based on SME advice no-prerequisite units for this unit of competency.
• Association, VIC	Application needs to mention media '...determine water requirements and media characteristics that promote plant growth and...'Performance Criteria: PC4.1 This needs to be reworded. Undertake potting media tests according to industry standards. Do not agree with a requirement for prereqs for this unit.	Adopted: Application changed to "...water requirements and media characteristics that...etc" Performance Criteria: 4.1 changed to "Undertake potting media tests according to industry standards" Based on SME advice no-prerequisite units for this unit of competency.
AHCNSY302 Receive and dispatch nursery products		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, VIC 	<p>PC1.4 Production nursery - most customers are not visiting onsite</p> <p>PC1.5 seems like a double up on 1.3 & 2.2</p> <p>PC1.7 - Can this be removed? Better covered in 2.3 & 2.4. Especially since they are not the only one in charge of stock orders</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.4 changed to "Assist customers with selection...etc"</p> <p>1.5 removed in toto and renumbered performance criteria that follow</p> <p>1.7 removed in toto</p>
<ul style="list-style-type: none"> • Industry, NSW 	<p>agreed - PC1.4 Production nursery - most customers are not visiting onsite</p> <p>agreed - PC1.5 seems like a double up on 1.3 & 2.2</p> <p>Assessment Conditions:</p> <p>relationships: customers - internal and external? and as in PC1.4</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.4 changed to "Assist customers with selection...etc"</p> <p>1.5 removed in toto and renumbered performance criteria that follow</p> <p>Explanation:</p> <p>Assessment Conditions:</p> <p>Relationships: customers. Yes this could be internal and external, it is consistent with performance criteria 1.3, 1.4 and 3.2.</p>
AHCNSY303 Install and maintain plant displays		
<ul style="list-style-type: none"> • 		No feedback received.
AHCNSY304 Deliver and promote sales of plants		
<ul style="list-style-type: none"> • 		No feedback received.
AHCNSY305 Prepare specialised plants		
<ul style="list-style-type: none"> • Industry, VIC 	<p>delete the word 'entrepreneur' throughout this unit.</p> <p>Delete in PC1.3, Foundation Skills and Assessment Conditions</p> <p>Foundation Skills - Numeracy - change first verb to present tense - not past</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.3 removed ", or individual entrepreneur"</p> <p>Foundation Skills:</p> <p>Oral communication: removed "and individual entrepreneur"</p> <p>Numeracy: changed to present tense, "Estimate" and "Calculate"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		Assessment Conditions: relationships: removed "and individual entrepreneur"
AHCNSY306 Implement a propagation plan		
<ul style="list-style-type: none"> • RTO, VIC 	<p>PC4.1 - Is this meant to be airborne hazards for element 3, growing media? Not huge airborne hazards with propagation material other than some seeds.</p> <p>PE: Is three occasions clear enough? Does there need to be any clarification around the number/variety of propagation techniques undertaken?</p>	<p>Adopted:</p> <p>Performance Criteria: 4.1 changed to "Prepare propagation material safely"</p> <p>Performance Evidence: based on SME advice changed to "has implemented a propagation plan on at least one occasions and has:</p> <ul style="list-style-type: none"> • demonstrated a minimum of 7 of the following propagation techniques as part of that plan: • deflasking tissue culture • seed sowing • budding • grafting • soft tip cuttings • semi-hardwood cuttings • hardwood cuttings • leaf cuttings • division • layering"
<ul style="list-style-type: none"> • Industry, NSW 	<p>PE: agree with XXX - Is three occasions clear enough? Does there need to be any clarification around the number/variety of propagation techniques undertaken?</p>	<p>Performance Evidence: based on SME advice changed to "has implemented a propagation plan on at least one occasions and has:</p> <ul style="list-style-type: none"> • demonstrated a minimum of 7 of the following propagation techniques as part of that plan: • deflasking tissue culture

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> • seed sowing • budding • grafting • soft tip cuttings • semi-hardwood cuttings • hardwood cuttings • leaf cuttings • division • layering"
<ul style="list-style-type: none"> • RTO, QLD 	<p>Recommend prerequisite unit AHCNSY203 Undertake propagation activities and AHCNSY202 Care for nursery plants. Without prior knowledge and skills / fundamentals of propagation techniques and plant care from level 2, you cannot possibly implement a propagation plan to Industry best practice required at level 3.</p>	<p>Adopted: Based on SME advice no-prerequisite units for this unit of competency.</p>
<ul style="list-style-type: none"> • Industry, VIC 	<p>Agree with no preqs required. We cannot have prospective students being made to do a Cert II before a trade level Cert III.</p> <p>PC4.1: change this to general OHS hazards in the workplace and should be incorporated into Element 1.</p>	<p>Adopted:</p> <p>Based on SME advice no-prerequisite units for this unit of competency.</p> <p>Performance Criteria:</p> <p>Note: General hazards and risks are covered under Performance Criteria 1.2.</p> <p>4.1 changed to "Prepare propagation material safely"</p>
AHCNSY3XX Operate fertigation equipment (formerly AHCNSY307 Operate fertigation equipment)		
<ul style="list-style-type: none"> • RTO, VIC 	<p>Knowledge Evidence:</p> <p>Principles and practices</p> <p>add</p> <p>Rates of fertiliser solubility</p> <p>Fertiliser compatibility/incompatibility</p>	<p>Adopted:</p> <p>Knowledge Evidence:</p> <p>"principles and practices" added "fertiliser solubility and dilution rates" and "fertiliser compatibility or incompatibility with crops, and fertigation and injection equipment"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, VIC 	<p>PE: 16th dot point: Its a bit hard to monitor dilution rate when its already been diluted and mixed. I would remove it.</p>	<p>Adopted:</p> <p>Performance Evidence: 16th dot point removed in toto</p>
<ul style="list-style-type: none"> • CMM, VIC 	<p>Performance Evidence - 'An individual...at least two occasions and has:'</p> <p>This reads like a checklist with some points reworded repeat of the PCs. Performance evidence should not repeat the elements, performance criteria and foundation skills for the unit. The opening statement says that an individual must satisfy all of the elements and performance criteria in this unit making some points unnecessary.</p> <p>4th dot point - 'connected and calibrated...' Should calibration be in KE?</p> <p>6th dot point - 'completed relevant calculations...' Should calculations be in KE?</p> <p>12th dot point - 'handled hazardous chemicals safely' Not in PCs or would this come under PC 1.2?</p> <p>Knowledge Evidence -</p> <p>4th dot point - 'procedures for prevention of backflow' Where?</p> <p>7th dot point - 'services required' Anne - Vague. Services required for what?</p> <p>9th dot point - 'process specifications, procedures...' Which process?</p> <p>10th dot point 'control points and significant...' Application control points?</p> <p>11th dot point 'common causes of variation...' Application variations?</p> <p>12th dot point 'environmental issues and...' Vague</p>	<p>Explanation:</p> <p>Performance Evidence: 6th dot point covered in KE under 6th dot point - sob dot point 3 12th dot point covered in PC's under PC 1.2, and 2.6</p> <p>Adopted:</p> <p>Performance Evidence: 4th dot point changed to "operated fertigation and injection equipment according to operation and maintenance manuals"</p> <p>Knowledge Evidence: 4th dot point removed in toto 7th dot point removed in toto 9th dot point removed in toto 10th dot point changed to "fertigation and injection equipment monitoring and control points" 11th dot point changed to "common causes of application variation...etc" 12th dot point removed in toto 13th dot point changed to "fertigation and injection equipment shutdown sequence" 14th dot point changed to "fertigation and injection equipment 'lock-out..etc"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>13th dot pont 'shutdown sequence' fertigation equipment shutdown sequence</p> <p>14th dot point 'lock-out and tag-out procedures' For?</p>	
AHCNSY401 Plan a growing-on program		
•		No feedback received.
AHCNSY402 Plan a propagation program		
•		No feedback received.
AHPCPM201 Recognise plants		
• RTO, NT	<p>Re PCs:</p> <p>1.4 What does this really mean? identify, select and prepare plant recognition processes? is it meant to say, "identify, select and prepare tools, equipment and plant material to undertake plant recognition processes?"</p> <p>3.1 and 3.2 are confusing and cross over, maybe it could read:</p> <p>3.1 Document plant information</p> <p>3.2 Update reference collection as new plants are recognized.</p> <p>Re PEs:</p> <p>Against sentence 'There must be evidence that...':</p> <p>In total how many plants should a student be able to recognise? some RTOS do 80, some 10...its not quantifiable.</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.3 changed to "Identify, select and prepare tools, equipment and material for plant recognition activity"</p> <p>1.4 deleted in toto</p> <p>3.1 changed to "Document plant information"</p> <p>3.2 changed to "confirm plant identification with supervisor and refer to the plant by botanical name"</p> <p>Performance Evidence:</p> <p>Based on SME advice, changed to "• recognised a range of plants from a range of plant families and growth habits, including:</p> <ul style="list-style-type: none"> • trees • shrubs • ground cover • vines...etc"
• RTO, WA	<p>highlighted the following text but left no comments:</p> <p>and safety requirements</p>	<p>Adopted:</p> <p>Performance Evidence:</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>prepared resources and processes for identified desirable and non-desirable plants requiring recognition</p>	<p>“prepared resources and processes...etc” changed to “identified, selected and prepared tools, equipment and materials for use in recognition activity”</p>
<ul style="list-style-type: none"> • RTO, VIC 	<p>PC1.4. Agree with X - What does this really mean? identify, select and prepare plant recognition processes? is it meant to say, "identify, select and prepare tools, equipment and plant material to undertake plant recognition processes?"</p> <p>It is confusing. would suggest removal</p> <p>PC 1.5 - Should be 'Locate' not 'Identify'</p> <p>Element 2 seems out of order. 2.2 should be moved below 2.5</p> <p>PC2.4 Do not think they should be collecting the samples and 2.3 already covers notetaking.</p> <p>Could change the wording of 2.4 - Use available resources to assist with plant recognition</p> <p>Element 3. I would like to see this element changed to suit more horticulture industries. Having 'reference collection' limits who it can be delivered to. Could it be along the lines of 'confirm identification of plant with supervisor & refer to the plant by botanical name.'</p> <p>Knoweldge Evidence: Why are they providing advice and information on plants?</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.3 changed to "Identify, select and prepare tools, equipment and material for plant recognition activity"</p> <p>1.4 deleted in toto</p> <p>1.5 renumbered to 1.4 and changed to "Locate a range...etc"</p> <p>2.2 moved to 2.5 and renumbered performance criteria accordingly</p> <p>2.3 (formerly 2.4) changed to "Use available resources to assist...etc"</p> <p>3.2 changed to "confirm plant identification with supervisor and refer to the plant by botanical name"</p> <p>Element:</p> <p>3 changed to "Identify plants"</p> <p>Knowledge Evidence:</p> <p>"...providing advice and information...etc" changed to "procedures for obtaining information about plants"</p>
AHPCPM203 Fell small trees		
<ul style="list-style-type: none"> • 		No feedback received.
AHPCPM302 Provide information on plants and their culture		
<ul style="list-style-type: none"> • RTO, SA 	<p>Minor Edits</p> <p>Element 1 - add a word - Identify the issues/ requirements</p>	<p>Adopted:</p> <p>Element:</p> <p>1 changed to "Identify client issues or requirements"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>PC1.2 add two words - 'Assist the client in explaining the issues/ the specifications by using attentive...'</p> <p>PC2.1 - add a word - 'Identify and develop recommendations/options and strategies...'</p> <p>PC1.3 add a word - 'Clarify the nature of the issue/ requirements by gathering relevant...'</p> <p>Element 3 - add a word - 'Provide information/preferred solution</p> <p>PC3.1 change wording - 'Explain the cultural requirements for the plants/ the recommendations/</p>	<p>3 changed to "Provide information or preferred solution"</p> <p>Performance Criteria:</p> <p>1.2 changed to "Assist the client in explaining issues or requirements...etc"</p> <p>1.3 changed to "Clarify the nature of the issue or requirements by...etc"</p> <p>2.1 changed to "Identify and develop recommendations, options or strategies..etc"</p> <p>3.1 changed to "Explain the cultural requirements for the plant, or recommended solution, including method of application where applicable and...etc"</p>
• RTO, VIC	<p>This unit is focused on customer service and communication skills. Is it possible to put some focus back on the 'plants' and their 'culture'? Great for sales but should be able to be used for inhouse knowledge between team members etc to suit production enterprises.</p>	<p>Adopted:</p> <p>Seeking SME feedback regarding refocussing this unit.</p>
• RTO, VIC	<p>PC1.1 Use appropriate measures (Communication techniques/interpersonal skills) when initiating contact with the client.</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.1 changed to "Initiate contact with the client in a timely and professional manner using interpersonal skills and communication techniques"</p>
• RTO, QLD	<p>PC1.1 The assumption of the unit is that contact will be made with the client to undertake the unit.</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>1.1 changed to "Initiate contact with the client in a timely and professional manner using interpersonal skills and communication techniques"</p>
• RTO, QLD	<p>This unit requires prerequisites AHCPM201 Recognise plants AHCPMG201 AHCPMG202 AHCPGD201 AHCPGD203, AHCTRF204. The knowledge and skills gained from these units will support providing high quality horticultural information to clients on identifying and customers on preferred solutions</p>	<p>Adopted: Based on SME advice no-prerequisite units for this unit of competency.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, WA 	<p>XXX has an excellent idea (i.e. This unit is focused on customer service and communication skills. Is it possible to put some focus back on the 'plants' and their 'culture'? Great for sales but should be able to be used for inhouse knowledge between team members etc to suit production enterprises.)</p>	<p>Adopted: Seeking SME feedback regarding refocussing this unit.</p>
AHPCPM304 Report on health and condition of trees		
<ul style="list-style-type: none"> 		No feedback received.
AHPCPM3XX Implement a plant nutrition program (formerly AHPCPM301 Implement a plant nutrition program)		
<ul style="list-style-type: none"> RTO, SA 	<p>PC4.3 - I think this point is a repetition of 6.3 and should be in element 6</p> <p>PC6.1 - 4.1 and 6.1 could be combined together and placed in element 4.</p> <p>Foundation Skills:</p> <p>Oral communication - add a word '!...services, and report target plant response, non-target effects or responses, and...'</p> <p>Numeracy skills - change word 'Calculate soil pH' to 'Measure soil pH'</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>4.1 changed to "...according to nutrition program"</p> <p>4.3 changed to "..., workplace fertiliser calendar and according to nutrition program"</p> <p>6.1 changed to "...according to nutrition program"</p> <p>Foundation Skills:</p> <p>Oral communication: changed "...non-target effects responses...etc" to "...non-target effects or responses...etc"</p> <p>Numeracy skills: removed "Calculate soil pH"</p>
<ul style="list-style-type: none"> RTO, WA 	<p>Element 1 Prepare for implementation of the plant nutrition program - Happy with this element.</p> <p>PC 2.1 Monitor site soil pH and relation to plant nutrition - In?</p> <p>PC3.1 visually inspect and identify common nutrient deficiency and toxicity problems in plants - Is leaf tissue analysis to be used?</p> <p>PC3.2 Determine causes of nutritional or toxicity problems, and confirm with supervisor or horticulturist, as required. - This is fine if site history is available.</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Identify site soil or media pH in relation to plant nutrition"</p> <p>3.1 to remain unchanged</p> <p>3.2 "as required" to remain unchanged</p> <p>4.1 changed to "...according to nutrition program"</p> <p>4.2 changed to "...according to nutrition program"</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>PC4.1 Select a fertiliser that is compatible with plant species and growing media - surely the fertilisers to be used will be specified in the nutrition program or selected by the supervisor/manager.</p> <p>PC4.2 Assess fertiliser application methods,... - This should be specified in the nutrition program.</p> <p>PC4.3 Apply fertilisers appropriate to the plant growing cycle and workplace fertiliser calendar - this should be specified by the nutrition program.</p> <p>PC6.1 Analyse and select products to meet plant needs & PC6.2 Calculate product.... - This should be specified in the nutrition program or communicated by supervisor/manager.</p> <p>PC6.5 Monitor, document...non-target effects responses including environmental impact or pests according to workplace procedures - How are these to be measured and quantified?</p> <p>Foundation Skills - Numeracy skills - Calculate soil pH - How exactly are people going to 'calculate soil pH'?</p> <p>Performance Evidence - identified appropriate products and application methods, appropriate to implementing... - These should be specified by the program or communicated by manager/supervisor.</p> <p>Plant nutrition program specifications - What does this mean?</p> <p>Knowledge Evidence - soil ameliorants commonly required to treat the soil problems experienced by the workplace - Possibly should read 'soil ameliorants commonly used to treat soil problems'</p>	<p>4.3 changed to "..., workplace fertiliser calendar and according to nutrition program"</p> <p>6.1 changed to "...according to nutrition program"</p> <p>6.2 changed to "...according to nutrition program"</p> <p>6.5 changed to "...non-target effects or responses according to workplace procedures"</p> <p>Foundation Skills:</p> <p>Numeracy skills: removed "Calculate soil pH"</p> <p>Performance Evidence:</p> <p>"identified appropriate products and application methods, appropriate to implementing..." changed to "identified appropriate....according to nutrition program"</p> <p>removed "plant nutrition program specifications"</p> <p>Knowledge Evidence:</p> <p>"soil ameliorants commonly required...etc" changed to 'soil ameliorants commonly used to treat soil problems'</p>
<p>• RTO, VIC</p> <p>PC2.1 Its very difficult to monitor soil pH in during the delivery of this unit.</p> <p>You can 'Identify'</p> <p>Performance Evidence: re 'monitor soil pH'</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Identify site soil or media pH in relation to plant nutrition"</p> <p>Performance Evidence:</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	difficult to monitor Soil pH during the delivery period. Soil pH takes months if not years to change. Identify or analysis would be better	"monitored target site soil...etc" changed to "identified target site soil or media pH"
• RTO, VIC	<p>PC2.1 Most soil pH will take well over a year to change even when adding an ameliorant, so you will monitoring no changes.</p> <p>Identify would make more sense</p> <p>Disagree with adding leaf tissue analysis in PC3.1, not all students will have access to a leaf tissue analysis. It is an unfair cost to burden the students with.</p> <p>PC4.1 Agree with comments regarding fertilisers should be mentioned (in nutrition program)</p> <p>PE: Its very difficult to monitor soil pH in during the delivery of this unit.</p> <p>You can Identify. Soil pH is very slow to change and can take over a year.</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Identify site soil or media pH in relation to plant nutrition"</p> <p>3.1 to remain unchanged</p> <p>4.1 changed to "...according to nutrition program"</p> <p>Performance Evidence:</p> <p>"monitored target site soil...etc" changed to "identified target site soil or media pH"</p>
• RTO, WA	<p>PC2.1, Disagree with other comments. A program needs to be implemented over a period of time. Monitoring impact of pH due to nutrient application is achievable</p> <p>PC 3.1 Is interpreting leaf tissue analysis able to be used here. It is more accurate and less subjective</p> <p>PC 3.2 This is fine if site history is available</p> <p>PC4.1 This unit is about implementing a program.</p> <p>Surely the fertilisers to be used will be specified in the nutrition program or selected by the supervisor/manager</p> <p>PC4.2 and 4.3 should be specified in the program that is being implemented</p> <p>PC6.1 and 6.2 should be specified in the nutrition program or communicated by supervisor/manager</p>	<p>Comments:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Identify site soil or media pH in relation to plant nutrition"</p> <p>3.1 to remain unchanged</p> <p>3.2 "as required" to remain unchanged</p> <p>Adopted:</p> <p>Performance Criteria:</p> <p>4.1 changed to "...according to nutrition program"</p> <p>4.2 changed to "...according to nutrition program"</p> <p>4.3 changed to "..., workplace fertiliser calendar and according to nutrition program"</p> <p>6.1 changed to "...according to nutrition program"</p> <p>6.2 changed to "...according to nutrition program"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>PC 6.5 How are environmental impacts to be measured and quantified?</p> <p>FS, Delete this. Soil pH is not calculated. Measuring pH is not a numeracy skill.</p> <p>PE: These should be specified by the program or communicated by manager/supervisor</p> <p>PE: This statement makes no sense</p> <p>AC: Possibly should read " soil ameliorants commonly used to treat soil problems" as this statement seeks broader knowledge.</p>	<p>6.5 changed to ".....non-target effects or responses according to workplace procedures"</p> <p>Foundation Skills:</p> <p>Numeracy skills: removed "Calculate soil pH"</p> <p>Performance Evidence:</p> <p>changed to "identified appropriate....according to nutrition program"</p> <p>removed "plant nutrition program specifications"</p> <p>Assessment Conditions:</p> <p>resources, equipment and materials: changed to ".....commonly used to treat soil problems"</p>
<ul style="list-style-type: none"> • CMM, VIC 	<p>PC2.1 Monitor site soil...' What about plants grown in non-soil media?</p> <p>PC4.1 Select a fertiliser...' This unit is about implementing the nutritional program not planning one. Would deciding on what fertiliser to use be part of implementing a pre-determined program? All of element 4 suggests that the plan leaves critical decisions up to the person implementing the plan. Not sure this is what happens in the workplace.</p> <p>PC4.3 Apply fertilisers...' Applying fertiliser before preparing equipment. Should move to PC 6.3 (apply) or reword to select. X - Agree. Perhaps it is 'select' rather than 'apply'</p> <p>Performance Evidence lead in 'An individual...occasions and has:' Same as comments for NSY3XX - This reads like an assessment checklist and fleshing out of the PCs. The points that are already covered in the statement 'An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit' don't need to be relisted.</p> <p>Knowledge Evidence 'botany and plant physiology' - This is a very vague and open statement. Suggest remove. This is a level III.</p>	<p>Adopted:</p> <p>Performance Criteria:</p> <p>2.1 changed to "Identify site soil or media pH in relation to plant nutrition":</p> <p>4.1 changed to "....according to nutrition program"</p> <p>4.2 changed to "....according to nutrition program"</p> <p>4.3 changed to "...., workplace fertiliser calendar and according to nutrition program"</p> <p>Explanation: Element 4 is about fertilisers, whereas Element 6 is about applying products. PC 4.3 to remain in Element 4.</p> <p>Performance Evidence:</p> <p>Comments noted, a number of changes have been made to the performance evidence.</p> <p>Knowledge Evidence:</p> <p>removed "botany and plant physiology"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Could replace with 'plant nutrient requirements' which is covered a few points down the list anyway.	
AHPCPM401 Recommend plants and cultural practices		
•		No feedback received.
AHPCPM402 Develop a soil health and plant nutrition program		
•		No feedback received.
AHPCPM403 Implement an integrated pest management program		
•		No feedback received.
AHPCPM501 Diagnose plant health problems		
• RTO, SA	<p>Element 1 - change word 'Monitor factors that...' to 'Determine factors that...'</p> <p>Element 2 - add words 'Monitor and diagnose plant health problems'</p> <p>2.1 and 1.5 could be merged and moved to element 1</p>	<p>Adopted:</p> <p>Element 1 changed to "Determine factors...etc"</p> <p>Element 2 changed to "Monitor and diagnose plant...etc"</p> <p>Performance Criteria 2.1 moved to Element 1, Performance Criteria 1.5 (not merged), and renumbered performance criteria that follow"</p>
AHPCPM502 Collect and classify plants		
• RTO, VIC	Really would like to see a figure put on the amount of plant specimens that need to be collected to see consistency amongst RTOs.	<p>Adopted:</p> <p>Performance Evidence:</p> <p>Based on SME advice, changed to "There must be evidence that the individual has collected and classified a variety of plant species on at least three occasions and has:...etc"</p>
AHPCPM503 Specify plants for landscapes		
• RTO, QLD	Soils appraisal? needs to be a little more specific as to what needs to go in a soil appraisal. Are we expecting a full soil analysis including bacterial count and organic matter etc. or is it an	Adopted: Thanks for your feedback, changed Performance Evidence to "selected and checked soils and growing media" and Knowledge Evidence to "soil and growing media selection techniques".

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	analysis and discussion regarding the Ec, pH and physical soil properties.	
AHPCPM504 Design specialised landscape		
•		No feedback received.
AHPCPM505 Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs		
•		No feedback received.
AHPCPM506 Develop an integrated pest management program		
•		No feedback received.
AHPCPM601 Develop and implement a plant health management strategy		
•		No feedback received.
AHCPHT101 Support horticultural production		
•		No feedback received.
AHCPHT202 Carry out canopy maintenance		
•		No feedback received.
AHCPHT204 Undertake field budding and grafting		
•		No feedback received.
AHCPHT205 Carry out post-harvest operations		
•		No feedback received.
AHCPHT206 Handle and move mushroom boxes		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
•		No feedback received.
AHCPHT207 Perform mushroom substrate process tasks		
•		No feedback received.
AHCPHT208 Water mushroom crops		
•		No feedback received.
AHCPHT209 Produce trellis dried grapes		
•		No feedback received.
AHCPHT2XX Plant horticultural crops (formerly AHCPHT201 Plant horticultural crops)		
• CMM, VIC	<p>PC2.2 Implement crop...! Under direction of supervisor? Could be 'Carry out crop protection measures according to instructions.'</p> <p>PC2.3 Apply pre-plant...to instructions' - if required.</p> <p>PC2.5 Operate...manufacturer instructions' - Should this be in element 3? Also machinery may not necessarily be used for planting.</p> <p>PC3.1 Select planting material' 'Locate' rather than select at level II?</p> <p>Performance Evidence '...on at least one occasion and has:' Same comments as for other units that have PE reading like a checklist</p> <p>2nd dot point - applied agricultural...' Chemicals or treatments - may do one or the other or neither</p> <p>3rd dot point - 'estimated crop spacing and planting patterns' - Remove - not in PCs. See PC3.3</p> <p>4th dot point - 'measure...and treatments' - Remove - Not in PCs</p>	<p>Adopted:</p> <p>Performance Criteria 2.2 changed to "Carry out crop protection measures according to instructions".'</p> <p>Performance Criteria 2.3 changed to "Apply pre-plant...to instructions where required"</p> <p>Performance Criteria 2.5 moved to Element 3, Performance Criteria 3.1 and changed to "Operate soil....where required...etc", and renumbered performance criteria that follow</p> <p>Performance Criteria 3.2 (formerly 3.1) changed to "Locate...etc"</p> <p>Performance Evidence:</p> <p>2nd dot point changed to "applied agricultural...where required"</p> <p>3rd dot point removed in toto</p> <p>4th dot point removed in toto</p> <p>5th dot point changed to "operated and....where required"</p> <p>6th dot point changed to "located...etc"</p> <p>Knowledge Evidence:</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>5th dot point - 'operated and...manufacturer specifications' May not be using machinery for the job.</p> <p>6th dot point - 'select planting materials' Someone working under supervision may not be selecting the planting material</p> <p>Knowledge Evidence - under 'principles and practices for planting...'</p> <p>basic plant physiology - Remove. Too vague and open ended for a person planting a crop under supervision.</p> <p>all remaining subpoints eg 'basic preparation...' through to 'soil structure and health' - Review and be more specific for the AQF level 2 unit - what is required to support the work of a person planting a crop under direction?</p>	<p>under 'principles and practices for planting...'</p> <p>basic plant physiology removed in toto</p> <p>growing requirements of plants removed in toto</p> <p>"principles of pest, weed..etc" changed to "basic principles...etc"</p> <p>"soil structure..etc" changed to "basic soil structure...etc"</p>
AHCPHT303 Implement a post-harvest program		
•		No feedback received.
AHCPHT304 Harvest horticultural crops mechanically		
•		No feedback received.
AHCPHT306 Establish horticultural crops		
• RTO, VIC	The word seeding is major factor if students can complete this unit. Most Hort properties do not plant by seeds. Change word to planting	Adopted: Performance Criteria 2.1 changed to "Monitor....optimal planting conditions"
AHCPHT307 Prepare raw materials and compost feedstock		
•		No feedback received.
AHCPHT308 Prepare value added compost-based products		
•		No feedback received.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCPHT309 Supervise mushroom substrate preparation		
•		No feedback received.
AHCPHT310 Coordinate horticultural crop harvesting		
• RTO, VIC	Like the changes to Performance Evidence	Comments: Thanks for your feedback, your support is noted.
AHCPHT3XX Implement a crop regulation program (formerly AHCPHT301 Implement a crop regulation program)		
• RTO, NSW	Overall this looks much better than the previous unit and will satisfy a wide range of horticultural industries in my area. Macadamias, blueberries, vegetable growing, raspberries, tropical fruit as well.	Comments: Thanks for your feedback, your support is noted.
• RTO, VIC	Agree, unit looks good will work for me in vineyard, citrus, almond etc	Comments: Thanks for your feedback, your support is noted.
• CMM, VIC	<p>Application 'This unit...including preparing and coordinating the crop regulation... - Cert III? Cert III? Generally not responsible for team and allocation of work at this level</p> <p>Application of Knowledge and Skills</p> <p>Will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • to specialised tasks or functions in known or changing contexts • with responsibility for own functions and outputs, and may have limited responsibility for organisation of others • with limited responsibility for the quantity and quality of the output of others in a team within limited parameters <p>Element 2 'Coordinate...' Cert III? As above. Suggests supervision of work teams and contractors.</p> <p>PC2.2 and PC2.3 - These are supervisory type tasks.</p>	<p>Adopted:</p> <p>Application changed to 'This unit...including preparing the crop regulation program, and communicating, monitoring and...etc'</p> <p>Element 2 changed to "Communicate and monitor crop regulation activities"</p> <p>Performance Criteria 2.2 changed to "Communicate daily work tasks to work teams and contractors"</p> <p>Performance Criteria PC 2.3 removed in toto, and renumber PC 2.4 to 2.3</p> <p>Knowledge Evidence added "signs of pests and disease"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	PC3.4 Should signs of pests and disease be in KE?	
<ul style="list-style-type: none"> • CMM, VIC 	<p>Performance Evidence: all dot points - Same comment as for other units. Reads like a checklist and some points are repetitions of the PCs - already covered in text above.</p> <p>Knowledge Evidence: 1st sub-dot point 'effect of weather...' - Does this sit under operational requirements?</p> <p>'effects on plant growth...to the market goals of the workplace - Where is this in PCs?</p> <p>'workplace quality...varying market requirements' Not mentioned in PCs</p> <p>'types of crop regulation materials' Methods and materials?</p>	<p>Adopted:</p> <p>Performance Evidence: minor edits</p> <p>Knowledge Evidence: 1st sub-dot point "effect of weather...etc" linked to PC 3.1, 3.2 and 3.3</p> <p>"effects on plant growth...to the market goals of the workplace" removed "in relation to the market goals of the workplace"</p> <p>"workplace quality...varying market requirements" removed "relative to varying market requirements"</p> <p>"types of crop regulation materials" changed to "types of crop regulation methods and materials"</p>
AHCPHT401 Assess olive oil for style and quality		
•		No feedback received.
AHCPHT402 Develop a crop regulation program		
•		No feedback received.
AHCPHT403 Develop harvesting and processing specifications to produce an olive oil		
•		No feedback received.
AHCPHT404 Implement and monitor a horticultural crop harvesting program		
•		No feedback received.
AHCPHT405 Manage mushroom substrate preparation		
•		No feedback received.
AHCPHT406 Control Phase II mushroom substrate process		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
•		No feedback received.
AHCPHT407 Manage mushroom crop development		
•		No feedback received.
AHCPHT408 Oversee vineyard practices		
•		No feedback received.
AHCPHT502 Develop a horticultural production plan		
•		No feedback received.
AHCPHT503 Manage a controlled growing environment		
•		No feedback received.
AHCSOL2XX Assist with soil or growing media sampling and testing (formerly AHCSOL202 Assist with soil or growing media sampling and testing)		
• RTO, NSW	<p>Under Knowledge Evidence: Basic soil or media chemical properties. The more advanced version is for interpreting soils at level 3. Level 2 students only need to know a few basics such as pH, C:N ratios, salinity and which elements are best determined by soil sampling vs plant sampling. Many teachers might interpret this as doing a full detail on chemical properties of soil.</p>	<p>Adopted: Knowledge Evidence: Changed "soil or media chemical..etc" to "basic soil or media chemical...etc": Changed "soil or media physical..etc" to "basic soil or media physical...etc"</p>
• RTO, WA	<p>Unit title - Overall a much better version of this unit</p> <p>PC3.2 Clean and return tools and material to required location - change to 'materials' ?</p> <p>PC3.3 Identify and report unserviceable tools and material according to workplace procedures - change to 'materials' ?</p>	<p>Adopted: Performance Criteria: 3.2 Changed to "Clean and return...materials" 3.3 Changed "Identify and report...materials" Performance Evidence: Last dot point Changed to "recorded and reported...materials"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Performance Evidence - last dot point 'recorded and reported... unserviceable tools and material - change to 'materials' ?</p> <p>Assessment Conditions - specifications - first dot point - soil and growing media sampling and testing tools operating instructions - where are these 'operating instructions for sampling tools' to be sourced from? Surely a supervisor can provide correct instruction in the use of the tools which will be used at this level.</p>	<p>Assessment Conditions: specifications, first dot point "soil and growing media sampling and testing tools operating instructions", removed in toto. also removed from Knowledge Evidence (first dot point)</p>
• RTO, VIC	<p>PC2.1 Media such as potting mix doesn't have a profile like soil. Remove the word profile.</p>	<p>Adopted: Performance Criteria: 2.1 Removed "profile"</p>
• RTO, VIC	<p>PC2.4 Wording. suitability of plant requirements</p>	<p>Adopted: Performance Criteria: 2.4 Changed to "Relate soil....suitability for plant requirements"</p>
• RTO, VIC	<p>Performance Evidence:Descriptive tests would imply visual? Can see texture, can see salinity if extreme, can't see pH. Change to descriptive tests for soil or media properties</p>	<p>Adopted: Performance Evidence: Changed "performed basic descriptive tests...etc" to "performed basic descriptive tests...or media properties"</p>
• RTO, VIC	<p>Agree with comment regarding Knowledge Evidence: include the word Basic for chemical and physical</p>	<p>Adopted: Knowledge Evidence: Changed "soil or media chemical..etc" to "basic soil or media chemical...etc": Changed "soil or media physical..etc" to "basic soil or media physical...etc"</p>
• RTO, WA	<p>Where are these "operating instructions" for sampling tools to be sourced from?</p> <p>I have never seen operating instructions for a soil corer, plugger or shovel/trowel.</p> <p>Surely a supervisor can provide correct instruction in the use of tools which will be used at this level</p>	<p>Adopted: Assessment Conditions: specifications, first dot point "soil and growing media sampling and testing tools operating instructions", removed in toto. also removed from Knowledge Evidence (first dot point)</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, WA	Overall a much better version of this unit	Comments: Thanks for your feedback, your support is noted.
• RTO, WA	Agree that PC 2.1 the profile of a media cannot be recognised as it doesn't exist, remove the word profile Agree that PC 2.4 be changed to "suitability of plant requirements"	Adopted: Performance Criteria: 2.1 Removed "profile" 2.4 Changed to "Relate soil....suitability for plant requirements"
• CMM, VIC	PC2.4 Relate soil....media for growing' Growing what? At a level II, this would be quite limited in any case. Unnecessary and does not fit with element. Suggest remove. Performance Evidence: 'There must be...at least two occasions and has:' - Checklist issue as commented for other units 2nd dot point 'collected and described... using descriptive terms ' Vague 3rd and 4th dot points - Some repetition Knowledge Evidence: under 2nd dot point 'principles and practices...' sub dot points 'soil or media - chemical properties, physical properties and plant relationship' - These need to be reviewed. Are too vague and open ended for an AQF 2 unit where someone is assisting with soil testing.	Adopted: Performance Criteria: 2.4 Changed to "Relate soil....suitability for plant requirements" "Performance Evidence: 2nd dot point removed "using descriptive terms" 3rd dot point changed to "performed basic descriptive tests...or media properties" Knowledge Evidence: Changed "soil or media chemical..etc" to "basic soil or media chemical...etc": Changed "soil or media physical..etc" to "basic soil or media physical...etc"
AHCSOL401 Sample soils and interpret results		
• RTO, WA	PC 2.2 Excavate holes at identified sampling sites. - What does 'excavate holes' entail? Is using a plugger to collect samples for nutritional testing sufficient "excavation"? PC 2.5 Determine the physical and chemical characteristics of the soil - If soils are being sent off site for testing and analysis, is this necessary? PC 2.6 Clean and store...tools, equipment and machinery... - Often machinery is not required for soil sampling	Adopted: Performance Criteria: 2.2 Changed to "Take soil sub-samples at identified sampling sites" 2.5 Changed to "Determine the.....where required" 2.7 moved to Element 3, Performance Criteria 3.6: Explanation: Performance Criteria:

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>PC 2.7 File and record results according to workplace procedures - what results are there to 'file and record' at this point in time? Possibly belongs in E3.</p> <p>E3 Interpret results of soil analysis - Perhaps an additional PC of 'Provide recommendations to improve soil characteristics' may be applicable here.</p> <p>Knowledge Evidence general - The term 'soil survey' appears in this section a number of times, when it has not appeared in the unit prior to this point.</p> <p>Is the intent of this unit soil sampling or soil surveying? These are in essence two different things.</p> <p>A survey is conducted to establish the suitability of land use, whereas soil sampling is conducted to identify limitations of the soil to provide for the crop/planting which is established.</p> <p>I would suggest that the term survey is removed and replaced with sample/sampling.</p> <p>The concept of soil surveying is adequately addressed in the unit AHCSOL402 Develop a soil use map for a property.</p>	<p>2.6 Kept unchanged, machines such as an excavator or motorised auger may be used</p> <p>Knowledge Evidence: Replaced "survey" with "sample"</p>
<ul style="list-style-type: none"> • RTO, WA 	<p>Why has the application of this unit changed so drastically?</p> <p>It used to contain the wording "This unit applies to individuals whose job role includes undertaking soil or growing media sampling and interpreting the results as a foundation for further horticultural operations such as nutrition programs and irrigation scheduling".</p> <p>This prescriptive wording is very useful when determining training/assessment requirements</p>	<p>Explanation: the unit application has been updated to maintain consistency across the AHC training package.</p>
<ul style="list-style-type: none"> • RTO, WA 	<p>The term "soil survey" appears in this section a number of times, when it has not appeared in the unit prior to this point.</p>	<p>Adopted:</p> <p>Knowledge Evidence: Replaced "survey" with "sample"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Is the intent of this unit soil sampling or soil surveying? These are in essence two different things.</p> <p>A survey is conducted to establish the suitability of land use, whereas soil sampling is conducted to identify limitations of the soil to provide for the crop/planting which is established.</p> <p>I would suggest that the term survey is removed and replaced with sample/sampling.</p> <p>The concept of soil surveying is adequately addressed in the unit "AHCSOL402 Develop a soil use map for a property".</p>	
• RTO, VIC	agree that a better word than excavate can be used.	<p>Adopted:</p> <p>Performance Criteria: 2.2 Changed to "Take soil sub-samples at identified sampling sites"</p>
• RTO, VIC	Filing records should be done after analysis	<p>Adopted:</p> <p>Performance Criteria: 2.7 moved to Element 3, Performance Criteria 3.6</p>
• RTO, VIC	Disagree with comments regarding machines, Machines are used. excavator, Motorised auger.	<p>Explanation:</p> <p>Performance Criteria: 2.6 Kept unchanged, machines such as an excavator or motorised auger may be used</p>
• RTO, VIC	Disagree with comments regarding maps, MAP's are not mentioned	<p>Explanation:</p> <p>Performance Criteria: 1.3 A soil map of the property is not required for this performance criteria.</p>
• RTO, VIC	Agree with comments regarding on site testing, On site testing will not require dispatch. This should be given as a option.	<p>Adopted:</p> <p>Performance Criteria: 2.5 Changed to "Determine the.....where required"</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, WA	If soils are being packaged, labelled and dispatched for off site testing is this really required?	Adopted: Performance Criteria: 2.5 Changed to "Determine the.....where required"
• RTO, WA	What results are there to "file and record" at this point in time? Possibly belongs in Element 3.	Adopted: Performance Criteria: 2.7 moved to Element 3, Performance Criteria 3.6
• RTO, WA	PC 2.2 What does excavate entail? Is using a plugger to collect samples for nutritional testing sufficient excavation?	Adopted: Performance Criteria: 2.2 Changed to "Take soil sub-samples at identified sampling sites"
• RTO, WA	This assumes that a soil map of the property exists	Explanation: Performance Criteria: 1.3 A soil map of the property is not required for this performance criteria.
• RTO, WA	Machinery is rarely used for agro nutritional sampling of soils	Explanation: Performance Criteria: 2.6 Kept unchanged, machines such as an excavator or motorised auger may be used
• RTO, WA	Perhaps an additional P.C of "provide recommendations to improve soil characteristics" may be applicable here.	Adopted: Performance Criteria: Added new 3.7 "Provide recommendations to improve soil characteristics"
AHCSOL402 Develop a soil use map for a property		
•		No feedback received.
AHCSOL403 Prepare acid sulphate soil management plans		
•		No feedback received.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCSOL404 Supervise acid sulphate soil remediation and management projects		
•		No feedback received.
AHCSOL502 Manage soils to enhance sustainability		
• RTO, NSW	<p>Under Element 1 'Identify characteristics of Australian soils to assess their current health'</p> <p>Australian Soils? All of them??</p> <p>How do you limit that to a state or a region or something less. I guess you are after the geography aspects and soil creation but I think that this is a statement that suggests too much work while the unit is aimed at understanding soils in a practical sense in a particular region with that knowledge being transferrable to other regions..</p>	<p>Adopted:</p> <p>Element 1 changed to "Identify characteristics of regional and local soils...etc"</p> <p>Performance criteria 1.1 changed to "Identify common....of regional and local soils"</p>
• RTO, VIC	Nutrient requirements are usually specific to plant / crop, and individual situation, soil type etc.	<p>Adopted:</p> <p>Performance Criteria 2.3 changed to "Select nutrients to meet specific plant or crop requirements"</p>
AHCSOL503 Manage erosion and sediment control		
•		No feedback received.
AHCSOL504 Develop and manage a plan to reclaim land affected by salinity		
•		No feedback received.
AHCWAT201 Set up, operate and maintain water delivery systems for compost		
•		No feedback received.
AHCWAT301 Monitor and operate water treatment processes		
•		No feedback received.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCWAT5XX Design water treatment systems (formerly AHCWAT501 Design water treatment systems)		
<ul style="list-style-type: none"> • CMM, VIC 	<p>Element 2 'Define pumping and power systems' - Not sure that 'Define' makes sense here.</p> <p>Element 3 'Design an water treatment system' - change 'an' to 'a'</p> <p>Performance Evidence: 2nd dot point 'compared costings' - Costings of what? Also, not in PCs.</p> <p>4th dot point - 'documented outcomes' - Vague</p> <p>6th dot point - identified adverse...and taken appropriate remedial action' This is in the design phase so I guess this is about taking environmental impacts in to account in the design. Rework.</p> <p>last dot point - 'developed budgets' - Be more specific.</p> <p>Knowledge Evidence: 'An individual...This includes knowledge of: Would you need to include knowledge of water treatment systems including the pumping and poser systems?</p> <p>KE under 'principles and practices...' 3rd sub dot point 'cost/benefit analysis' - Not specific in PCs.</p>	<p>Adopted:</p> <p>Changed Element 2 to "Determine pumping and power system requirements"</p> <p>Changed Element 3 to "Design a water treatment system"</p> <p>Performance Evidence:</p> <p>Changed 2nd dot point to "calculated and documented capital and operating expense budgets"</p> <p>Changed 4th dot point to "documented construction specifications, performance indicators and design calculations"</p> <p>Changed 6th dot point to "identified adverse environmental impacts...and documented appropriate remedial actions"</p> <p>Removed last dot point "developed budgets" in toto, covered under reworded 2nd dot point</p> <p>Knowledge Evidence:</p> <p>Added "water treatment systems, including pumping and power systems"</p> <p>Removed "cost/benefit analysis"</p>

Proposed units of competency for deletion

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
AHCPTH305 Regulate crops Replaced by new unit AHCPTH3XX Implement a crop regulation program	
•	No feedback received.

Summary of feedback on Project Discussion Paper

During the consultation process a discussion paper was distributed seeking industry feedback regarding potential for further amalgamation of the qualifications reviewed in this project with the Horticulture suite of qualifications. Overall, there was support for the amalgamation of qualifications as described in Table 1 of the discussion paper, with this approach receiving industry support prior to the development of the discussion paper. However, there was limited support for further amalgamation as described in Table 2 of the discussion paper with some concerns raised regarding the potential “watering down” of qualifications, and the ability of RTO’s to provide all the streams under this approach.

As a result, this project will continue with the amalgamation of qualifications as described in Table 1 of the discussion paper. The following is feedback received regarding this discussion paper.

Stakeholder Feedback	
1. Considering the opportunities and risks, are the potential qualifications described at Table 2 (of the discussion paper) a suitable way forward for your industry sector?	
• RTO, NSW	True many people get confused as to the differences and I always describe it as do you want to grow plants to eat or look at or grow flowers? This helps but I must say many of the employment and training agencies are not aware of the differences. Somewhere we lost the meaning of Agriculture. Therefore I do think there are distinct differences particularly when training students as the examples trainers use can be drawn from the specific local industries where learners are likely to be employed.
• ITAB, WA	Table 1 is a significant step forward in rationalizing this suit of qualifications and it would be welcomed. However, Table 2 is a further step that make perfect sense if enough agreement can be found.
• CMM, VIC	No comment received
• Government, WA	No comment received
• RTO, National	Potential qualifications described are not at all suitable because of the removal of units that are necessary for training skilled Horticulturists. Units relating to Turf, landscape & Parks & gardens should not be replaced. I do not support watering down Horticulture to allow room for Floriculture & production Horticulture. The reason Nursery units are not popular is because the income is very low, you work weekends, sent home when it is quiet or rains and 90% of staff are casual employees.
• Industry, National	Yes, but finding RTO with that range of delivery would be difficult.

Stakeholder Feedback	
<ul style="list-style-type: none"> • Industry, NSW 	<p>Reviewing the table, we feel that the qualifications are more specific to the nature of the qualification. The qualification titles are clearer and offer better marketability to increase student numbers, hopefully across school based or those completing year 12.</p> <p>The core units are more specific for the outcome of the qualification. The opportunity to select electives that are suitable for industry sector. Clarity of the outcome and employability opportunity on completion of qual.</p> <p>if there is still a shortage of skills – then a proposal on what requires addressing and could be funded in the usual manner (this is the same with most qualifications).</p>
<ul style="list-style-type: none"> • Industry, TAS 	<p>Should there be a Cert III in production horticulture, it would seem odd to have a Cert II and Cert IV but not a Cert III</p>
<ul style="list-style-type: none"> • Association, VIC 	<p>No as different industry sectors require specific courses relevant to current and continuing needs. Combinations between Horticulture production and Floriculture are acceptable but the inclusion of standard Horticulture (landscaping) and Retail Nursery does not have enough similarities for the participants or the employers.</p>
<ul style="list-style-type: none"> • Industry, TAS 	<p>Comment against 1st para under 'Overview' – <i>“The skills and knowledge required to work within the production horticulture, nursery production and retail nursery sectors are often transferable”</i>. Some are transferable but not key knowledge areas relating to productivity and intensive crop management.</p> <p>In my view, the amalgamation is not positive for the production horticulture sector. Qualification as listed in table 1 are the preferable option for employers in Production Horticulture.</p> <p>Risk and Opportunities described for the ‘amalgamation case’ are very much weighted towards the views of the education sector and potentially driven by funding options, rather than considering the needs of employers. Amalgamation may be looked at favorably to fill courses from all areas related to Horticulture in any way rather than working with respective industries to attract students to courses that provide them with the knowledge and skill needed.</p>
<p>2. Do you support the amalgamation of the Horticulture, Production Horticulture, Floriculture, Production Nursery and Retail Nursery qualifications as described at Table 2?</p>	
<ul style="list-style-type: none"> • RTO, NSW 	<p>NO as described above.</p>
<ul style="list-style-type: none"> • ITAB, WA 	<p>Table 2 is strongly supported.</p>
<ul style="list-style-type: none"> • CMM, VIC 	<p>No comment received</p>

Stakeholder Feedback	
• Government, WA	No comment received
• RTO, National	No, I do not support. Currently at XXX Colleges we offer Certificate II students the option of stream electives for Parks & gardens, Nursery or Turf. If you implement these changes then I cannot offer this to students. Why not consider this option instead of removing units? This will allow RTOs to offer different streams that expose students to different pathways.
• Industry, National	Yes, but once again.....what RTO would give you that many options. From my experience the common denominator is the number of students wanting a specific outcome to make it viable for the RTO to deliver and make a profit. Online delivery is one way, but many of the units require face to face delivery and practical observation for evidence, and the spread of evidence required is very diverse.
• Industry, NSW	Yes
• Industry, TAS	No I do not believe that this is a good idea as production horticulture is quite different to the current Horticulture qualifications ie amenity horticulture. There is a huge risk for the industry to loose enrollments to the more “trendy” amenity horticulture options thus diluting the training taken up in the production horticulture space. All the risks stated would pose a huge risk to not only the vegetable sector but all production horticulture sectors
• Association, VIC	As above agreement with Horticulture Production and Floriculture, but the remainder no
• Industry, TAS	No, combining units as suggested in Table 2 would result in ‘watered down’ qualifications
3. Are the core units listed at Attachment A relevant for all industry sectors?	
• RTO, NSW	No. The unit Recognise plants has always been looked at as a Horticulture/Nursery unit . It would be difficult to have trainers add this in. I believe a soils/soil media unit should be a core unit.
• ITAB, WA	Yes.
• CMM, VIC	No comment received
• Government, WA	No comment received
• RTO, National	Yes, they are

Stakeholder Feedback	
• Industry, National	Yes core subjects relevant for underpinning knowledge, but would like to see AHCWRK209 Participate in environmentally sustainable work practices added to Core subjects also.
• Industry, NSW	No as they are grouped under the old qual names? as well as the electives etc are selected to give an outcome in Nursery Production for all groupings. Feedback from industry regarding the core AHCWRK403 CIV Hort (needs to be considered) however I couldn't find this qual in the revision?.
• Industry, TAS	If qualifications were to stay as in Table 1 I do not feel that the core units are the best for production horticulture. Some form of QA should be included along with biodiversity These core units look to have been chosen for the option in Table 2
• Association, VIC	No, many of these core subjects are not relevant to Horticulture production but more aligned with Horticulture (Landscaping) greater industry consultation needs to take place to make this relevant. Across Horticulture Production the certificate and Diploma courses are not fit for purpose to employers, correct due diligence needs to take place in amending the current course structure.
• Industry, TAS	Yes, means unit applicable to most of horticulture / production horticulture / nursery
4. Are the elective stream units listed at Attachment A relevant for your industry sectors?	
• RTO, NSW	Yes but Production Horticulture also needs a Pruning unit in there as an elective and not the grape one. Cert II Production Horticulture for Vegetable growers, Macadamia Growers (no irrigation) blueberry growers, avocados and other tropical fruit growers. To get to Qualification AHCPCM201 AHCPMG201 AHCPMG202 AHCWHS201 AHC BIO202 AHCCHM201 AHC MOM203 AHC PHT2XX AHC PHT205 AHC PHT214 AHC SOL2XX AHC WRK205 AHC WRK209 FB PFSY2001 Operate Tractors AHCMOM202 Undertake propagation activities AHCNSY203- Needed for each of above industries- Budding and Grafting AHC PHT204- needed for macadamias, blueberries, avocados, lychees and useful for vegetable growers.

Stakeholder Feedback	
	<p>This gives 17 units. OK. So remove one of them from the elective group and it will work. However, a soil/media is essential for Production Horticulture and Floriculture.</p> <p>Cert IV Production Horticulture comments on units below. Looks OK but note some industries do not irrigate so there needs to be plenty of flexibility for that.</p>
• ITAB, WA	Yes.
• CMM, VIC	No comment received
• Government, WA	No comment received
• RTO, National	No. We need to strengthen Horticulture not blend it with i.e. AHCPHT204 or AHCPHT205!
• Industry, National	Yes, good selection for Horticulture. Would like to see a unit that covers Biosecurity Risks especially in the light of Asian honeybees issues and varroa mite/myrtle rust etc.
• Industry, NSW	As above (see question 3)
• Industry, TAS	Yes the elective units are relevant to the vegetable sector
• Association, VIC	No, as above (see question 3)
• Industry, TAS	Not the ones that are marked with nursery under 'comments' (marked up copy provided to Skills Impact)
5. Do you have any other comments that you would like to provide?	
• RTO, NSW	<p>I much prefer the amalgamation in Table 1. Table 2 will just cause confusion ..</p> <p>Low enrolments are not a good guide as Agricultural industries go up and down in nature.. eg. When the Macadamia industry started enrolments were high and then there was a slump in the industry – oversupply and enrolments went down and now prices are up again and enrolment and traineeships go up again when farmers can afford to keep staff and want to improve their own practices.</p>
• ITAB, WA	Do it!!

Stakeholder Feedback

• CMM, VIC

I agree with a number of the risks and opportunities outlined in Table 2 for the amalgamation of qualifications as a way of addressing the issues of qualifications with low or no enrolments.

However I would question the retention of qualifications that do not have enrolments in the first place. If the jobs are not there or employers are not interested in investing in training for their employees then why maintain the qualification? Amalgamating qualifications with low or no enrolments have very little potential to increase the number of total enrolments (Opportunities point 2). Opportunities Points 3 – could still end up in the wrong units for the intended specialisation. Point 4 – Marketing has little relevance to the discussion.

Funding is relevant (point 5 in both Opportunities and Risks) in terms of the ultimate use of the qualifications. Agree with your comments. Having one code for a number of specialisations makes it very difficult to track who is doing what for which industry sector. Qualifications that are largely redundant/unviable are hidden. This has the potential to both positively and negatively impact on funding decisions.

I have no particular preference for either model. Only suggestion is that the model in table 2 could be further streamlined by using Nursery Operations as a specialisation rather than having both Nursery Production and Nursery Retail.

• Government, WA

Many thanks for the opportunity to review the Draft 1 Horticulture and Nursery project.

I have read through the Discussion Paper and looked at the current qualifications and how these may be amalgamated into the future. I have noticed there is a difference between Table 1 and Table 2 in relation to the number of qualifications to be merged and query the following qualifications that appear on Table 2 but do not appear on Table 1:

- AHC20416 Certificate II in Horticulture
- AHC30716 Certificate III in Horticulture
- AHC40416 Certificate IV in Horticulture
- AHC40416 Diploma of Horticulture

I understand from the presentation in Perth that it is Table 1 with 6 merged or deleted qualifications that we need to consider. The XXX would like to understand what is happening with the four qualifications above and are they part of this review? We also believe it is a positive step to merge qualifications that have low or zero enrolments, creating streams to address industry engagement thereby providing the learner with a broader qualification is beneficial for all.

We look forward to your feedback and Draft 2.

• RTO, National

No comment received

Stakeholder Feedback

• Industry, National	I would like to see a focus on sustainable practices in horticulture. The industry has been subject to “fashion” in plant selection for too long. To my mind there is a degree of responsibility involved due to our dry climate not to produce plants that require too much water or have invasive potential e.g.. Duranta erecta/reptans “Sheena Gold”.
• Industry, NSW	Not at this stage
• Industry, TAS	No comments
• Association, VIC	Understanding Horticulture (Landscaping) is where most enrollments are currently (revenue) but the ball can not be dropped in the greater education requirements needed annually by commercial producers. Industry specific consultation NEEDS to be conducted so courses are made relevant for the growing agricultural industry.
• Industry, TAS	No comment