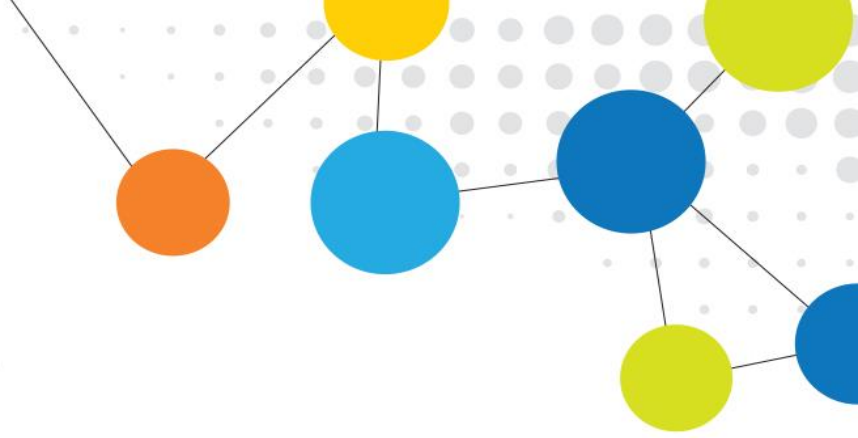




Australian  
Industry and  
Skills Committee



# AHC AGRICULTURE, HORTICULTURE, CONSERVATION AND LAND MANAGEMENT TRAINING PACKAGE VERSION 7.0 Case for Endorsement

Agriculture and Production Horticulture Industry Reference  
Committee  
and  
Amenity Horticulture, Landscaping, Conservation and Land  
Management Industry Reference Committee

Skills Impact - Skills Services Organisation

# Table of Contents

<b>1. Administrative details of the Case for Endorsement</b> .....	5
1.1 Case for Change details .....	5
1.2 Timeframes and delays.....	5
<b>2. Changes to training products and how these will meet the needs of industry</b> .....	6
Part 1 – Crops, Pasture and Seeds.....	6
Part 2 – Dairy and Milk Harvesting.....	6
Part 3 – Landscape Construction and Design.....	7
Part 4 – Parks and Gardens.....	8
Part 5 – Animal Reproduction .....	8
Part 6 – The Rehabilitation of Mined Land.....	9
Additional minor updates.....	9
All projects .....	9
<b>3. Stakeholder consultation strategy</b> .....	10
3.1 Identification of stakeholders .....	10
3.2 Strategies for engaging stakeholders .....	11
Part 1 – Crops, Pasture and Seeds.....	11
Part 2 – Dairy and Milk Harvesting.....	12
Part 3 – Landscape Construction and Design.....	12
Part 4 – Parks and Gardens.....	12
Part 5 – Animal Reproduction .....	13
Part 6 – The Rehabilitation of Mined Land.....	13
3.3 Participation by different types of stakeholders .....	14
<b>4. Evidence of industry support</b> .....	15
4.1 Industry support .....	15
Part 1 – Crops, Pasture and Seeds.....	15
Part 2 – Dairy and Milk Harvesting.....	15
Part 3 – Landscape Construction and Design.....	15
Part 4 – Parks and Gardens.....	16
Part 5 – Animal Reproduction .....	16
Part 6 – The Rehabilitation of Mined Land.....	16
4.2 Engagement of States and Territories .....	16
4.3 Mitigation strategies .....	17
Part 5 – Animal Reproduction .....	17
4.4 Letters of industry support .....	17
Part 1 – Crops, Pasture and Seeds.....	17
Part 2 – Dairy and Milk Harvesting.....	17
Part 3 – Landscape Construction and Design.....	18
Part 4 – Parks and Gardens.....	18
Part 5 – Animal Reproduction .....	18
Part 6 – The Rehabilitation of Mined Land.....	18
<b>5. Dissenting views</b> .....	18

5.1 Dissenting views/issues raised .....	18
Part 4 – Parks and Gardens .....	18
5.2 Rationale for approval .....	19
Part 4 – Parks and Gardens .....	19
<b>6. Reports by exception .....</b>	<b>19</b>
<b>7. Mandatory Workplace Requirements .....</b>	<b>19</b>
<b>8. Implementation of the new training packages .....</b>	<b>19</b>
8.1 Implementation issues .....	19
Part 1 – Crops, Pasture and Seeds.....	19
Part 2 – Dairy and Milk Harvesting.....	20
Part 5 – Animal Reproduction .....	20
Part 6 – The Rehabilitation of Mined Land.....	20
8.2 Potential for traineeship or apprenticeships.....	20
Part 1 – Crops, Pasture and Seeds.....	20
Part 2 – Dairy and Milk Harvesting.....	20
Part 3 – Landscape Construction and Design.....	20
Part 4 – Parks and Gardens.....	21
Part 5 – Animal Reproduction .....	21
Part 6 – The Rehabilitation of Mined Land.....	21
8.3 Occupational and licensing requirements.....	21
Part 1 – Crops, Pasture and Seeds.....	21
Part 2 – Dairy and Milk Harvesting.....	21
Part 3 – Landscape Construction and Design.....	21
Part 4 – Parks and Gardens.....	21
Part 5 – Animal Reproduction .....	21
Part 6 – The Rehabilitation of Mined Land.....	22
8.4 Extension to transition period.....	22
Part 6 – The Rehabilitation of Mined Land.....	22
<b>9. Quality Assurance .....</b>	<b>22</b>
<b>10. Implementation of the Minister’s priorities in training packages.....</b>	<b>23</b>
<b>11. A link to the full content of the proposed training package component(s).....</b>	<b>25</b>
<b>Attachment A: Training products submitted for approval .....</b>	<b>26</b>
Part 1 – Crops, Pasture and Seeds .....	26
Additional minor updates – not for endorsement .....	35
Part 2 – Dairy and Milk Harvesting .....	36
Additional minor updates – not for endorsement .....	37
Part 3 – Landscape Construction and Design .....	38
Additional minor updates – not for endorsement .....	42
Part 4 – Parks and Gardens .....	43
Part 5 – Animal Reproduction .....	46
Additional minor updates – not for endorsement .....	50
Part 6 – The Rehabilitation of Mined Land.....	51
Additional minor updates – not for endorsement .....	51
<b>Attachment B: How qualification updates support job roles.....</b>	<b>52</b>

Part 1 – Crops, Pasture and Seeds.....	52
Part 2 – Dairy and Milk Harvesting.....	52
Part 3 – Landscape Construction and Design.....	52
Part 4 – Parks and Gardens.....	53
Part 5 – Animal Reproduction .....	53
Part 6 – The Rehabilitation of Mined Land.....	54
<b>Attachment C: Stakeholder consultation .....</b>	<b>55</b>
Part 1 – Crops, Pasture and Seeds.....	55
Part 2 – Dairy and Milk Harvesting.....	58
Part 3 – Landscape Construction and Design.....	61
Part 4 – Parks and Gardens.....	66
Part 5 – Animal Reproduction .....	71
Part 6 – The Rehabilitation of Mined Land.....	74
Summary of Feedback by Stakeholder type:.....	77
Part 1 – Crops, Pasture and Seeds.....	77
Part 2 – Dairy and Milk Harvesting.....	77
Part 3 – Landscape Construction and Design.....	78
Part 4 – Parks and Gardens.....	80
Part 5 – Animal Reproduction .....	81
Part 6 – The Rehabilitation of Mined Land.....	82
Summary of Issues raised during stakeholder consultation .....	83
Part 1 – Crops, Pasture and Seeds.....	83
Part 2 – Dairy and Milk Harvesting.....	83
Part 3 – Landscape Construction and Design.....	83
Part 4 – Parks and Gardens.....	83
Part 5 – Animal Reproduction .....	84
Part 6 – The Rehabilitation of Mined Land.....	84
<b>Attachment D: Mandatory Workplace Requirements in Training Products .....</b>	<b>85</b>
<b>Attachment E: No enrolment and low enrolment training products .....</b>	<b>86</b>
No Enrolment: .....	86
Part 1 – Crops, Pasture and Seeds.....	86
Part 2 – Dairy and Milk Harvesting.....	88
Part 3 – Landscape Construction and Design.....	89
Part 4 – Parks and Gardens.....	90
Part 5 – Animal Reproduction .....	90
Part 6 – The Rehabilitation of Mined Land.....	91
Low Enrolment: .....	91
Part 1 – Crops, Pasture and Seeds.....	91
Part 2 – Dairy and Milk Harvesting.....	91
Part 3 – Landscape Construction and Design.....	92
Part 4 – Parks and Gardens.....	92
Part 5 – Animal Reproduction .....	93
Part 6 – The Rehabilitation of Mined Land.....	94
<b>Attachment F: Quality assurance reports .....</b>	<b>95</b>

Independent Quality Report .....	95
Section 1 – Cover page .....	95
Section 2 – Compliance with the Standards for Training Packages 2012 .....	97
Section 3 – Compliance with the training package quality principles .....	102
Attachment 1 .....	109
Revised Units of Competency (103) .....	109
Editorial and Equity Report .....	111
Equity Report .....	113
Section 1 – Cover page .....	113
Section 2 – Equity checklist of draft training package components .....	115
Section 3 - Training Package Quality Principles .....	115
Quality Principle 4 .....	116
Quality Principle 5 .....	116
Quality Principle 6 .....	116
<b>Attachment G: Copies of Letters of Support .....</b>	<b>124</b>
Part 1 – Crops, Pasture and Seeds .....	124
Part 2 – Dairy and Milk Harvesting .....	126
Part 3 – Landscape Construction and Design .....	130
Part 4 – Parks and Gardens .....	148
Part 5 – Animal Reproduction .....	157
Part 6 – The Rehabilitation of Mined Land .....	163

# 1. Administrative details of the Case for Endorsement

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

The *AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 7.0* Case for Endorsement comprises six parts:

- Part 1 – Crops, Pasture and Seeds
- Part 2 – Dairy and Milk Harvesting
- Part 3 – Landscape Construction and Design
- Part 4 – Parks and Gardens
- Part 5 – Animal Reproduction
- Part 6 – The Rehabilitation of Mined Land

Note: Additional minor updates have also been undertaken as a result of the above projects.

Two Industry Reference Committees represented the broader Agriculture, Horticulture, Conservation and Land Management industry:

- The Agriculture and Production Horticulture Industry Reference Committee (IRC) oversaw the Crops, Pasture and Seeds, Dairy and Milk Harvesting and Animal Reproduction projects
- The Amenity Horticulture, Landscaping and Conservation and Land Management IRC oversaw the Landscape Construction and Design, Parks and Gardens and Rehabilitation of Mined Land

## 1.1 Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2020-21/001) was approved on 16 June 2020. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work for the Review of *AHC Agriculture, Horticulture, Conservation and Land Management Training Package* are:

### **Unit Sector Review Year 2 (includes Crops, Pasture and Seeds, Dairy and Milk Harvesting, Landscape Construction and Design and Parks and Gardens):**

- Review 44 qualifications; update up to 20 qualifications.
- Create up to 2 qualifications.
- Delete up to 14 qualifications.
- Review 117 units of competency.
- Create up to 11 new units of competency.
- Delete up to 30 units of competency.
- Create up to 15 new skill sets (not for endorsement).

### **Animal Reproduction:**

- Review 10 qualifications; update up to 2 qualifications.
- Review 20 units.
- Delete up to 5 units.
- Create up to 4 new skill sets (not for endorsement).

### **The Rehabilitation of Mined Land:**

- Review and update 1 qualification.
- Review 17 units.
- Create up to 5 new units.
- Create up to 5 skill sets (not for endorsement).

## 1.2 Timeframes and delays

All six projects for the *AHC Agriculture, Horticulture, Conservation and Land Management Training Package* have been delivered in accordance with the agreed timeframe. Approval by the AISC of the Case for Endorsement is scheduled for 12 November 2021.

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

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

Research of endorsed AHC training components on the national training register revealed that the current qualifications, units of competency and skill sets (not for endorsement), could be significantly improved to reflect current industry practices, terminology, and skill gaps within the industries related to the following projects:

- Crops, Pasture and Seeds
- Dairy and Milk Harvesting
- Animal Reproduction
- Landscape Construction and Design
- Parks and Gardens
- The Rehabilitation of Mined Land.

### Part 1 – Crops, Pasture and Seeds

This project is part of the Year 2 Unit Sector Approach for reviewing sectors within the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. The main drivers for this cluster were to review the skills standards of broadacre cropping and seed production, particularly as there have been considerably low to no enrolments in the Seeds qualifications and units of competency, with none of the qualifications on scope nationally, and none of the units being delivered.

Key messages from industry experts engaged at the consultation phase:

- Existing training did not reflect current industry practice, as jobs tasks addressed by the seeds units had been further automated since the units were last released, making some units unsuitable for use in current workplaces.
- Strong agreement that the Seeds qualifications and units be reviewed with a need to delete or merge units to accurately meet industry job tasks.

As a result of industry feedback, the following changes are proposed:

- Broadacre Cropping (BAC) units have been reviewed to update related terminology and address new and emerging training including laser and drone technologies.
- BAC units were also reviewed so they were more flexible to apply both to crops that require intensive water usage farming methods (such as cotton and rice) and crops that do not require these methods (such as wheat and grains)
- Seeds-related units of competency have been fully reviewed, with multiple units being merged and others being deleted due to recognised duplication within the system.
- All five seeds-related qualifications have been proposed for deletion, with the remaining reviewed seeds units added to the elective bank of appropriately levelled Agriculture qualifications as minor updates. Industry proposed that the components may see more use if they were part of a seeds specialisation in the Agriculture qualifications— this suggestion will be considered during AHC projects in 2021-22 during which time these qualifications will undergo a full review.

### Part 2 – Dairy and Milk Harvesting

This project is part of the Year 2 Unit Sector Approach for reviewing sectors within the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. Key drivers for this project include addressing the need for updated technical and digital skills for use in dairy harvesting operations of various sizes and contexts.

Key messages from industry experts engaged at the consultation phase:

- Most large milking operations now use automated milking machines; large, cumbersome machines that use technology different from anything previously used on most dairy farms (or any farms).
- Industry identified issues relating to the lack of training in an emerging industry sector.

As a result of industry feedback, the following changes are proposed:

- Dairy (DRY) units reviewed to address new technical skills required for onsite equipment.

- *Milking Equipment Maintenance Skill Set* (not for endorsement) developed to provide farmers with the skills and knowledge to troubleshoot problems with milking machines for minor repairs.
- Strong support for the review of the underused units in the MHK unit sector (Milk Harvesting), resulting in:
  - MHK units being deleted.
- The *Certificate III in Agriculture (Dairy Production)* has undergone a full review, with a strong message from industry that the qualification needed to better reflect the nature of the sector. Changes have been made to the core of the qualification, and the title changed to *Certificate III in Dairy Production*, to support this feedback.

### Part 3 – Landscape Construction and Design

This project is part of the Year 2 Unit Sector Approach for reviewing sectors within the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. Key drivers for this project include updating qualifications to meet current industry needs such as the inclusion of CPC units relevant to addressing building codes and standards, building principles, project management, health and safety in the workplace and licensing arrangements in some states. Another key driver was to develop new units of competency and skill sets (not for endorsement) in therapeutic horticulture to meet the needs of this emerging market in Australia.

Key messages from industry experts engaged at the consultation phase:

- Industry identified issues relating to the low take-up of training components. Content within the current qualifications has not been fully reviewed since 2010 and qualifications were designed with a focus on horticulture rather than the broader scope of landscaping design and construction.
- Qualifications are required to provide clear career pathways for learners regarding skills and knowledge required to design landscape features and to construct landscape features.
- There is increased customer demand to complete a wider range of landscape-related tasks and projects that are not reflected in the current units of competency.
- Landscapers and horticulturists are being commissioned to build therapeutic gardens for schools and aged care facilities, which are designed to promote health outcomes.
- Confirmation that the *Certificate IV in and Diploma of Landscape* qualifications have new titles to replace the term 'Project' with 'Construction' to clarify meaning and outcomes. This better reflects the qualification outcomes and provides an improved and logical progression regarding career pathways.
- Confirmation that the original *Certificate IV in Landscape* was deemed not fit-for-purpose and unanimous support for the improved *Certificate IV in Landscape Construction* and the new *Certificate IV in Landscape Design*.
- Support to change packaging rules to create streaming options allowing a choice of WHS units within the *Certificate III in Landscape Construction* and the *Certificate IV in Landscape Construction Management*, to avoid duplication and over-assessment.
- Unanimous support for the new Therapeutic Horticulture unit and skill set (not for endorsement), to address this emerging industry sector.
- Agreement that the 4 skill sets (not for endorsement) be deleted from the national training register. Industry advised that it would be appropriate to gauge the uptake and implementation of the reviewed units in the qualifications, to then help determine whether any skill sets for this sector would be required - this could then be addressed in a future project.

As a result of industry feedback, the following changes are proposed:

- Qualifications fully reviewed to clarify their focus, and to indicate a clear career pathway for learners. Two qualifications have also been retitled to better reflect these outcomes.
- Development of a new *Certificate IV in Landscape Design* qualification to accurately reflect entry level landscape design job roles and outcomes. This new qualification is intended to replace several state accredited courses to ensure accreditation of the skills and knowledge can be recognised nationally.
- Development of new units of competency to address the increased jurisdictional licensing requirements for landscape construction, contemporary landscape design requirements, the use of computer-aided design (CAD) software as a standard work practice, the increasing trend to use outdoor tiling in landscape projects, and therapeutic horticulture design.
- Deletion of four skill sets (not for endorsement) due to no enrolments.
- Development of one new unit of competency and one new skill set (not for endorsement) in therapeutic horticulture to meet the needs of this emerging industry subsector.
- Units updated to incorporate changes in technology and workplace practices and techniques and to reflect current terminology.



## Part 4 – Parks and Gardens

This project is part of the Year 2 Unit Sector Approach for reviewing sectors within the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package*. Key drivers for this project include updating Certificate II and III qualifications to meet current industry needs and to review and improve higher-level units to be incorporated into the suite of horticulture qualifications when they are reviewed in the future.

Key messages from industry experts engaged at the consultation phase:

- Components need to be revised to reflect current terminology, equipment, work practices (including sustainable use of materials), and workplace health and safety requirements.
- There are low enrolments in the higher-level qualifications, with industry stating that most supervisors and managers undertake horticulture qualifications at this level because there are more registered training organisations (RTOs) with horticulture qualifications on scope; therefore, learners have more choice of where they can study.
- Local governments increasingly view parks and gardens as important social assets to improve mental health and wellbeing; this has become even more relevant due to recent COVID-19 lockdown measures.
- Increasing government focus on heat-island mitigation policies in urban areas due to climate change.
- Unanimous decision to delete the *Certificate IV in Parks and Gardens* and *Diploma of Parks and Gardens Management* due to low enrolments with the understanding that the reviewed and improved the higher-level units from these qualifications be moved into the relevant Horticulture qualifications when these are reviewed.
- Unanimous support to delete *Prepare a gravesite* unit of competency as it was deemed not suitable/applicable to the parks and gardens industry. There are more suitable units of competency on offer as part of the SIF Funeral Services Training Package – *SIF30213 Certificate III in Gravedigging, Grounds and Maintenance qualification*.
- Strong support to retain both the *Manage parks and reserves* and *Develop and implement a streetscape management plan* units of competency and for them to be included in the *Diploma of Horticulture* as elective units when this qualification is reviewed in 2021/22. Both units are in high demand in the industry due to climate change mitigation and government policy to increase greening of urban areas.

As a result of industry feedback, the following changes are proposed:

- Revision of the *Certificate II and III in Parks and Gardens* to support strong pathways into the industry.
- Future proposed deletion of the *Prepare a grave site* unit from the National Register as it is not applicable to the Parks and Gardens industry; there are more suitable units within the SIF Funeral Services Training Package. Note: This unit appears in other qualifications within the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* so will only be formally marked as deleted from the system once it is removed from all qualifications in the host training package. The recommendation for deletion of this unit will be considered during projects where the impacted qualifications are being reviewed.
- Deletion of the *Certificate IV in* and *Diploma of Parks and Gardens* qualifications due to low enrolments with the following actions undertaken:
  - the associated higher-level units of competency in these qualifications have been retained as they still hold great relevance to the tasks industry undertake and have been reviewed and updated
  - these units of competency have been added to *AHC50416 Diploma of Horticulture* as a minor change to ensure they do not become orphan units of competency, whereby during the review of this qualification in 2021/22 it is expected for this qualification to incorporate these units of competency as a stream/specialisation.
- Revision of all components to reflect current work practices and job roles and include references to waste disposal options such as recycling where applicable.
- Retention of units addressing climate change and urban heat mitigation.

## Part 5 – Animal Reproduction

Key drivers for this project include addressing issues relating to new technologies within the animal reproduction sector. Industry also identified a need to clarify terminology used across the different industry sectors and livestock species, and to clarify the job functions and the range of tasks.

Key messages from industry experts engaged at the consultation phase:

- Need to update terminology in units to support:
  - work practices relating to animal reproduction for specific livestock species
  - key skills for maintaining health and safety in the workplace, including use of personal protective equipment and hygiene procedures
  - current biosecurity, environmental and animal welfare legislation and regulations.

- Confirmation that the *Diploma of Pork Production* should be deleted, including confirmation from the single RTO who has it on scope.
- Confirmation that 3 units relating to artificial insemination are not required by industry and should be deleted when the current qualifications they reside in within the AHC Training Package are up for review.
- Unanimous support for including a biosecurity unit in the *Pork Industry Stockperson Skill Set* (not for endorsement).
- Unanimous support for retaining *Conduct dropped ovary technique procedures for spaying cattle* as this is a critical unit for the new accreditation scheme for pregnancy testing and ovarian scanning by accredited lay persons.
- Concerns raised by veterinarians during the project have now been addressed in all relevant components.

As a result of industry feedback, the following changes are proposed:

- Animal welfare practices and the importance of consulting with a veterinarian have been outlined for tasks in specific units.
- Units with low or no enrolments that can be provided by specialist services, are proposed for deletion.
- Frequency/volume of evidence that needs to be collected by an assessor to determine competence has been added to units, including accuracy percentages in some units.
- A biosecurity unit has been included in the revised *Pork Industry Stockperson Skill Set* (not for endorsement).

## Part 6 – The Rehabilitation of Mined Land

Key drivers for this project include addressing a skills gap within the AHC Training Package related to rehabilitating former mine sites. This project has not required the review or development of units of competency, rather focussed on packaging existing units of competency to develop skill sets (not for endorsement) and a qualification specialisation to address the required skills and knowledge.

Key messages from industry experts engaged at the consultation phase:

- Training must be focused on the ecological rehabilitation work being undertaken, and not repairing or removing a mined or piped area. As such, all work undertaken within this project is ecological in nature.
- An education pathway into the sector needs to be developed.
- Job functions within broader roles need to be identified and catered for.

As a result of industry feedback, the following changes are proposed:

- Development of a *Mined Land Rehabilitation* specialisation for inclusion in *AHC31421 Certificate III in Conservation and Ecosystem Management* to provide pathways into the sector.
- Creation of four skill sets (not for endorsement) to cater for individuals who wish to gain specialist knowledge within an industry sector. Feedback from the Subject Matter Expert Working Group (SME WG) indicated that 'existing endorsed units of competency cater for what the sector requires, and the bundling of these units into suitable skill sets is appropriate for the needs of the job roles and the sector industry'.

## Additional minor updates

These projects have taken steps to address the Minister's priorities in removing components with low/no enrolments and rationalising and/or deleting where possible and appropriate. As a result of these qualification deletions, some units of competency - which industry has deemed still required – no longer appear in a current qualification. To avoid "orphan" units, the affected units have been added to the elective bank of suitable qualifications as a minor update.

## All projects

In addition to the above specific updates, units have been revised to make sure they are fit for purpose. All units have been refined to ensure they match the work currently carried out in industry and have had:

- The unit Application clarified.
- Elements and Performance Criteria refined to suit current work.
- Foundation Skills clarified and refined to ensure their relevance to the job task.
- Performance Evidence refined to be clear and succinct, and meet the requirements of current work.
- Knowledge Evidence refined to ensure it is clear and relevant to current work.
- Assessment Conditions refined to specify clear conditions that must be in place for assessment to proceed.

The following components resulted from the work undertaken in these projects:

Case for Change Requirements		Components for Endorsement in AHC V7 CfE
Parts 1 - 4 - Unit Sector Review Year 2 (includes Crops, Pasture and Seeds, Dairy and Milk Harvesting, Landscape Construction and Design and Parks and Gardens)	<ul style="list-style-type: none"> <li>Review 44 qualifications; update up to 20 qualifications.</li> <li>Create up to 2 qualifications.</li> <li>Delete up to 14 qualifications.</li> <li>Review 117 units of competency.</li> <li>Create up to 11 new units of competency.</li> <li>Delete up to 30 units of competency.</li> <li>Create up to 15 new skill sets (not for endorsement).</li> </ul>	<ul style="list-style-type: none"> <li>9 qualifications: <ul style="list-style-type: none"> <li>8 reviewed qualifications</li> <li>1 new qualification</li> </ul> </li> <li>7 deleted qualifications</li> <li>82 units of competency: <ul style="list-style-type: none"> <li>79 reviewed units of competency</li> <li>16 merged units of competency</li> </ul> </li> <li>10 new units of competency</li> <li>14 deleted units of competency</li> <li>2 new skill sets (not for endorsement)</li> <li>4 deleted skill sets (not for endorsement)</li> <li>1 updated qualification with minor updates (not for endorsement).</li> </ul>
Part 5 – Animal Reproduction	<ul style="list-style-type: none"> <li>Review 10 qualifications; update up to 2 qualifications.</li> <li>Review 20 units.</li> <li>Delete up to 5 units.</li> <li>Create up to 4 new skill sets (not for endorsement).</li> </ul>	<ul style="list-style-type: none"> <li>2 reviewed qualifications with minor updates (not for endorsement)</li> <li>1 deleted qualification</li> <li>21 reviewed units of competency</li> <li>1 deleted unit of competency</li> <li>1 reviewed skill set (not for endorsement)</li> </ul>
Part 6 – The Rehabilitation of Mined Land.	<ul style="list-style-type: none"> <li>Review and update 1 qualification.</li> <li>Review 17 units</li> <li>Create up to 5 new units.</li> <li>Create up to 5 skill sets (not for endorsement).</li> </ul>	<ul style="list-style-type: none"> <li>1 reviewed qualification</li> <li>4 new skill sets (not for endorsement).</li> </ul>
Part 7 - Additional minor updates	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>4 qualifications with minor updates (not for endorsement)</li> </ul>

*Note: 9 units of competency have been recommended for deletion as part of projects in the Case for Endorsement. These units still sit in other current qualifications and so will need to be checked whether they are still required in those qualification in future projects. If these units are deemed not required in those future projects, the units will then be marked as "deleted" on the national training register.*

### 3. Stakeholder consultation strategy

Refer to **Attachment C** for:

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

#### 3.1 Identification of stakeholders

##### All Projects:

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

- Key stakeholders, members of the peak industry bodies.
- IRC and Subject Matter Expert Working Group (SMEWG) members' recommended key stakeholders.
- RTOs with AHC qualifications on their scope of registration.
- Unions with relevant coverage.
- Members of relevant associations and peak industry bodies.
- Participants from previous AHC projects.
- Attendees at industry-specific conferences and seminars.
- Stakeholders recommended by other stakeholders in their industry/organisational networks.
- Stakeholders identified as having an interest in the sector areas covered by the six projects who registered for Skills Impact's database.

All stakeholders identified as potentially having an interest in the project were contacted via phone, email and/or webinars at the start of the project and continuously throughout project development. Additional feedback was gathered from stakeholders via face-to-face meetings and site visits (where COVID-19 travel restrictions permitted), webinars, teleconferences, emails and telephone calls, newsletters and Skills Impact e-News and Alerts.

### 3.2 Strategies for engaging stakeholders

Consultation strategies undertaken across all six projects included the following:

- Out of the 457 stakeholders identified as potentially having an interest in the project and contacted in July 2020, whereby 260 of these stakeholders agreed to be involved in one form or another. All stakeholders were therefore kept informed throughout the project development and were able to provide feedback through the multiple communication channels made available to these stakeholders during the various stages of the projects. Some stakeholders below represented more than one category e.g., they may be an employer and also represent a peak industry body, or they may represent a peak industry body that also delivers nationally accredited training. An analysis of the data indicates the following:
  - 83 stakeholders represented employers.
  - 83 stakeholders represented state/national peak industry bodies.
  - 76 stakeholders represented registered training organisations.
  - 3 stakeholders represented industry training boards and provided feedback across the 6 individual projects.
  - 4 stakeholders represented state training authorities and provided feedback across the 6 individual projects.
  - 2 stakeholders represented 2 unions.
  - 40 stakeholders represented a state or federal department.
  - 17 Industry Reference Committee members were represented during consultation.
- A webpage was set up on the Skills Impact website for each of the 6 projects containing information about the project, progress updates, requests for information and Feedback Hubs to allow stakeholders to provide comments on draft documents.
- News articles and stories regarding these projects were contained in Skills Impact's monthly newsletters. These were distributed to the Skills Impact database of subscribers and available on the Skills Impact website as news articles and were shared on the Skills Impact Twitter and LinkedIn accounts.
- Articles about these AHC projects were included in the following newsletters and publications:
  - Food, Fibre & Timber Industries Training Council WA
  - Skills@Work newsletter
  - VETinfoNews
  - The Australian Industry Group Newsletter
  - Velg Training – 'SSO and Training Package Updates' [news of the approval of these AHC projects] – 23 July 2020
  - Velg Training – Skills standards available for landscaping, parks and gardens, mined land rehabilitation and animal reproduction - 17 December 2020
  - Velg Training – 'Input and Feedback Required for the Agricultural and Horticultural Skills Projects' [lists all five projects] – 14 January 2021.
- IRC members were updated throughout the projects and in turn, they informed their industry networks.
- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress.
- Subject Matter Expert Working Groups (SMEWGs) were created for each project to provide input, advice, and feedback throughout all stages of development, including sourcing additional stakeholders and undertaking Workplace Functional Analysis activities.
- Feedback was sought throughout the projects. Stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts were made available; the project webpage link connected to the online feedback hub, emails with drafts attached were sent, follow up emails and phone calls made.
- Validation surveys and online workshops/webinars undertaken.
- Face-to-face meetings were undertaken where possible, but COVID-19 travel restrictions required that most meetings, public consultation and SMEWG meetings be held via online platforms.

#### Part 1 – Crops, Pasture and Seeds

- A project page was set up on the Skills Impact website (<https://www.skillsimpact.com.au/agriculture/training-package-projects/crops-pastures-seed-project/>)

- Site visit to a regional RTO. Skills Impact was proactive after the Victorian lockdowns to attempt to visit engaged stakeholders and speak with farmers who sought to offer feedback. This opportunity was highly valuable as those present offered vital feedback that they might not otherwise have provided online or through virtual meetings.
- SMEWG and functional analysis - 2 online meetings.
- Public consultation drafts held on Skills Impact website for 6 weeks - 4 online webinars undertaken during this time.
- Validation drafts held on Skills Impact website for 2 weeks - 2 online meetings with the SMEWG and key industry stakeholders.

## Part 2 – Dairy and Milk Harvesting

- A project page was set up on the Skills Impact website (<https://www.skillsimpact.com.au/agriculture/training-package-projects/dairy-milk-harvesting-project/>)
- Messaging about this project was included in the following external publications:
  - Dairy Australia Membership News – 'Livestock Breeding Qualifications Under Review' – December 2020
  - Velg Training – 'Opportunity to have your say on Skills Standards for Milk Harvesting' – 28 January 2021
- SMEWG and functional analysis - 2 online meetings
- Public consultation drafts held on Skills Impact website for 6 weeks - 4 online webinars undertaken during this time.
- Validation drafts held on Skills Impact website for 2 weeks - 3 online meetings with SMEWG and key industry stakeholders.

## Part 3 – Landscape Construction and Design

A project page was set up on the Skills Impact website

(<https://www.skillsimpact.com.au/horticulture-conservation-and-land-management/training-package-projects/landscaping-project/>)

- Messaging about this project was included in the following external publications:
  - Velg Training – Feedback on skills standards for landscaping, parks and gardens – 26 November 2020
  - The Landscape Association – 'Skills Impact review' – 30 November 2020
  - Blue Mountains Gazette – 'Now and Zen's new story in Bullaburra' (About two Subject Matter Experts, Shannon Decker and Judy Bates, and their involvement in the Landscaping Project, including a quote from Skills Impact Industry Skills Standards Specialist, Rebecca Ford) – 3 February 2021
  - Master Landscapers of SA – 'Save Certificate IV in Landscape Management!' – 29 March 2021
  - Cultivate NSW Newsletter – Skills Impact Information [encouraging feedback on the unit for developing a therapeutic horticulture design brief] – 25 May 2021.
- The Industry Engagement Manager attended 7 online workshops, webinars and meetings presented by peak industry bodies in Victoria, South Australia, and New South Wales.
- SMEWG and functional analysis - 7 online meetings.
- Public consultation drafts held on Skills Impact website for 12 weeks - 4 online webinars undertaken during this time.
- Surveys sent to all key stakeholders requesting information on components with low/no enrolments for 5 weeks.
- Proposed for deletion information due to low enrolments held on Skills Impact website for 5 weeks.
- Newly developed component drafts held on Skills Impact website for 4 weeks.
- Validation drafts held on Skills Impact website for 2 weeks - 2 online meetings with SMEWG and key industry stakeholders.
- Four (4) additional SMEWG meetings held to discuss and resolve stakeholder feedback.

## Part 4 – Parks and Gardens

A project page was set up on the Skills Impact website

(<https://www.skillsimpact.com.au/horticulture-conservation-and-land-management/training-package-projects/parks-gardens-project/>)

- Messaging about this project was included in the following external publications:
  - Velg Training – Feedback on skills standards for landscaping, parks and gardens – 26 November 2020

- Parks and Leisure Australia Newsletter - 'Parks and Gardens and Landscaping Skills Standards Review' – December 2020
- Parks and Leisure Australia – 'Parks and Gardens Project - Training Components Proposed for Deletion' – 29 March 2021
- The Industry Engagement Manager attended 13 online workshops, webinars and meetings presented by state and national peak industry bodies, including the Parks and Leisure Australia National Conference.
- SMEWG and functional analysis - 7 online meetings
- Public consultation drafts held on Skills Impact website for 12 weeks - 4 online webinars undertaken during this time.
- Surveys sent to all key stakeholders requesting information on components with low/no enrolments for 5 weeks.
- Proposed for deletion information due to low enrolments held on Skills Impact website for 5 weeks.
- Validation drafts held on Skills Impact website for 2 weeks - 1 online meeting with SMEWG and key industry stakeholders.
- One (1) additional SMEWG meeting held to discuss and resolve stakeholder feedback.

## Part 5 – Animal Reproduction

- Stakeholders identified to ensure all livestock animal types (sheep, goats, alpaca, deer, pigs, poultry, beef and dairy cattle, etc) were well represented.
- A project page was set up on the Skills Impact website (<https://www.skillsimpact.com.au/agriculture/training-package-projects/animal-reproduction-project/>),
- Messaging about this project was included in the following external publications:
  - Tasmanian Farmers & Graziers Association Newsletter – 'Livestock Breeding Qualifications Under Review' – December 2020
  - Northern Territory Cattlemen's Association Membership News - ' Livestock Breeding Qualifications Under Review' – December 2020
  - Velg Training – 'Reminder: Animal Reproduction drafts still available' – 28 January 2021
- The Industry Engagement Manager attended the Northern Australia Food Futures Conference 2021 industry conference held in Darwin, NT to engage with rural and remote AHC stakeholders. The IEM held several meetings to specifically discuss Northern Australian cattle industry training needs as part the Animal Reproduction project.
- SMEWG and functional analysis - 7 online meetings
- Public consultation drafts held on Skills Impact website for 12 weeks - 6 online webinars undertaken during this time.
- Proposed for deletion information due to low enrolments held on Skills Impact website for 5 weeks.
- Validation drafts held on Skills Impact website for 2 weeks - 1 online meeting with SMEWG and key industry stakeholders.
- Three (3) additional SMEWG meetings held to discuss and resolve stakeholder feedback.

## Part 6 – The Rehabilitation of Mined Land

- A project page was set up on the Skills Impact website (<https://www.skillsimpact.com.au/horticulture-conservation-and-land-management/training-package-projects/skills-for-land-rehabilitation-mined-land/>)
- The Industry Engagement Manager attended 8 online workshops, webinars and meetings presented by state and national peak industry bodies, including the Australian Bureau of Agricultural and Resource Economics and Sciences (ABARES) Outlook conference.
- SMEWG and functional analysis - 1 online meetings
- Public consultation drafts held on Skills Impact website for 8 weeks - 4 online webinars undertaken during this time.
- Surveys sent to all key stakeholders requesting information on components with low/no enrolments for 2 weeks.
- Validation drafts held on Skills Impact website for 2 weeks - 3 online meetings with SMEWG and key industry stakeholders.

Note: Unless stated for specific projects, face-to-face consultation workshops and site visits did not take place due to COVID-19 restrictions.

### 3.3 Participation by different types of stakeholders

The consultation strategy supported participation by relevant stakeholders in rural, regional, and remote areas, across states and territories through the identification of key stakeholders and subject matter experts (SMEs) across all jurisdictions.

The projects included qualifications that cover a broad range of industry sectors. Every effort was made to ensure that as many stakeholders as possible were informed about the project and understood the implications of any changes made.

Stakeholders across all projects included:

- Employers
- Professional associations
- Industry groups
- Expert individuals and groups
- Unions
- Workers/operators and practitioners
- RTO managers and staff (including those delivering existing qualifications)
- State and federal government department staff
- Industry Training Boards and Councils
- State and Territory Training Authorities

In implementing the consultation strategy, stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts were made available; the project webpage link connected to the feedback hub, emails with drafts attached were sent, follow up emails and phone calls made. A concerted effort was made to ensure stakeholders from rural, regional, and remote areas, from all states and territories could participate, regardless of their access or ability to use technology. This involved direct telephone calls with stakeholders and face-to-face meetings with stakeholders where COVID-19 restrictions allowed such as meetings held in Darwin for the Animal Reproduction project.

Stakeholders and SMEs provided feedback and advice at each stage of the project. Across the six projects stakeholders were engaged in eight states/territories as shown in the matrix below.

Refer to **Attachment C** for stakeholders engaged and their locations for each individual project.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers	*								
Government department	*								
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies	*								
Registered Training Organisations (RTO)									
Regulators	Not applicable								
Training Boards/Other									
State and Territory Training Authorities (STAs)	*								
Unions									

*\*ACT and TAS advised that they could find few participants to offer feedback for work undertaken in the territory/state as the industry is too small.*

## 4. Evidence of industry support

### 4.1 Industry support

Industry representatives were involved at all stages of these projects. Online meetings and webinars were held in place of the cancelled face-to-face meetings due to COVID-19 travel restrictions. Numerous direct telephone and email discussions occurred throughout the project to industry stakeholders with industry representatives being present at all meetings. Refer to section 3.2 for a full list of consultation activities.

During the validation phase of this project stakeholders were invited to complete an online survey and/or attend the validation webinar for each project to show their support for each of the training components. For those who preferred, there was also an option to communicate concerns and validation via email or telephone. Extensive emails and telephone conversations took place to gather this support.

#### Part 1 – Crops, Pasture and Seeds

Extent of consultation and support for the proposed changes:

- 94 stakeholders were contacted and invited to be involved.
- 38 people provided feedback throughout the project including:
  - 15 people representing employers.
  - 21 representing state and national based peak bodies.
  - 7 representing RTOs.
  - 2 representing industry training boards/councils.
  - 3 representing STAs.
  - 8 representing state government organisations (including Apprenticeship and Traineeship services)
  - 1 IRC member.
- Out of the 38 people who participated in this project, 7 also provided support for the components produced at validation with 100% of all participants supporting the finalised components.

#### Part 2 – Dairy and Milk Harvesting

Extent of consultation and support for the proposed changes:

- 95 stakeholders were contacted and invited to be involved.
- 37 people provided feedback throughout the project including:
  - 14 people representing employers.
  - 13 representing state and national based peak bodies.
  - 9 representing RTOs.
  - 1 representing industry training boards/councils.
  - 4 representing 2 STAs.
  - 1 representing 1 union.
  - 5 representing a federal government organisation.
  - 1 IRC member.
- Out of the 37 people who participated in this project, 6 also provided support for the components produced at validation with 100% of all participants supporting the finalised components.

#### Part 3 – Landscape Construction and Design

Extent of consultation and support for the proposed changes:

- 80 stakeholders were contacted and invited to be involved.
- 69 people provided feedback throughout the project including:
  - 12 people representing employers.
  - 18 representing state and national based peak bodies.
  - 30 representing RTOs.
  - 2 people representing industry training boards/councils.
  - 4 representing STAs.
  - 5 representing a government organisation.
  - 2 IRC members.
- Out of the 69 people who participated in this project, 14 also provided support for the components produced at validation with 93% of all participants supporting the finalised components.



## Part 4 – Parks and Gardens

Extent of consultation and support for the proposed changes:

- 64 stakeholders were contacted and invited to be involved.
- 53 people provided feedback throughout the project including:
  - 15 people representing employers.
  - 12 representing state and national based peak bodies.
  - 19 representing RTOs.
  - 1 person representing an industry training board/council.
  - 3 representing STAs.
  - 14 representing a state government department.
  - 11 IRC members.
- Out of the 53 people who participated in this project, 11 also provided support for the components produced at validation with 82% of all participants supporting the finalised components.

## Part 5 – Animal Reproduction

Extent of consultation and support for the proposed changes:

- 72 stakeholders were contacted and invited to be involved.
- 45 people provided feedback throughout the project including:
  - 17 people representing employers.
  - 13 representing state and national based peak bodies.
  - 7 representing RTOs.
  - 2 people representing industry training boards/councils.
  - 5 people representing STAs.
  - 4 representing a government organisation.
  - 1 IRC member.
- Out of the 45 people who participated in this project, 8 also provided support for the components produced at validation with 100% of all participants supporting the finalised components.

## Part 6 – The Rehabilitation of Mined Land

Feedback was received via phone, email, the Skills Impact Feedback Hub, face-to-face webinars, questionnaires, and surveys, with feedback responses received across the duration of the project. Most of the feedback received was positive with the proposed training products receiving strong industry support. This can be evidenced by the letters of support received from the industry, a copy of these letters is provided in Attachment G.

Extent of consultation and support for the proposed changes:

- 52 stakeholders were contacted and invited to be involved.
- 18 people provided feedback throughout the project comprising:
  - 10 people representing employers.
  - 6 representing state and national based peak bodies.
  - 4 representing RTOs.
  - 3 representing industry training boards/councils.
  - 1 representing STAs.
  - 1 representing unions.
  - 4 representing a government organisation (including Apprenticeship and Traineeship services).
  - 1 IRC member.
- Out of the 18 people who participated in this project, 5 also provided support for the components produced at validation with 100% of all participants supporting the finalised components.

The detail of this feedback is documented in the feedback registers compiled for each project. See Attachment C.

## 4.2 Engagement of States and Territories

- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress.
- All public consultation and validation phases included online webinars to allow stakeholders from all states and territories to participate and contribute to the project.

- Additional engagement took place at each phase of consultation with representatives from states and territories who are more directly impacted by the outcomes of the project.
- Specific issues raised by STAs were discussed directly with the concerned team, with resolutions considered and agreed upon.

### 4.3 Mitigation strategies

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

The qualifications and units have been revised to be a better fit with current industry needs and job roles and supporting information has been included in the Companion Volume Implementation Guide. To ensure training providers are aware of the subsequent need to update training materials and support documents, the draft components were presented with temporary codes and the impending changes were specifically referred to in workshops and webinars.

During these projects, several components were proposed for deletion due to low enrolment numbers. Lists of these units were circulated throughout the draft stages. Through the consultation process, stakeholders agreed that some components should be deleted, some merged to remove duplication of content, and some components should be retained despite current low enrolments but reviewed to make them fit for purpose and encourage future utilisation.

#### Part 5 – Animal Reproduction

In addition to the above: The Animal Reproduction project includes the proposed deletion of the following components from the national register:

- *AHC50216 Diploma of Pork Production*
- *AHCPLY301 Artificially inseminate poultry.*

Only one RTO has the current *AHC50216 Diploma of Pork Production* qualification on their scope of delivery. Staff from this RTO were consulted throughout the project, and they agreed to the current qualification being proposed for deletion. The RTO indicated students enrolled in this qualification will be completed by July 2021 and the qualification is scheduled to be removed from the RTO's scope of registration.

### 4.4 Letters of industry support

Letters of support have been received from 13 peak bodies, 9 employers, 7 RTOs, and 2 government departments and can be found in **Attachment G**. Support has been provided by the following organisations:

#### Part 1 – Crops, Pasture and Seeds

Name	Organisation	Stakeholder Group
Floyd Sullivan	ALOSCA Technologies	Peak Industry Body/ Employer
Bryan Matushka	Longerenong College	RTO

#### Part 2 – Dairy and Milk Harvesting

Name	Organisation	Stakeholder Group
Greg Jarman	Dairy Australia	Peak Industry Body
Ron Paynter	R&K Paynter	Employer / IRC/ RTO
John Verstedden	Australian Dairy Farmers	Peak Industry Body
Robert La Grange	Western Dairy	Peak Industry Body / Employer (non – IRC)/ RTO

### Part 3 – Landscape Construction and Design

Name	Organisation	Stakeholder Group
David Thompson	Australian Institute of Horticulture	Peak Industry Body
Leigh McGaghey	Wired for Nature	Employer (non-IRC)
Eleanor Dennis	Cultivate NSW	Peak Industry Body
Michael Casey	Evergreen Infrastructure	Employer (non-IRC)
Megan Flower	Landscaping Victoria	IRC / Peak Industry Body
Mark Sorby	Landscaping Queensland	Peak Industry Body
Julie Krieger	The Landscape Association NSW	Peak Industry Body
Amanda Grocock	Master Landscapers of South Australia	Peak Industry Body
Peter Adley	Master Landscapers of South Australia	Peak Industry body
Natalie Watts	Branat Designs	Employer (non-IRC)
Shannon Decker	Now & Zen Landscapes	Employer (non-IRC)

### Part 4 – Parks and Gardens

Name	Organisation	Stakeholder Group
Simon James	City of Ryde	Employer (non-IRC)/ Government
Hugh Gardner	Hume City Council	Employer (non-IRC)/ Government
Bruce Davies	Canberra Institute of Technology	RTO

### Part 5 – Animal Reproduction

Name	Organisation	Stakeholder Group
Wil Wilson	AgForce Cattle	Peak Industry Body
Travis Tobin	Cattle Council of Australia	Peak Industry Body
Jacqueline Heap	TAFE NSW	IRC/RTO

### Part 6 – The Rehabilitation of Mined Land

Name	Organisation	Stakeholder Group
Matthew Pearson	Central Queensland University	RTO, Employee
Dr Adam Cross	Curtin University	RTO, Employee

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

#### Part 4 – Parks and Gardens

During the development process, advice from the SMEWG lead to proposed core changes in the *Certificate III Parks and Gardens* qualification. Concerns were raised by a stakeholder during public consultation, and they did not support the inclusion of *AHCMOM304 Operate machinery and equipment* in the core of the qualification. This feedback was taken to the SMEWG for discussion and consideration in preparation for Validation; however, the SMEWG did not support the feedback and retained the unit in the core.

The stakeholder escalated their concerns about the inclusion of the core unit, and as such the matter was raised to the Amenity Horticulture, Landscaping, Conservation and Land Management Industry Reference Committee (AHCLM IRC) for their consideration and resolution.

No outstanding issues remain for any of the other projects. All issues raised during these projects were considered, addressed, and resolved.

## 5.2 Rationale for approval

### Part 4 – Parks and Gardens

The AHCLM IRC agreed due diligence was taken during discussions regarding this matter by Skills Impact and the Subject Matter Expert group. The IRC discussed different machinery types and use in a parks and gardens context, disagree with the stakeholder feedback and do not support a level 2 unit going into the *Certificate III Parks and Gardens* qualification as a core unit. It was stated that learners need to operate at a trade level and operate more complex machinery and therefore agreed that *AHCMOM304 Operate machinery and equipment* should remain as a core unit within the *Certificate III Parks and Gardens* qualification and the *AHCMOM203* unit as a core unit in the *Certificate II Parks and Gardens* qualification.

No outstanding issues remain for any of the other projects- all issues raised during these projects were considered, addressed, and resolved.

## 6. Reports by exception

No reports by exception

## 7. Mandatory Workplace Requirements

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

There are no mandatory workplace requirements for the proposed training products listed. All units must be assessed in a workplace or an environment that reflects a real workplace, and is set up with the appropriate equipment, systems and guiding procedures and that reflect an actual workplace.

## 8. Implementation of the new training packages

### 8.1 Implementation issues

In general, there are no implementation issues relating to the components in these projects.

However, there are changes resulting from all projects which may impact implementation. These changes have been communicated thoroughly throughout each of the projects to help stakeholders plan accordingly, and include:

- Units that could have been "orphaned" by the deletion of qualifications that have been added to the elective bank of appropriate current qualifications.
- Units that have been recommended for deletion during these projects that still sit in other current qualifications will need to be checked whether they are still required in those qualification in future projects. If these units are deemed not required in those future projects, the units will then be marked as "deleted" on the national training register.

Specific implementation concerns, although addressed, are identified below.

### Part 1 – Crops, Pasture and Seeds

- The seeds training is drastically changed from what exists currently, with the deletion and merging of units, as well as the deletion of the qualifications. Every effort was made to contact RTO's who are thinking of putting the components on scope (currently no RTOs have the qualifications or units on scope). One RTO informed Skills Impact that they are considering putting the seeds training on scope in the future and support the changes that have been made within this project.
- This project's outcomes will affect the Certificate III in Agriculture in future projects due to the recommendation by industry to create a Seeds specialisation in this qualification. Invested stakeholders are informed of this and are ready to contribute to the future project to further investigate and instigate this proposal.

## Part 2 – Dairy and Milk Harvesting

- Certificate III in Agriculture (Dairy Production) has been updated with changes to the title and core - changes are deemed not equivalent and this has been communicated with stakeholders throughout the duration of the project.
- Seven units have been deleted due to low or no enrolments.

## Part 5 – Animal Reproduction

- The *Pregnancy test livestock* and *Conduct dropped ovary technique procedures for spaying cattle* units were recommended for deletion due to low/no enrolments but have been revised and retained as they are both critical to the delivery of a new accreditation scheme developed and soon to be implemented in Queensland (and across the Top End of Australia). The Australian Government is working together with states and territories to develop and implement nationally consistent standards and guidelines for farm animal welfare. The Australian Animal Welfare Standards and Guidelines will update and replace the Model Code of Practice for the Welfare of Animals, for particular animal industries. The standards are designed to be implemented in state and territory legislation. Recent changes to Queensland's legislation and regulations, the national Animal Welfare Standards will permit non-veterinary, accredited laypersons to complete these tasks. The units were revised to address animal welfare concerns raised by veterinarians and in consultation with industry and the peak industry body implementing the new accreditation scheme. This new accreditation scheme will drive increased enrolments in the future. It is imperative that RTOs comply with their state/territory legislation when delivering these units.

## Part 6 – The Rehabilitation of Mined Land

There is one change resulting from this project which may impact implementation:

- The *Certificate III in Conservation and Ecosystem Management* has a new specialisation, which affects its equivalency.

This change has been communicated thoroughly throughout the project to help stakeholders plan accordingly.

## 8.2 Potential for traineeship or apprenticeships

### Part 1 – Crops, Pasture and Seeds

There are no traineeships or apprenticeships associated with work undertaken in this project. The qualifications in this project were recommended for deletion due to lack of enrolments and industry support.

### Part 2 – Dairy and Milk Harvesting

Qualification	Delivery recommendation	Nominal Duration
AHC30221 Certificate III in Dairy Production	Apprenticeship	3 to 4 years

### Part 3 – Landscape Construction and Design

Qualification	Delivery recommendation	Nominal Duration
AHC21621 Certificate II in Landscaping	Traineeship	1 year
AHC30921 Certificate III in Landscape Construction	Apprenticeship	3 to 4 years
AHC42021 Certificate IV in Landscape Construction Management	Traineeship	1 to 2 years
AHC42421 Certificate IV in Landscape Design	Traineeship	1 to 2 years
AHC50621 Diploma of Landscape Design	Traineeship	1 to 2 years

AHC52021 Diploma of Landscape Construction Management	Traineeship	1 to 2 years
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#### Part 4 – Parks and Gardens

Qualification	Delivery recommendation	Nominal Duration
AHC20621 Certificate II in Parks and Gardens	Traineeship	1 year
AHC31021 Certificate III in Parks and Gardens	Apprenticeship	3 years

#### Part 5 – Animal Reproduction

Qualification	Delivery recommendation	Nominal Duration
AHC30416 Certificate III in Pork Production	Apprenticeship	3 to 4 years
AHC30516 Certificate III in Poultry Production	Apprenticeship	3 to 4 years

#### Part 6 – The Rehabilitation of Mined Land

Qualification	Delivery recommendation	Nominal Duration
AHC31421 Certificate III in Conservation and Ecosystem Management	Traineeship and Apprenticeship	3 to 4 years

## 8.3 Occupational and licensing requirements

#### Part 1 – Crops, Pasture and Seeds

No components have specific occupational and/or licensing requirements except the need to comply with state and territory regulations when driving farm equipment on public roads: training and assessments can be performed adequately without the need to access public roads. This information has been included in the Application section of relevant units of competency.

#### Part 2 – Dairy and Milk Harvesting

No components have specific occupational and/or licensing requirements.

#### Part 3 – Landscape Construction and Design

There are no occupational licensing requirements for the proposed training products listed. However, there are licensing, legislative or certification requirements for building and construction related activities that vary across jurisdictions that have been described with the following statement:

*State/territory licensing, legislative or certification requirements apply in some jurisdictions.*

These requirements are detailed in the qualification description section, and the application section of and are also listed in the key legislative implications for implementation section of the Companion Volume Implementation Guide.

#### Part 4 – Parks and Gardens

No components have specific occupational and/or licensing requirements.

#### Part 5 – Animal Reproduction

There are no occupational licensing requirements for the proposed training products listed. However, there are accreditation and regulatory requirements for the following units of competency:

- *AHCAIS304 Artificially inseminate livestock* - Accreditation requirements apply in some jurisdictions to performing commercial artificial insemination.
- *AHCAIS401 Supervise artificial breeding and embryo transfer programs* - Accreditation requirements apply in some jurisdictions to performing commercial artificial breeding and embryo transfer.

- *AHCLSK312 Coordinate artificial insemination and fertility management of livestock* - Accreditation requirements apply in some jurisdictions to performing commercial artificial insemination.
- *AHCLSK338 Conduct dropped ovary technique procedures for spaying cattle* - Regulatory requirements apply in some jurisdictions restricting the conduct of the DOT procedure to registered veterinarians.
- *AHCLSK339 Pregnancy test livestock* - Regulatory requirements apply in some jurisdictions.

## Part 6 – The Rehabilitation of Mined Land

No components have specific occupational and/or licensing requirements.

### 8.4 Extension to transition period

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

## Part 6 – The Rehabilitation of Mined Land

The revised qualification, AHC31421 Certificate III Conservation and Ecosystem Management is being proposed for endorsement within a short period of time since *AHC31420 Certificate III Conservation and Ecosystem Management* was endorsed by the AISC and released onto the National Training Register in December 2020. This action has come about due to the requirement for the inclusion of an additional specialisation in mined land. During the previous review in 2019/20, it was not viable to include this specialisation into the qualification as it was identified by the industry experts consulted at the time too late in the project lifecycle. The need to undertake a workforce functional analysis to ensure the specialisation job outcomes were understood and the review of the required units of competency could be completed to meet the industry needs, meant this additional specialisation to add greater flexibility to the qualification was delayed until now.

As creating a new specialisation to a qualification constitutes a major change, as per the Training Package Development and Endorsement Process Policy (Section 6, Sub section 6.1), the qualification has been recoded and as per the Training Package Products Policy (Section 3, Sub section 3.4), whereby the occupational outcome can be determined to have changed when the skills and knowledge required to achieve the occupational outcome of the superseded and superseding qualification cannot be mapped to each other, the qualification must be deemed 'Not Equivalent'. The outcome of this will see the requirement of RTOs already delivering this qualification to reapply to have the qualification placed on scope and for RTOs currently in the process of applying for the qualification to be placed onto their scope will see them need to undertake additional work within this process. As the rescoping of training is a process that requires a great deal of time and resources for RTO's and has a direct impact on current students enrolled onto the current qualification. Therefore the *Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee* request that the AISC and Skills Ministers support the request for Skills Impact as the responsible SSO to apply to ASQA for an extension to the transition period for *AHC31420 Certificate III Conservation and Ecosystem Management* from 12 months to 24 months. Support for this transition period has also come from the Victorian STA who have identified at least two RTOs directly impacted by this change, see below.

#### **Victorian STA:**

The Training Products Unit, on behalf of the Victorian STA, supports the request to seek an extension of 24 months to the transition period for AHC31420 Certificate III Conservation and Ecosystem Management. This qualification was most recently updated in December 2020 and is being proposed for endorsement again with the inclusion of a specialisation in mined land. As the inclusion of a new specialisation has resulted in the qualification status being Not Equivalent, this will require a new application for scope of registration and will impact RTOs who may already be in the process of applying for scope or have AHC31420 on scope which includes several private providers as well as Bendigo Institute and Gippsland TAFE in Victoria. The Victorian STA requests the SSO to consider application for an extended transition period to mitigate this rapid change.

## 9. Quality Assurance

*The Case for Endorsement meets the following requirements:*

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

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

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

The focus of these projects was on the review of training products to improve components and rationalise qualifications, units of competency and skill sets deemed no longer fit-for-purpose. Significant engagement with industry has ensured all components now meet the needs of industry whilst reducing repetition and duplication across units of competency and enabling transferability of skills across industry sectors.

The industry has been very supportive of these projects with many individuals indicating that they are looking forward to the reviewed products being made available. Early indications from both industry and RTOs is that there will be significant growth in the uptake of qualifications as a result of these projects.

<p><b>Streamlining/rationalisation of training products</b></p>	<p>Across all projects:</p> <ul style="list-style-type: none"> <li>• Units have been merged to better reflect current job tasks and also to reduce the overall number of units in the <i>AHC Agriculture, Horticulture and Conservation and Land Management Training Package</i>.</li> <li>• 8 qualifications have been deleted from the system</li> <li>• 24 units of competency have been deleted from the system and 16 units of competency have been merged to reduce the overall number of units of competency in the training package.</li> </ul> <p><b>Changes to the net number of units and qualifications in the training package:</b></p> <p>If the products from <b>all</b> projects in the <i>AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0 Case for Endorsement</i> are approved, the number of units in the AHC Training Package will be reduced by 17 (from 895 to 878), the number of qualifications will be reduced by 7 (from 90 to 83).</p>
<p><b>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</b></p>	<p>The companion volume details information that covers key industry expectations about:</p> <ul style="list-style-type: none"> <li>• qualifications suitable for vocational education and training delivered to secondary students.</li> <li>• qualifications suitable for delivery as apprenticeships or traineeships</li> <li>• amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge.</li> <li>• key legislative requirements</li> <li>• essential knowledge requirements.</li> </ul>




<p><b>Ensure the training system better supports individuals to move more easily between related occupations.</b></p>	<p><b>Part 1 – Crops, Pasture and Seeds</b></p> <ul style="list-style-type: none"> <li>The broad acre cropping (BAC) units have been updated to ensure they work in any broadacre farming operation, from grain to rice and other crop types.</li> </ul> <p><b>Part 2 – Dairy and Milk Harvesting</b></p> <ul style="list-style-type: none"> <li>The new Certificate III in Dairy Production contains units from across the AHC and other training packages, allowing for prior learning to be transferrable between qualifications.</li> </ul> <p><b>Part 3 – Landscape Construction and Design</b></p> <ul style="list-style-type: none"> <li>Where practicable units were revised for use across multiple industry sectors (landscape, parks and gardens, horticulture, etc) enabling individuals to move more easily between related occupations within the industry.</li> </ul> <p><b>Part 4 – Parks and Gardens</b></p> <ul style="list-style-type: none"> <li>Where practicable units were revised for use across multiple industry sectors (parks and gardens, landscape, horticulture, etc) enabling individuals to move more easily between related occupations within the industry.</li> </ul> <p><b>Part 5 – Animal Reproduction</b></p> <ul style="list-style-type: none"> <li>Where practicable units were revised for use on multiple livestock types (i.e., sheep, goats, alpaca, deer, pigs, poultry, beef and dairy cattle, etc) enabling individuals to move more easily between related occupations within the industry.</li> </ul> <p><b>Part 6 – The Rehabilitation of Mined Land</b></p> <ul style="list-style-type: none"> <li>The specialisation and skill sets (not for endorsement) were created to make sure that movement between sectors within the industry is achievable.</li> </ul>
<p><b>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</b></p> <p><b>Foster greater recognition of skill sets and work with industry to support their implementation</b></p>	<p><b>Part 1 – Crops, Pasture and Seeds</b></p> <ul style="list-style-type: none"> <li>The new seeds units have broader applications than the previous, to ensure other sectors find them useful and teachable.</li> </ul> <p><b>Part 2 – Dairy and Milk Harvesting</b></p> <ul style="list-style-type: none"> <li>The new units created are specific to the dairy sector, however other agricultural sectors might use these units where farming operations contain a dairy component, or a specific dairy task is undertaken requiring the study of one or more units.</li> <li>Identification and creation of an equipment maintenance skill set (not for endorsement) in response to industry needs.</li> </ul> <p><b>Part 3 – Landscape Construction and Design</b></p> <ul style="list-style-type: none"> <li>New units were developed to address current contemporary industry practice whilst ensuring content of units can be used across multiple industry sectors.</li> </ul> <p><b>Part 4 – Parks and Gardens</b></p> <ul style="list-style-type: none"> <li>No new units or skill sets were created in this project.</li> </ul> <p><b>Part 5 – Animal Reproduction</b></p> <ul style="list-style-type: none"> <li>No new units or skill sets were created in this project.</li> </ul> <p><b>Part 6 – The Rehabilitation of Mined Land</b></p> <ul style="list-style-type: none"> <li>Identification and creation of four skill sets (not for endorsement) in response to industry needs.</li> </ul>

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

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


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

This Case for Endorsement was agreed to by the Agriculture and Production Horticulture Industry Reference Committee IRC.

Name of Chair	Geoff Harvey
Signature of Chair	
Date	13 October 2021

AND

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

Name of Chair	Esther Ngang
Signature of Chair	
Date	13 October 2021

## Attachment A: Training products submitted for approval

### Part 1 – Crops, Pasture and Seeds

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC32116	Certificate III in Commercial Seed Processing	<b>Deleted</b>	Not applicable	Qualification deleted as the qualification has had no enrolments in the past 5 years. The qualification outcomes are more aligned to process manufacturing and can be achieved with MSM30116 - Certificate III in Process Manufacturing or its equivalent
AHC33416	Certificate III in Seed Production	<b>Deleted</b>	Not applicable	Qualification has been deleted. The units aligned to this qualification are the same as the broad acre units. Industry felt that there was no need to duplicate the qualification. It is recommended that a specialisation be incorporated in future Certificate III in Agriculture qualifications.
AHC33516	Certificate III in Seed Testing	<b>Deleted</b>	Not applicable	Qualification deleted as there have been no enrolments in the past 5 years. The qualification is better aligned to a laboratory work and would be better served by MSL30118 - Certificate III in Laboratory Skills with access through their importation rules for seed specific testing skills
AHC41416	Certificate IV in Seed Production	<b>Deleted</b>	Not applicable	Qualification has been deleted. The units aligned to this qualification are the same as the broad acre units. Industry felt that there was no need to duplicate the qualification.
AHC41516	Certificate IV in Seed Testing	<b>Deleted</b>	Not applicable	Qualification deleted as there have been no enrolments in the past 5 years. The qualification is better aligned to a laboratory

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				work and would be better served by MSL40118 Certificate IV in Laboratory Techniques with access through their importation rules for specific testing skills for seeds
<b>Units of competency</b>				
AHCBAC102	Support agricultural crop work	<b>Updated</b>	Equivalent	Minor edit to application for clarity Minor changes and consolidation of Elements and Performance Criteria for better sequencing and clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC205	Assist agricultural crop establishment	<b>Updated</b>	Equivalent	Minor editing of Application for clarity. Minor changes to Element 3 heading and clarified Performance Criteria. Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC206	Assist agricultural crop maintenance	<b>Updated</b>	Equivalent	Edited application for clarity Minor changes to Element 2 title and consolidation of Performance Criteria for better sequencing and clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC207	Assist agricultural crop harvesting	<b>Updated</b>	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC208	Prepare grain storages	<b>Updated</b>	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for sequencing and clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC309	Undertake preparation of land for agricultural crop production	<b>Updated</b>	Equivalent	Edited Application for clarity Consolidated and re sequenced Elements and Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC311	Conserve forage	<b>Updated</b>	Not equivalent	Edited Application for clarity Split Element 3 to create new Element for clarity. Consolidated and re-sequenced Performance Criteria for clarity Added requirement to sample and test stored forage PC 4.6 Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC312	Test and grade grains and seeds on receipt	<b>Updated</b>	Equivalent	Changed Title and edited Application for clarity Consolidated and re sequenced Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC313	Establish pastures and crops for livestock production	<b>Updated</b>	Equivalent	Edited Application for clarity

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Minor edits and sequencing changes to Performance Criteria Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC314	Prepare to receive grains and seeds	<b>Updated</b>	Equivalent	Edited Application for clarity Minor edits and sequencing changes to Performance Criteria Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC315	Establish agricultural crops	<b>Updated</b>	Equivalent	Edited Application for clarity Amalgamation, editing and changes to sequencing of Elements and Performance Criteria Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC316	Maintain agricultural crops	<b>Updated</b>	Equivalent	Edited Application for clarity Changes to sequencing and editing of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC317	Undertake agricultural crop harvesting activities	<b>Updated</b>	Equivalent	Edited Application for clarity Changes to sequencing and editing of Performance Criteria for clarity Foundation Skills refined

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC410	Plan and implement a pasture establishment program	Updated	Not equivalent	Title change Edited Application for clarity Changes to sequencing and amendments to Performance Criteria for clarity Added Elements and Performance Criteria Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC411	Manage pastures for livestock production	Updated	Equivalent	Title change Edited Application for clarity Changes to sequencing and amendments to Performance Criteria for clarity Added Elements and Performance Criteria Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC412	Supervise agricultural crop establishment	Updated	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC413	Plan and implement agricultural crop maintenance	Updated	Equivalent	Edited application Added new Element Minor changes and consolidation of Performance Criteria for clarity Foundation Skills refined

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Performance Evidence and Knowledge Evidence updated and terminology updated Amended structure of Assessment Conditions
AHCBAC414	Supervise agricultural crop harvesting	<b>Updated</b>	Equivalent	Edited Application for clarity Minor changes and consolidation of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC415	Maintain grain quality in storage	<b>Updated</b>	Equivalent	Edited Application for clarity Minor change to Element 2 for clarity Changes and consolidation of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC416	Save, prepare and store agricultural seed	<b>Updated</b>	Equivalent	Edited Application for clarity Minor changes and consolidation of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions
AHCBAC417	Manage agricultural crop production	<b>Updated</b>	Equivalent	Edited Application for clarity Changes to sequencing and editing of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified and terminology updated Amended structure of Assessment Conditions



Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCBAC515	Manage forage conservation	Updated	Equivalent	Edited Application for clarity Change to sequencing and editing of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCBAC516	Manage the harvest of crops	Updated	Equivalent	Edited Application for clarity Change to sequencing, consolidation and editing of Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSDT308	Perform tests for quality on seeds	Merged	Not equivalent	This unit supersedes the following units: AHCSDT303 Perform a fluorescence test on seeds, AHCSDT304 Perform a seed purity analysis, AHCSDT305 Perform a seed moisture test, AHCSDT306 Perform a seed germination test, AHCSDT307 Perform a 'Determination of Other Seeds by Number' test
AHCSDT309	Prepare a working sample	Updated	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSDT310	Identify seeds	Updated	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSDT412	Perform advanced tests on seeds	<b>Merged</b>	Not equivalent	This unit supersedes the following units: AHCSDT403 Perform an Anguina test on annual ryegrass seed, AHCSDT407 Perform an endophytic seed test, AHCSDT408 Perform an electrophoresis test on a seed sample, AHCSDT409 Perform a tetrazolium test, AHCSDT410 Perform a seed vigour test, AHCSDT411 Perform a 1000 seed weight test.
AHCSDT413	Handle and store seed subject to quarantine regulations	<b>Updated</b>	Equivalent	Title change for clarity. Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSDT414	Maintain a quarantine approved laboratory	<b>Updated</b>	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSP0309	Process planting seed	<b>Merged</b>	Not equivalent	This unit supersedes the following units, AHCSP0301 Operate a screen cleaner for seed processing AHCSP0302 Operate an indent cylinder AHCSP0303 Operate a gravity table AHCSP0304 Operate seed modification machinery

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				AHCSP0306 Operate specialised seed processing machinery
AHCSP0310	Treat planting seed	Updated	Not equivalent	Change to title. Major changes and additions to Elements, and Performance Criteria. Foundation skills refined Updated Performance Evidence, Knowledge Evidence and Assessment Conditions
AHCSP0311	Handle, package and store commercial quantities of seed	Updated	Equivalent	Edited Application and Performance Criteria for clarity Foundation skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSP0312	Sample seed before and after processing	Updated	Equivalent	Edited Application for clarity Minor changes to Performance Criteria for clarity Foundation Skills refined Performance Evidence and Knowledge Evidence clarified Amended structure of Assessment Conditions
AHCSDP301	Undertake preparation of land for seed crop production	Deleted	Not applicable	Deleted
AHCSDP302	Establish seed crops	Deleted	Not applicable	Deleted
AHCSDP303	Maintain seed crops	Deleted	Not applicable	Deleted
AHCSDP304	Harvest seed crops	Deleted	Not applicable	Deleted
AHCSDP401	Plan a seed crop establishment program	Deleted	Not applicable	Deleted

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCSDP402	Supervise seed crop establishment	Deleted	Not applicable	Deleted
AHCSDP403	Plan and implement seed crop maintenance	Deleted	Not applicable	Deleted
AHCSDP404	Supervise seed crop harvesting	Deleted	Not applicable	Deleted
AHCSDP405	Inspect a seed crop for quality assurance purposes	Deleted	Not applicable	Deleted
AHCSDT402	Prepare and maintain a seed reference collection	Deleted	Not applicable	Deleted
AHCSDT404	Develop and implement laboratory policy and procedures	Deleted	Not applicable	Deleted
AHCSDT406	Undertake internal audits in a seed laboratory	Deleted	Not applicable	Deleted

Additional minor updates – not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC20116	Certificate II in Agriculture (Release 7)	Updated	Equivalent	Minor update to qualification to add units to the list of electives.
AHC30116	Certificate III in Agriculture (Release 7)	Updated	Equivalent	Minor update to qualification to add units to the list of electives.
AHC40116	Certificate IV in Agriculture (Release 7)	Updated	Equivalent	Minor update to qualification to add units to the list of electives.
AHC50416	Diploma of Horticulture (Release 4)	Updated	Equivalent	Minor update to qualification to add units to the list of electives.

## Part 2 – Dairy and Milk Harvesting

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC30221	Certificate III in Dairy Production	<b>Updated</b>	Not equivalent	Change to qualification title. Revised core and elective units to better reflect industry requirements. Total number of units remain the same.
<b>Units of competency</b>				
AHCDRY202	Milk livestock	<b>Updated</b>	Not equivalent	Changes to performance criteria, performance and knowledge evidence. Foundation skills added. Assessment conditions expanded.
AHCDRY303	Coordinate and monitor milking operations	<b>Updated</b>	Not equivalent	Changes to performance criteria, performance and knowledge evidence. Foundation skills added. Assessment conditions expanded.
AHCDRY304	Carry out routine service of milking equipment	<b>Updated</b>	Not equivalent	Change to unit title and sector. Elements added. Changes to elements, performance criteria, performance and knowledge evidence. Foundation skills added. Assessment conditions expanded.
AHCDRY305	Conduct mechanical tests on milking machines	<b>Updated</b>	Not equivalent	Change to unit title and sector. Element added for clarity. Changes to performance criteria performance and knowledge evidence. Foundation skill added. Assessment conditions expanded.
AHCDRY306	Operate a dairy waste utilisation system	<b>Updated</b>	Not equivalent	Changes to unit title, elements, performance criteria, performance and knowledge evidence. Foundation skills added. Assessment conditions expanded
AHCDRY402	Manage milking shed operations	<b>Updated</b>	Not equivalent	Element added. Changes to elements, performance criteria, performance and knowledge evidence. Foundation skills added. Assessment conditions expanded

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCMKH303	Service and repair milking equipment	Deleted	Not applicable	Deleted
AHCMKH304	Monitor and establish milking machine cleaning	Deleted	Not applicable	Deleted

Additional minor updates – not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Skill Sets</b>				
AHCSS00127	Milking Equipment Maintenance Skill Set	New	Newly created	New skill set

## Part 3 – Landscape Construction and Design

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC21621	Certificate II in Landscaping	Updated	Not equivalent	Amended packaging rules, updated core units Added and updated elective units
AHC30921	Certificate III in Landscape Construction	Updated	Not equivalent	Amended packaging rules, updated core units added elective units list
AHC42021	Certificate IV in Landscape Construction Management	Updated	Not equivalent	Amended title and packaging rules, core units increased by 2 units updated elective units
AHC42421	Certificate IV in Landscape Design	New	Newly created	New qualification
AHC50621	Diploma of Landscape Design	Updated	Not equivalent	Amended packaging rules, core units increased by 3 units updated core units updated elective units
AHC52021	Diploma of Landscape Construction Management	Updated	Not equivalent	Amended packaging rules, core units increased by 1 unit updated core and elective units
<b>Units of competency</b>				
AHCDES401	Apply construction techniques to landscape design	New	Newly created	New unit
AHCDES402	Apply sustainability principles to landscape design	New	Newly created	New unit
AHCDES403	Develop landscape designs	New	Newly created	New unit

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCDES404	Prepare simple landscape drawings	New	Newly created	New unit
AHCDES405	Produce 2-D landscape drawings using CAD software	New	Newly created	New unit
AHCDES505	Prepare a landscape design	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCDES506	Design for construction of landscape features	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCDES507	Produce drawings for landscape design projects using CAD software	New	Newly created	New unit
AHCDES508	Design sustainable landscapes	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCDES509	Assess landscape sites	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC102	Support landscape work	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC206	Assist with landscape construction work	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated



Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCLSC207	Construct low-profile timber or modular retaining walls	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC208	Install aggregate paths	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC209	Lay paving	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC210	Install tree protection devices	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC311	Set out site for construction works	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC312	Construct brick and block structures and features	Updated	Not equivalent	Minor changes to application Added prerequisite unit Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC313	Construct stone structures and features, and install stone cladding	Updated	Not equivalent	Title change Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCLSC314	Implement a tree transplanting program	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC315	Implement an outdoor tiling project	New	Newly created	New unit
AHCLSC316	Implement a paving project	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC317	Construct landscape features using concrete	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC318	Erect timber structures and features	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC319	Implement a retaining wall project	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC320	Install water features	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC321	Install metal structures and features	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCLSC402	Apply building codes and standards to the construction process for Class 10 buildings	New	Newly created	New unit
AHCLSC403	Apply structural principles to Class 10 buildings	New	Newly created	New unit
AHCLSC404	Supervise landscape project works	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC504	Survey and establish site levels	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC505	Manage landscape projects	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSC506	Manage a tree transplanting program	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCTHH401	Develop a therapeutic horticulture design brief	New	Newly created	New unit

Additional minor updates – not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Skill Sets</b>				
AHCSS00128	Design Brief for Therapeutic Horticulture Garden Skill Set	New	Newly created	New skill set

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCSS00038	Landscape Business Skill Set	Deleted	Not applicable	Deleted
AHCSS00039	Landscape Design Skill Set	Deleted	Not applicable	Deleted
AHCSS00040	Landscape Plant Management Skill Set	Deleted	Not applicable	Deleted
AHCSS00041	Landscape Professional Practice Skill Set	Deleted	Not applicable	Deleted
AHC31120	Certificate III in Nursery Operations (Release 3)	Updated	Equivalent	Minor change to correct Packaging Rules

## Part 4 – Parks and Gardens

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC20621	Certificate II in Parks and Gardens	Updated	Not equivalent	Amended packaging rules, core units decreased by 1 unit change to core units list updated elective units
AHC31021	Certificate III in Parks and Gardens	Updated	Not equivalent	Amended packaging rules, core units increase by 7 units updated elective units
AHC40516	Certificate IV in Parks and Gardens	Deleted	Not applicable	Deleted
AHC50716	Diploma of Parks and Gardens Management	Deleted	Not applicable	Deleted
<b>Units of competency</b>				

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCPGD102	Support gardening work	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD207	Plant trees and shrubs	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD208	Prepare and maintain plant displays	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD209	Prune shrubs and small trees	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD210	Transplant shrubs and small trees	Updated	Not equivalent	Title change Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD212	Conduct visual inspection of park facilities	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD307	Implement a plant establishment program	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD308	Plan and maintain plant displays	Updated	Not equivalent	Minor changes to application Major changes to performance criteria

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Foundation skills added Assessment requirements updated
AHCPGD309	Perform specialist amenity pruning	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD310	Implement a landscape maintenance program	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD311	Conduct operational inspection of park facilities	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD312	Implement a maintenance program for an aquatic environment	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD403	Design plant displays	Updated	Not equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD404	Plan a plant establishment program	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD506	Manage parks and reserves	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCPGD507	Manage plant cultural practices	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD508	Plan the restoration of parks and gardens	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD509	Develop and implement a streetscape management plan	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPGD510	Conduct comprehensive inspection of park facilities	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated

## Part 5 – Animal Reproduction

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC50216	Diploma of Pork Production	Deleted	Not applicable	Deleted
<b>Units of competency</b>				
AHCAIS202	Assist with artificial insemination procedures	Updated	Not equivalent	Minor changes to application Major changes to performance criteria

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Foundation skills added Assessment requirements updated
AHCAIS304	Artificially inseminate livestock	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCAIS402	Supervise artificial breeding and embryo transfer programs	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK219	Carry out birthing duties	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK220	Monitor livestock to parturition	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK330	Implement procedures for calving	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK338	Conduct dropped ovary technique procedures for spaying cattle	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK339	Pregnancy test livestock	Updated	Not equivalent	Title change Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated



Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCLSK340	Mate and monitor reproduction of alpacas	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK341	Coordinate artificial insemination and fertility management	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK342	Prepare animals for parturition	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK343	Prepare for and implement natural mating of livestock	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK421	Supervise natural mating of livestock	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK422	Identify and select animals for breeding	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK508	Plan, monitor and evaluate strategies to improve livestock through genetics	Updated	Not equivalent	Minor changes to application Major changes to performance criteria Foundation skills added Assessment requirements updated
AHCLSK509	Develop and implement a breeding strategy	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCLSK510	Develop production plans for livestock	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPRK307	Mate pigs naturally	Updated	Not equivalent	Content of AHCPRK304 Mate pigs and monitor dry sow performance split into two units Major changes to application Major changes to performance criteria split unit into two separate units Foundation skills added Assessment requirements updated
AHCPRK308	Monitor dry sow performance	Updated	Not equivalent	Content of AHCPRK304 Mate pigs and monitor dry sow performance split into two units Major changes to application Major changes to performance criteria split unit into two separate units Foundation skills added Assessment requirements updated
AHCPRK309	Pregnancy test pigs	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPRK310	Artificially inseminate pigs	Updated	Equivalent	Minor changes to application Minor changes to performance criteria Foundation skills added Assessment requirements updated
AHCPLY301	Artificially inseminate poultry	Deleted	Not applicable	Deleted

Additional minor updates – not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC30416	Certificate III in Pork Production (Release 3)	<b>Updated</b>	Equivalent	Amended packaging rules, updated elective units Updated as part of Animal Reproduction project
AHC30516	Certificate III in Poultry Production (Release 4)	<b>Updated</b>	Equivalent	Amended packaging rules, updated elective units Updated as part of Animal Reproduction project
<b>Skill Sets</b>				
AHCSS00122	Pork Industry Stockperson Skill Set	<b>Updated</b>	Not equivalent	Skill set requirements amended and a new unit required for completion of skill set

## Part 6 – The Rehabilitation of Mined Land

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualifications</b>				
AHC31421	Certificate III in Conservation and Ecosystem Management	<b>Updated</b>	Not equivalent	Added new Mined Land Rehabilitation specialisation Updated imported unit codes

Additional minor updates – not for endorsement

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Skill Sets</b>				
AHCSS00123	Administrator in Mined Land Rehabilitation Skill Set	<b>New</b>	Newly created	New skill set
AHCSS00124	Mined Land Rehabilitation Field Worker Skill Set	<b>New</b>	Newly created	New skill set
AHCSS00125	Mined Land Rehabilitation Machine Operator Skill Set	<b>New</b>	Newly created	New skill set
AHCSS00126	Mined Land Rehabilitation Project Coordinator Skill Set	<b>New</b>	Newly created	New skill set

## Attachment B: How qualification updates support job roles

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

### Part 1 – Crops, Pasture and Seeds

Only deleted qualifications were involved in this project.

### Part 2 – Dairy and Milk Harvesting

Job role	Qualification	Proposed updates and how these better support the job role
Dairy farm hand	AHC30221 Certificate III in Dairy Production	Changes to the core better reflect the job tasks of the position.

### Part 3 – Landscape Construction and Design

Job role	Qualification	Proposed updates and how these better support the job role
Supporting job roles in the landscape construction and design industry including: landscape labourer	AHC21621 Certificate II in Landscaping	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core and elective units' lists have been updated. Added new elective units.
Trade level roles in the landscape industry	AHC30921 Certificate III in Landscape Construction	The total number of units has been increased by two units, the packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been updated and an elective unit's list has been added to reflect the licensing requirements in some jurisdictions. The licensing statement in the qualification description has been updated to reflect licensing requirements.
Supervisory/managerial job roles in the landscape industry including: <ul style="list-style-type: none"> <li>• leading hand</li> <li>• foreman</li> <li>• site supervisor</li> <li>• landscape builder</li> <li>• construction manager</li> </ul>	AHC42021 Certificate IV in Landscape Construction Management	The qualification title, packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by two units and the elective units list has been updated to reflect the licensing requirements in some jurisdictions. The licensing statement in the qualification description has been updated to reflect licensing requirements.
Design job roles in the landscape industry	AHC42421 Certificate IV in Landscape Design	The qualification has been developed to reflect the current job roles of the industry more accurately.

<b>Job role</b>	<b>Qualification</b>	<b>Proposed updates and how these better support the job role</b>
Landscape designer	AHC50621 Diploma of Landscape Design	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by three units and the elective units list has been updated. The licensing statement in the qualification description has been updated to reflect licensing requirements.
Landscape project management	AHC52021 Diploma of Landscape Construction Management	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. The core units have been increased by one unit and the elective units list has been updated to reflect the licensing requirements in some jurisdictions. The licensing statement in the qualification description has been updated to reflect licensing requirements.

#### Part 4 – Parks and Gardens

<b>Job role</b>	<b>Qualification</b>	<b>Proposed updates and how these better support the job role</b>
Supporting job roles in the parks and gardens industry including: garden labourer	AHC20621 Certificate II in Parks and Gardens	The packaging rules and selection of units have been amended to reflect the current job roles of the industry more accurately. This has included several changes to the core units required to complete the qualification and an updated list of elective units.
Trade level roles in the parks and gardens industry including: <ul style="list-style-type: none"> <li>• gardener</li> <li>• greenkeeper</li> <li>• ground person</li> </ul>	AHC31021 Certificate III in Parks and Gardens	The packaging rules have been amended to reflect the contemporary trade level job roles of the industry. This has included a significant strengthening of the core units required to complete the qualification and an updated list of elective units.

#### Part 5 – Animal Reproduction

<b>Job role</b>	<b>Qualification</b>	<b>Proposed updates and how these better support the job role</b>
Trade level roles in the pork industry including: Piggery attendant Stockperson	AHC30416 Certificate III in Pork Production	The packaging rules have been amended to reflect the current job roles of the industry more accurately. The elective units list has been updated.
Trade level roles in the poultry industry including: Poultry hand	AHC30516 Certificate III in Poultry Production	The packaging rules have been amended to reflect the current job roles of the industry more accurately. The elective units list has been updated.

Poultry stockperson		
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Part 6 – The Rehabilitation of Mined Land

<b>Job role</b>	<b>Qualification</b>	<b>Proposed updates and how these better support the job role</b>
Mined Land Rehabilitation Field Worker	AHC31421 Certificate III in Conservation and Ecosystem Management	The proposed update of adding the specialisation in the rehabilitation of a mined land area provides a pathway into an industry sector that currently has no related training pathway. It is a small but growing sector and based off industry feedback, this specialisation will allow the sector to grow.

## Attachment C: Stakeholder consultation

### Part 1 – Crops, Pasture and Seeds

Stakeholders for this project were engaged in following states/territories as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers	*								
Government department	*								
Industry Reference Committee (IRC) Representatives	*								
Peak Industry Bodies	*								
Registered Training Organisations (RTO)	*								
Regulators	Not applicable								
Training Boards/Other									
State and Territory Training Authorities (STAs)	*								
Unions	*								

\*ACT advised that they could not find any participants to offer feedback for work undertaken in the territory as the industry is too small, or not engaged with the training sector.

Name	Organisation	Title	Industry	Representation Type	State
Rick Whistler	Department of Agriculture and Fisheries	Manager, Education Quality	Broadacre Cropping/ Seeds	Industry Reference Committee (IRC) Representative/Peak Industry Body/ Government	National/QLD
Abigail Hickman	Independent Institute of Food Processing	Sales and Marketing	Food and Beverage	Peak Industry Body	National
Andrew Weidemann	Grain Producers Australia	Chairperson	Broadacre Cropping/ Seeds	Peak Industry Body	National



Name	Organisation	Title	Industry	Representation Type	State
Dan Galligan	Cane Growers Association of Australia	Chairperson	Broadacre Cropping/ Seeds	Peak Industry Body	National
David Jochinke	Victorian Farmers Federation	Chair	Broadacre Cropping/ Seeds/ Training	Peak Industry Body	VIC
Jeff Tullberg	Australian Controlled Traffic Farming Association	Board Member	Broadacre Cropping/ Seeds	Peak Industry Body	National
Liz Mann	Chief Executive Officer	Maize Association of Australia	Seeds	Peak Industry Body	National
Paul Bourke	NT Farmers	Board Member	Broadacre Cropping/ Seeds	Peak Industry Body	NT
Paul Sloman	Cotton Australia	Policy Officer	Broadacre Cropping	Peak Industry Body	National/QLD
Rod Morris	Queensland Farmers Federation	Industry Skills Advisor	Broadacre Cropping/ Seeds	Peak Industry Body/ Employer (Non-IRC)	QLD
Sally Ceeney	Cotton Australia	Board Member	Broadacre Cropping	Peak Industry Body	National
Ashley Fraser	Baker Seeds	Owner	Seeds	Peak Industry Body/ Employer (Non-IRC)	VIC
Jasmine Laci-Lee	Bureau Veritas AsureQuality	Food Safety Manager	Seeds	Peak Industry Body/ Employer (Non-IRC)	National/VIC
Mark Stanley	Regional Connections	Director	Broadacre Cropping/ Seeds	Peak Industry Body/Employer (Non-IRC)/Government	National/SA
Michael Jakobi	NT Hay, Seed and Grain	Director	Broadacre Cropping/ Seeds/ Training	Peak Industry Body/ Employer (Non-IRC)	NT
Nickie Berrisford	Partners in Agriculture	Executive Officer	Broadacre Cropping/ Seeds	Peak Industry Body/Employer (Non-IRC)/Government	National/VIC
Terry Brient	Tasmanian Agricultural Productivity Group	Executive Officer	Broadacre Cropping/ Seeds	Peak Industry Body/Employer (Non-IRC)	TAS
Tim Rethus	Horsham Farms	Farmer	Broadacre Cropping/ Seeds	Peak Industry Body/Employer (Non-IRC)	VIC
Barry Ray	Longerenong College	Trainer/ Assessor	Broadacre Cropping/ Seeds/ Training	Peak Industry Body/ Registered Training Organisation (RTO)	VIC
Nick Wachsmann	Longerenong College	Trainer/ Assessor	Broadacre Cropping/ Seeds	Peak Industry Body/ Registered Training Organisation (RTO)	VIC

<b>Name</b>	<b>Organisation</b>	<b>Title</b>	<b>Industry</b>	<b>Representation Type</b>	<b>State</b>
Belinda Lay	Coolindown Farms	Business Partner	Broadacre Cropping/ Seeds	Employer (Non-IRC)	WA
Floyd Sullivan	ALOSCA Technologies	Business Development Manager	Broadacre Cropping	Employer (Non- IRC)/Government	National/WA
Jarrad Symonds	Yankalilla Seeds	Sales Manager	Seeds	Employer (Non-IRC)	SA
John Seabrook	Seabrook Farms	Farmer	Broadacre Cropping	Employer (Non-IRC)	WA
Peter Touhey	Daisy Lodge Farms	Farmer	Broadacre Cropping/ Seeds	Employer (Non-IRC)	NSW
Rob Salmon	Bejo Australia	Production Director	Broadacre Cropping/ Seeds	Employer (Non-IRC)	TAS
Tim Bateman	ORM	Business Consultant	Broadacre Cropping/ Seeds	Employer (Non-IRC)	WA
Dr Adam Cross	Curtain University	Lecturer	Conservation and ecosystem management	Registered Training Organisation (RTO)	WA
Bryan Matuschka	Longerenong College	Lecturer	Broadacre Cropping/ Seeds	Registered Training Organisation (RTO)	VIC
Carla Swift	Muresk Institute	Senior Project Officer	Broadacre Cropping/ Seeds	Registered Training Organisation (RTO)	WA
Georgios Koukkoullis	Open Colleges	Trainer and Assessor	Agriculture/ Training	Registered Training Organisation (RTO)	NSW
Stephen Van Leewen	Curtain University	Lecturer	Conservation and ecosystem management	Registered Training Organisation (RTO)/Peak Industry Body	WA
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	State Government	State and Territory Training Authorities (STA) /Government	VIC
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	State Government	State and Territory Training Authorities (STA) /Government	VIC
Suzie Hounsham	Department of Training and Workforce Development	Senior Program Officer	State Government	State and Territory Training Authorities (STA)/Government	WA
Debbie Knight	Industry Skills Advisory Council, NT (ISACNT)	Training Package Development Team Member	Training Package Development	Training Boards/Other	NT

Name	Organisation	Title	Industry	Representation Type	State
Paul Etheredge	Food, Fibre & Timber Industries Training Council (WA)	Project Manager	ITAB	Training Boards/Other	WA
Matt Notley	Department of Primary Industries	Precision Agronomy Coordinator	Broadacre Cropping/Seeds	State Government/Government	NSW

## Part 2 – Dairy and Milk Harvesting

Stakeholders for this project were engaged in following states/territories as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers	*		*						
Government department	*		*						
Industry Reference Committee (IRC) Representatives	*		*						
Peak Industry Bodies	*		*						
Registered Training Organisations (RTO)	*		*						
Regulators	Not applicable								
Training Boards/Other									
State and Territory Training Authorities (STAs)	*		*						
Unions	*		*						

\*ACT, NT and TAS advised that they could not find any participants to offer feedback for work undertaken in the territory/state as the industry is too small, or not engaged with the training sector.

Name	Organisation	Title	Industry	Representation Type	State
Ron Paynter	Paynter Farms	Owner/ Operator	Dairy and Milk	Industry Reference Committee (IRC) Representative/Peak Industry Body	National/ VIC
Andrew Curtis	South Australian Dairy Farmers Association	Chief Executive Officer	Dairy and Milk	Peak Industry Body	SA
April Browne	Dairy Australia	Lead of Learning and Developing Partners	Dairy and Milk	Peak Industry Body	National
Chris Thomas	CT Consulting	Director	Dairy and Milk	Peak Industry Body	VIC
Craig Hough	Australian Dairy Farmers	Director Policy and Strategy	Dairy and Milk	Peak Industry Body	National
Ian Tyers	Goat Society Australia	Member	Dairy and Milk	Peak Industry Body	National/ SA
John Falkenhagen	Goat Industry Council of Australia	President	Dairy and Milk/ Livestock	Peak Industry Body	National
Peter Mcguire	Dairy Australia		Dairy and Milk	Peak Industry Body	WA/ National
Stephanie Bullen	Dairy Australia	Animal Healthy and Fertility Lead	Dairy and Milk	Peak Industry Body	National
Torie Harrison	Queensland Dairy farmers Organisation	Project Officer	Dairy and Milk	Peak Industry Body/ Registered Training Organisation (RTO)	QLD
Georgina Davis	Queensland Farmers' Federation	Chief Executive	Agriculture	Peak Industry Body/ Employer (Non-IRC)	QLD
John Verstedden	Australian Dairy Farmers	Chairperson	Dairy and Milk	Peak Industry Body/Employer (Non-IRC)	National
Rob La Grange	Western Dairy	Dairy Training Officer	Dairy and Milk	Peak Industry Body/Employer (Non-IRC)	WA
Brendan Hyland	Fonterra	Dairy Farmer	Dairy and Milk	Employer (Non-IRC)	VIC
Chelsea Donhardt	Nangkita Dairies	Dairy Worker	Dairy and Milk	Employer (Non-IRC)	SA
Dan Brown	Moxey Farms	Dairy Manager	Dairy and Milk	Employer (Non-IRC)	National
Durham Pruwett	Fonterra	Dairy Farmer	Dairy and Milk	Employer (Non-IRC)	VIC
Elena Swegen	Burraduc Buffalo	Dairy Farmer	Dairy and Milk	Employer (Non-IRC)	NSW

Name	Organisation	Title	Industry	Representation Type	State
Geoff Matthews	Daviesway Dairy Equipment	Technician	Dairy and Milk	Employer (Non-IRC)	VIC
Julie Cameron	Meredith Dairy	Dairy Farmer	Dairy and Milk	Employer (Non-IRC)	VIC
Matthew Telder	Scape Goat Dairy	Dairy Farmer	Dairy and Milk	Employer (Non-IRC)	WA
Megan Williams	Camel Milk Company	Dairy Farmer	Dairy and Milk	Employer (Non-IRC)	VIC
Sandy Gray	Gekko Systems (Robotic Milking)	Technical Director	Dairy and Milk	Employer (Non-IRC)	VIC
Peter Gelmi	AgTrain Services	Senior Teacher	Dairy and Milk	Employer (Non-IRC)/ Registered Training Organisation (RTO)	WA
Beate Barnes	Wodonga TAFE	Teacher	Dairy and Milk	Registered Training Organisation (RTO)	VIC
Jenny O'Donnell	TAFE NSW	Head Teacher	Dairy and Milk	Registered Training Organisation (RTO)	NSW
Kirstie Ash	GOTAFE	Enterprise Coordinator	Dairy and Milk	Registered Training Organisation (RTO)	NSW
Mark Townsend	TAFE NSW	Industry Relationship Lead- Crops and Livestock	Agriculture and Livestock	Registered Training Organisation (RTO)	NSW
Matthew Brett	TOCAL College	Dairy Manager	Dairy and Milk	Registered Training Organisation (RTO)/Government	NSW
Melissa McDonald	RIST	Teacher	Dairy and Milk	Registered Training Organisation (RTO)	VIC
Michelle Axford	La Trobe University	Graduate Researcher	Dairy and Milk	Registered Training Organisation (RTO)	VIC
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	State Government	State Training Authorities (STA) /Government	VIC
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	State Government	State Training Authorities (STA) /Government	VIC
Suzie Hounsham	Department of Training and Workforce Development	Senior Program Officer	State Government	State Training Authorities (STA)/Government	WA
Paul Etheredge	Food, Fibre & Timber Industries Training Council (WA)	Projects Manager	ITAB	Training Board/Other	WA

Name	Organisation	Title	Industry	Representation Type	State
Shane Roulstone	Australian Workers Union	National Organising and Campaigns Director	Dairy and Milk	Union	National
Juliana Fitzpatrick	Department of Innovation and Skills	Training Products Consultant	State Government	State Training Authorities (STA)/Government/ Registered Training Organisation (RTO)	SA

### Part 3 – Landscape Construction and Design

Stakeholders for this project were engaged in following states/territories as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)	*		*						
Government department	*		*						
Industry Reference Committee (IRC) Representatives	*		*						
Peak Industry Bodies	*		*						
Registered Training Organisations (RTO)	*		*						
Regulators	Not applicable								
State and Territory Training Authorities (STAs)	*		*						
Training Boards/Other	*								
Unions	*	*	*	*	*	*	*	*	*

\* Feedback received from Industry and associated training organisations have advised no relevant stakeholders in a specific state. The Union representative has received all project information but has not responded.

Name	Organisation	Title	Industry	Representation Type	State
Megan Flower	Landscaping Victoria Master Landscapers	Executive Officer	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens	Industry Reference Committee (IRC) Representative/Peak Industry Body	VIC
Susan Brunskill	Permaculture Australia	Active in Permaculture Aust. and Wooragee Land Care Online teaching of permaculture	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens/Permaculture	Industry Reference Committee (IRC) Representative/Peak Industry Body	NSW
Amanda Grocock	Master Landscapers of SA (MLSA)	CEO	Landscaping	Peak Industry Body	SA
Carla Giro	Master Landscapers of SA	Landscaper	Landscaping	Peak Industry Body	SA
David Bambridge	The Landscape Association	Landscaper	Landscaping	Peak Industry Body	NSW
Gary Daly	Landscape Industries Association of Tasmania LIAT	Member	Landscaping	Peak Industry Body	TAS
Ian Murphy	Naturespace Consulting	Owner	Landscaping	Peak Industry Body	SA
Jayne Cree	The Landscape Association	Communications, Events and Marketing	Landscaping	Peak Industry Body	NSW
Joanne Aquilina	LNA Master Landscapers Association	Chief Executive Officer	Therapeutic Horticulture	Peak Industry Body	NSW
Jude Bates	The Landscape Association	President	Landscaping	Peak Industry Body	NSW
Julie Krieger	LNA Master Landscapers Association	President LNA NSW	Landscaping	Peak Industry Body	NSW
Kate Neale	Australian Institute of Horticulture (AIH)	Research Fellow	Therapeutic Horticulture	Peak Industry Body	QLD
Leigh McGaghey	Cultivate NSW	Education committee member	Therapeutic Horticulture	Peak Industry Body	NSW
Mark Sorby	Landscape Queensland	CEO	Landscaping	Peak Industry Body	QLD

Name	Organisation	Title	Industry	Representation Type	State
Michael Casey	Australian Institute of Horticulture (AIH)	President	Therapeutic Horticulture	Peak Industry Body	VIC
Nic Russell	Landscape Industries Association of WA LIAWA	CEO LIAWA	Landscaping	Peak Industry Body	WA
Peter Adley	Master Landscapers of SA (MLSA)	President	Landscaping	Peak Industry Body	SA
Shannon Decker	The Landscape Association	Director	Landscaping	Peak Industry Body	NSW
Sharon Moore-Lambert	Cultivate	Committee member	Therapeutic Horticulture	Peak Industry Body	NSW
Tom Kakoschke	Master Landscapers of SA (MLSA)	Projects Director	Landscaping	Peak Industry Body	SA
Alby Rogers	Visual Landscape Gardening	Landscaper	Landscaping	Employer (Non-IRC)	SA
Andrew Nicholson	Andrew Nicholson Landscapes	Landscaper	Landscaping	Employer (Non-IRC)	TAS
Bill Bragg	Bill Bragg Building & Landscaping Services	Managing Director	Landscaping	Employer (Non-IRC)	QLD
Brett Oakley	Park Lane Landscapes	Business Owner	Landscaping	Employer (Non-IRC)	QLD
Greg Soster	Outside Space	Landscaper	Landscaping	Employer (Non-IRC)	NSW
Hamish Mitchell	Specialty Trees	Managing Director	Landscaping	Employer (Non-IRC)	VIC
Melissa Houselander	Hortopia Landscapes	Landscaper	Therapeutic Horticulture	Employer (Non-IRC)	VIC
Phil Antcliff	Fifth Season Landscapes	Director	Landscaping	Employer (Non-IRC)	NSW
Philip Pettitt	Botanic Gardens & Centennial Parklands	Community Greening Coordinator	Therapeutic Horticulture	Employer (Non-IRC)	NSW
Russ Sweetman	Maroondah Landscapes & ultimate pools and spas	Owner	Landscaping	Employer (Non-IRC)	VIC
Tim Frost	Joanne Green Landscape Design	Construction manager	Landscaping	Employer (Non-IRC)	NSW
Tim Mead	LCS Landscapes	General Manager	Landscaping	Employer (Non-IRC)	SA



Name	Organisation	Title	Industry	Representation Type	State
Anth Johnstone	Gordon Institute of TAFE	Teacher	Landscape Design	Registered Training Organisation (RTO)	VIC
Becky Giuliani	Construction Training Academy SA	RTO Manager	Construction	Registered Training Organisation (RTO)	SA
Bruce Cockerill	Gordon Institute of TAFE (Vic)	Landscape Coordinator/Teacher	Landscaping	Registered Training Organisation (RTO)	VIC
Catherine Storrs	South Metropolitan TAFE (WA)	Lecturer	Horticulture	Registered Training Organisation (RTO)	WA
David Cooney	Mount Barker Community College	Senior Infrastructure Planner (Open Spaces)	Infrastructure	Registered Training Organisation (RTO)	SA
David Sharpe	TAFE NSW	Head Teacher	Urban Horticulture	Registered Training Organisation (RTO)	NSW
David Walker	TAFE NSW	Relieving Head Teacher	Landscape Construction and Irrigation	Registered Training Organisation (RTO)	NSW
Georgios Koukkoullis	Open Colleges	Trainer & Assessor	Horticulture and Agriculture	Registered Training Organisation (RTO)	NSW
John Hellriegel	Holmesglen Institute	Teacher	Horticulture	Registered Training Organisation (RTO)	VIC
Judith Crockett	Charles Sturt University	Discipline Leader	Therapeutic Horticulture	Registered Training Organisation (RTO)	NSW
Ken Hodge	Holmesglen Institute	Teacher	Horticulture and Landscape Design	Registered Training Organisation (RTO)	VIC
Kevin Albert	Wodonga TAFE (Vic)	Teacher	Horticulture and Landscape	Registered Training Organisation (RTO)	VIC
Kevin Moran-Dias	TAFE NSW	Teacher	Landscape Design	Registered Training Organisation (RTO)	NSW
Kirsten Wood	Holmesglen Institute	Instructor	Landscape Design	Registered Training Organisation (RTO)	VIC
Lisa Hall	South Metropolitan TAFE (WA)	Lecturer	Landscape Design	Registered Training Organisation (RTO)	WA
Matt Rawlinson	Qld Small Business Courses Pty Ltd	Director	Landscaping	Registered Training Organisation (RTO)	QLD

Name	Organisation	Title	Industry	Representation Type	State
Michael Clarke	TAFE NSW	Teacher	Environment and Landscape	Registered Training Organisation (RTO)	NSW
Mike Hirst	Melbourne Polytechnic	Lecturer	Landscape Design	Registered Training Organisation (RTO)	VIC
Paul Luck	TAFE Queensland	Teacher	Landscaping	Registered Training Organisation (RTO)	QLD
Peter Cottrell	Training4Horticulture	Trainer/Assessor	Horticulture	Registered Training Organisation (RTO)	QLD
Peter Macqueen	TAFE Queensland	Teacher	Horticulture	Registered Training Organisation (RTO)	QLD
Richard Leathers	APTC Australia	Teacher	Agriculture	Registered Training Organisation (RTO)	QLD
Rob Hall	Goulburn Ovens Institute of TAFE (Vic)	Education Coordinator Land	Horticulture/Conservation	Registered Training Organisation (RTO)	VIC
Shea McKay	South Metropolitan TAFE (WA)	Trainer	Sports Turf	Registered Training Organisation (RTO)	WA
Stephen Bray	TAFE Queensland	Teacher	Landscape	Registered Training Organisation (RTO)	QLD
Stewart Detez	Swinburne University	Manager for Horticultural and Environmental Technologies	Horticulture and Environment Technologies	Registered Training Organisation (RTO)	VIC
Todd Park	TAFE NSW	Head Teacher	Landscape Construction, Irrigation and Funeral Industry	Registered Training Organisation (RTO)	NSW
Tony Momi	TAFE NSW	Head Teacher - Horticulture	Horticulture	Registered Training Organisation (RTO)	NSW
Venesser Oakes	TAFE NSW	Teacher	Horticulture and Landscape Design	Registered Training Organisation (RTO)	NSW
William Adam	South Metropolitan TAFE (WA)	Teacher	Horticulture	Registered Training Organisation (RTO)	WA
Debbie Knight	Industry Skills Advisory Council, NT (ISACNT)	Industry Support Officer & Training Package Development Manager	Training Package Development	Training Boards/Other	NT

Name	Organisation	Title	Industry	Representation Type	State
Paul Etheredge	Food, Fibre & Timber Industries Training Council (WA)	Project Manager	ITAB	Training Board/Other	WA
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	State Government	State and Territory Training Authority (STA) /Government	VIC
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	State Government	State and Territory Training Authority (STA) /Government	VIC
Frances Parnell	Department of Training and Workforce Development	Manager, Training Curriculum Services	State Government	State and Territory Training Authorities (STA) /Government	WA
Lucinda Pita	Department of Training and Workforce Development	Senior Program Officer	State Government	State and Territory Training Authority (STA) /Government	WA
Di Holyoak	Not stated	Gardener	Horticulture	Local Government	VIC

#### Part 4 – Parks and Gardens

Stakeholders for this project were engaged in following states/territories as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)									
Government department									
Industry Reference Committee (IRC) Representatives									
Peak Industry Bodies									
Registered Training Organisations (RTO)									
Regulators	Not applicable								
State and Territory Training Authorities (STAs)									
Training Boards/Other									
Unions	*	*	*	*	*	*	*	*	*

*\* Feedback received from Industry and associated training organisations have advised no relevant stakeholders in a specific state. The Union representative has received all project information but has not responded.*

<b>Name</b>	<b>Organisation</b>	<b>Title</b>	<b>Industry</b>	<b>Representation Type</b>	<b>State</b>
Craig Hallam	Arboriculture Australia	Managing Director	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens	Industry Reference Committee (IRC) Representative/Peak Industry Body	NAT
Des Boorman	Nursery and Garden Industry NSW and ACT	Business and Technical Support Officer	Production nursery and Weed Management	Industry Reference Committee (IRC) Representative/Peak Industry Body	NAT
Esther Ngang	Matrix Enterprises WA Pty Ltd	Executive Director	Amenity Horticulture and Landscaping, Conservation and Land Management/Agile Methodologies/Industry Consultant	Industry Reference Committee (IRC) Representative/Peak Industry Body	WA
Geoff Harvey	Irrigation Australia	National Training, Certification and Marketing Manager	Amenity Horticulture and Landscaping, Conservation and Land Management/Irrigation	Industry Reference Committee (IRC) Representative/Peak Industry Body	NAT
Jyri Kaapro	Bayer	Research Manager	Parks and Gardens/Pest Control and Weed Management	Industry Reference Committee (IRC) Representative	NSW
Megan Flower	Landscaping Victoria Master Landscapers	Executive Officer	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens	Industry Reference Committee (IRC) Representative/Peak Industry Body	VIC
Peter Vaughan	Greenlife Industry Australia	CEO	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens/Greenlife	Industry Reference Committee (IRC) Representative/Peak Industry Body	NSW
Simone Staples	Australian Golf Course Superintendents Association AGCSA	Education Manager	Amenity Horticulture and Landscaping, Conservation and Land	Industry Reference Committee (IRC) Representative/Peak Industry Body	NAT

Name	Organisation	Title	Industry	Representation Type	State
			Management /Parks and Gardens/Golf course		
Susan Brunskill	Permaculture Australia	Active in Permaculture Aust. and Land Care Online teaching of permaculture	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens/Permaculture	Industry Reference Committee (IRC) Representative/Peak Industry Body	NAT
Reginald Kidd	National Farmers Federation (NFF)	Director	Amenity Horticulture and Landscaping, Conservation and Land Management/Agriculture and Production Horticulture/Parks and Gardens/Agriculture	Industry Reference Committee (IRC) Representative/Peak Industry Body	NAT
Paul Janssens	Department of Parliamentary Services	Assistant Director, Landscape Services	Amenity Horticulture and Landscaping, Conservation and Land Management/Parks and Gardens	Industry Reference Committee (IRC) Representative/Federal Government	ACT
Alex Wilson	Arboriculture Australia	Executive Officer	Arboriculture	Peak Industry Body	SA
Fiona Hurst	Australasian Cemeteries and Crematoria Association (ACCA)	Facilitator	Cemeteries	Peak Industry Body	NAT
Mark Band	Parks and Leisure Australia (PLA)	CEO	Parks and Gardens/Leisure	Peak Industry Body	NAT
Brett Oakley	Park Lane Landscapes	Business Owner	Parks and Gardens/Landscaping	Employer (Non-IRC)	QLD
Jack Payne	Classic Tree Services	Consultant Arborist	Parks and Gardens/Trees	Employer (Non-IRC)	WA
Jana Soderlund	Biophilic Cities Australia/Biophilic Solutions	Biophilic Design Consultant/Sustainability Professional	Parks and Gardens/Biophilic Design	Employer (Non-IRC)	WA
Jim Johnson	Oasis Horticulture Pty Ltd	Nursery Manager	Parks and Gardens/Horticulture	Employer (Non-IRC)	VIC

Name	Organisation	Title	Industry	Representation Type	State
Pamela Gurner-Hall	Footprint Landscape Design	Landscaper	Parks and Gardens/Landscape	Employer (Non-IRC)	NSW
Thomas Smith	Classic Tree Services	Operations Manager / Consultant	Parks and Gardens/Trees	Employers (Non-IRC)	WA
Chad Neilson	Wollondilly Shire Council	Open Space Team Leader	Parks and Gardens/Shire Council	Employer (Non-IRC)/Local Government	NSW
Chrissy Joll	City of Darwin	Training Officer	Parks and Gardens/City Council	Employer (Non-IRC)/Local Government	NT
Craig Smith	Redbank Richmond Communities	Landscape Maintenance Manager	Parks and Gardens/Landscape	Employer (Non-IRC)/Local Government	NSW
Ian Allan	The Royal Botanic Gardens and Domain Trust	Horticultural Supervisor	Parks and Gardens/Landscape	Employer (Non-IRC)/Local Government	NSW
Hugh Gardner	Hume City Council	Projects and Contracts Supervisor	Parks and Gardens/City Council	Employer (Non-IRC)/Local Government	VIC
Liam Cole	Wellington Shire Council	Open Space Planning Officer	Parks and Gardens/Shire Council	Employer (Non-IRC)/Local Government	VIC
Neal Ames	Glenorchy City Council	Sport and Recreation Project Manager	Parks and Gardens/City Council	Employer (Non-IRC)/Local Government	TAS
Simon James	City of Ryde	Manager Parks	Parks and Gardens/City Council	Employer (Non-IRC)/Local Government	NSW
Vanessa Hill	City of Stirling	Horticultural Services Operator	Parks and Gardens/City Council	Employer (Non-IRC)/Local Government	WA
Albert Sherry	TAFE NSW	Head Teacher	Viticulture	Registered Training Organisation (RTO)	NSW
Anna Richards	TAFE NSW	Head Teacher Urban Horticulture	Horticulture	Registered Training Organisation (RTO)	NSW
Bruce Davies	Canberra Institute of Technology	Teacher	Landscaping	Registered Training Organisation (RTO)	ACT
Catherine Storrs	South Metropolitan TAFE (WA)	Lecturer Horticulture	Horticulture	Registered Training Organisation (RTO)	WA
Chandima Dissanayake Mudiyansele	South Metropolitan TAFE (WA)	Lecturer Horticulture	Horticulture	Registered Training Organisation (RTO)	WA

Name	Organisation	Title	Industry	Representation Type	State
David Cooney	Mount Barker Community College	Senior Infrastructure Planner (Open Spaces)	Infrastructure	Registered Training Organisation (RTO)	SA
Eddie Bennett	TAFE Queensland	Teacher	Turf	Registered Training Organisation (RTO)	QLD
Georgios Koukkoullis	Open Colleges	Horticulture and Agriculture, Trainer and Assessor	Horticulture	Registered Training Organisation (RTO)	NSW
Helen Barter	South Metropolitan TAFE (WA)	Lecturer	Landscaping	Registered Training Organisation (RTO)	WA
Jen Austin	David Scott School	Trainer/Assessor	Education Support	Registered Training Organisation (RTO)	VIC
John Douglas	TAFE NSW	Head Teacher Arboriculture	Arboriculture	Registered Training Organisation (RTO)	NSW
Kay Pearson	Central Queensland University	Horticulture Teacher	Horticulture	Registered Training Organisation (RTO)	QLD
Lisa Hall	South Metropolitan TAFE (WA)	Lecturer	Landscape Design	Registered Training Organisation (RTO)	WA
Matt Rawlinson	Qld Small Business Courses Pty Ltd	Director	Landscaping	Registered Training Organisation (RTO)	QLD
Michael Clarke	TAFE NSW	Teacher	Environment and Landscape	Registered Training Organisation (RTO)	NSW
Owen Griffith	Holmesglen Institute	Teacher	Parks and Gardens	Registered Training Organisation (RTO)	VIC
Pascaline Owers	South Metropolitan TAFE (WA)	Portfolio manager	Science and Environment	Registered Training Organisation (RTO)	WA
Ray Redford	Melbourne Polytechnic	Lead Teacher Parks and Gardens	Parks and Gardens	Registered Training Organisation (RTO)	VIC
Ren Lill	TAFE NSW	Teacher	Horticulture	Registered Training Organisation (RTO)	NSW
Debbie Knight	Industry Skills Advisory Council, NT (ISACNT)	Industry Support Officer and Training Package Development Manager	Training Package Development	Training Boards/Other	NT
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	State Government	State and Territory Training Authorities (STA) /Government	VIC

Name	Organisation	Title	Industry	Representation Type	State
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	State Government	State and Territory Training Authorities (STA) /Government	VIC
Suzie Hounsham	Department of Training and Workforce Development	Senior Program Officer	State Government	State and Territory Training Authorities (STA) /Government	WA
Julie Heran	Department of Tourism, Sport and Culture NT	A/District Manager Top End Region Parks, Wildlife and Heritage Division	Parks and Gardens	State Government/Government	NT

## Part 5 – Animal Reproduction

Stakeholders for this project were engaged in following states/territories as follows:

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)	*								
Government department	*								
Industry Reference Committee (IRC) Representatives	*								
Peak Industry Bodies	*								
Registered Training Organisations (RTO)	*								
Regulators	Not applicable								
State and Territory Training Authorities (STAs)	*								
Training Boards/Other	*								
Unions	*	*	*	*	*	*	*	*	*

\* Feedback received from Industry and associated training organisations have advised no relevant stakeholders in a specific state. The Union representative has received all project information but has not responded.



Name	Organisation	Title	Industry	Representation Type	State
Andrew McKinnon	Deer Industry Association of Australia	President	Deer	Peak Industry Body	National
Ellen Buckle	Australian Cattle Veterinarians	Executive Officer	Veterinarian	Peak Industry Body	National
Greg Parkinson	Australian Duck Meat Association	CEO	Poultry - Ducks	Peak Industry Body	National
Grey MacKay	Kimberley Pilbara Cattlemen's Association	Manager	Cattle	Peak Industry Body	WA
Hannah Murray	Northern Territory Cattlemen's Association	Business Development Officer	Cattle	Peak Industry Body	NT
Ian Blackwood	Meat & Livestock Australia	Consultant	All Livestock	Peak Industry Body	National
Meg Parkinson	Industry Reference Committee	Egg and Poultry Producer	Poultry	Industry Reference Committee (IRC)	VIC
Peter Smith	AgForce Queensland	Training Manager	Livestock	Peak Industry Body	QLD
Romy Carey	Northern Territory Cattlemen's Association	Executive Officer	Cattle	Peak Industry Body	NT
Sarika Pandya	Cattle Council of Australia	Policy Officer Animal Health, Welfare and Biosecurity	Cattle	Peak Industry Body	National
Stephen Crisp	Sheep Producers Australia	Chief Executive Officer	Sheep	Peak Industry Body	National
Sue Godkin	Veterinary Surgeons' Board of Western Australia (VSBWA)	Registrar	Veterinarian	Peak Industry Body	WA
Susan Jordan	Goat Industry Council of Australia	Member	Goats	Peak Industry Body	WA/National
Will Evans	Northern Territory Cattlemen's Association	Chief Executive Officer	Cattle	Peak Industry Body	NT/National
Andrew Parkinson	Wellbred Genetics	Manager	Cattle - genetics service	Employer (Non-IRC)	VIC
Ben Watts	Bralca	Owner	Sheep	Employer (Non-IRC)	NSW
Craig Dwyer	Smithton Veterinary Services	Veterinarian	Cattle	Employer (Non-IRC)	TAS

Name	Organisation	Title	Industry	Representation Type	State
Emily King	Australian Wool Innovation (AWI)	Program Manager Research & Extension	Sheep	Employer (Non-IRC)	NSW/National
Ian Rowett	Mernowie Poll Merinos	Farmer	Sheep	Employer (Non-IRC)	SA
James Jacob Marcojos	Westpork	Breeder unit farm manager	Pigs	Employer (Non-IRC)	WA
Jane Vaughan	Cria Genesis	CEO	Alpacas	Employer (Non-IRC)	VIC
John Irwin	Allstate Livestock Services	Farmer	Cattle	Employer (Non-IRC)	NSW
Markus Rathsmann	Mount Ringwood Station	Property Owner	Cattle	Employer (Non-IRC)	NT
Michael Hastings	Hastings Ostrich Farms	Owner	Poultry - Ostriches	Employer (Non-IRC)	VIC
Ron Paynter	Paynter Farms Ellinbank	Managing Partner	Dairy Cattle	Employer (Non-IRC)	VIC
Ross Brown	SunPork Fresh Foods	RTO manager - CHM Alliance	Pigs	Employer (Non-IRC)	QLD
Ross Cardile	Sarokos Park Simmental stud	Cattle Farmer	Cattle	Employer (Non-IRC)	VIC
Sandra Baxendell	Goat Veterinary Consultancies	Veterinarian	Goats	Employer (Non-IRC)	QLD
Scott Parry	Coonamble Vet Surgery	Veterinarian	Veterinarian	Employer (Non-IRC)	NSW
Sheridan Alfirevich	Baiada	Manager Animal Health	Poultry	Employer (Non-IRC)	NSW
Peter Cottrell	SunPork Fresh Foods	Tailem Bend Manager	Pigs	Employer (Non-IRC)/ Registered Training Organisation (RTO)	SA
Chris Wyhoon	South Regional TAFE (WA)	Lecturer, Trainer/Assessor	Cattle	Registered Training Organisation (RTO)	WA
David Crean	TAFE NSW	Product Specialist Crops & Livestock	Livestock	Registered Training Organisation (RTO)	NSW
Jacinta Clark	4 Up Skilling	Trainer- Pork	Pigs	Registered Training Organisation (RTO)	VIC
Mark Townsend	TAFE NSW	Industry Relationship Lead	Crops and Livestock	Registered Training Organisation (RTO)	NSW

Name	Organisation	Title	Industry	Representation Type	State
Megan Dodd	Gordon Institute of TAFE (Vic)	Trainer/Assessor, Resource developer	Livestock	Registered Training Organisation (RTO)	VIC
Steve Wainwright	Muresk Institute	Farm Supervisor	Sheep and goats	Registered Training Organisation (RTO)	WA
Teresa Robinson	Regional Skills Training P/L	Trainer/Program Manager	Alpacas	Registered Training Organisation (RTO)	SA
Debbie Knight	Industry Skills Advisory Council, NT (ISACNT)	Industry Support Officer & Training Package Development Manager	Training Package Development	Training Boards/Other	NT
Paul Etheredge	Food, Fibre & Timber Industries Training Council (WA)	Project Manager	ITAB	Training Boards/Other	WA
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	State Government	State and Territory Training Authorities (STA) /Government	VIC
Belinda Watson	Melbourne Polytechnic	Teacher and CMM Project Officer	State Government	State and Territory Training Authorities (STA) /Government	VIC
Nelson Brown	Northern Territory Government	Policy Officer	State Government	State and Territory Training Authority (STAs)	NT
Prue Jenkins	Department of Training and Workforce Development	General Manager	State Government	State and Territory Training Authority (STAs) /Government	WA
Suzie Hounsham	Department of Training and Workforce Development	Senior Program Officer	State Government	State and Territory Training Authority (STAs)/ Government	WA

## Part 6 – The Rehabilitation of Mined Land

Stakeholders for this project were engaged in following states/territories as follows:

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

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Registered Training Organisations (RTO)	*					*			
Regulators	Not applicable								
State and Territory Training Authorities (STAs)	*					*			
Training Boards/Other	*					*			
Unions	*					*			

*\*ACT and TAS advised that they could not find any participants to offer feedback for work undertaken in the territory/state as the industry is too small.*

Name	Organisation	Title	Industry	Representation Type	State
Jen Ford	Ecosure	Principle Restoration Ecologist	Conservation and Ecosystem Management	Industry Reference Committee (IRC) Representative/Peak Industry Body/Government	National/QLD
Matthew Pearson	Central Queensland University	Educator	Conservation and Ecosystem Management	Peak Industry Body/ Registered Training Organisation (RTO) /Employer (Non-IRC)	QLD/SA
Yola Bakker	United Workers Union	Organiser	Conservation and Ecosystem Management/ Mining/ Training	Peak Industry Body/ Employer (Non-IRC)/Union	WA
Tristen Cole	Kanyirninpa Jakurrpa	General Manager	Conservation and Ecosystem Management	Employer (Non-IRC)	WA
Peter Christophersen	Kakadu Native Plants	Owner/ Operator	Conservation and Ecosystem Management	Employer (Non-IRC)	NT
Rob Scott	Nature Links	Director	Conservation and Ecosystem Management	Peak Industry Body/ Employer (Non-IRC)	SA
Alan Noy	Indigenous Design Environmental Management	CEO	Conservation and Ecosystem Management/ Mining	Employer (Non-IRC) /Government/Peak Industry Body/ Training Board/Other	National/VIC

Name	Organisation	Title	Industry	Representation Type	State
Dr Adam Cross	Curtain University	Lecturer	Conservation and Ecosystem Management/ Mining	Registered Training Organisation (RTO)	WA
Stephen Van Leeuwen	Curtain University	Lecturer	Conservation and Ecosystem Management/ Mining	Peak Industry Body/ Registered Training Organisation (RTO)	WA
Debbie Knight	Industry Skills Advisory Council, NT (ISACNT)	Training Package Development Team Member	Training Package Development	Training Board/Other	NT
Anonymous*	EcOz Environmental Consulting	-	Conservation and Ecosystem Management	Employer (Non-IRC)	NT
Anonymous*	Department of Agriculture, Water and the Environment	-	Conservation and Ecosystem Management	State Government/Government	NT
Anne Wiltshire	Melbourne Polytechnic	Primary Industries Curriculum Maintenance Manager	State Government	State and Territory Training Authorities (STA) /Government	VIC
Bill Sullivan	MS Consulting	Director	Conservation and Ecosystem Management/ Mining	Employer (Non-IRC)	NT
Stuart Richie	AARC Environmental Solutions	Principle Scientist	Conservation and Ecosystem Management/ Mining	Employer (Non-IRC)	National/NSW
Markus Beuke	North Regional TAFE	Lecturer	Conservation and Ecosystem Management/ Mining	Registered Training Organisation (RTO)	WA
Glenn Sullivan	Erizon	Senior Environmental Consultant	Conservation and Ecosystem Management/ Mining	Employer (Non-IRC)	SA
Paul Etheredge	Food, Fibre & Timber Industries Training Council (WA)	Project Manager	ITAB	Training Board/Other	WA

\* Organisations do not wish to disclose who within them offered the feedback.

## Summary of Feedback by Stakeholder type:

### Part 1 – Crops, Pasture and Seeds

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	The IRC stakeholder was eager to review the BAC materials and to make sure they, and the seeds materials, were up to date	Seeds and BAC training altered to align with current industry practices.
<b>Peak Industry Bodies</b>	Peak Industry Bodies nationally were keen to see the BAC units updated to incorporate new technologies, which their members are using in the field. These bodies were also eager to see seeds units that were fit for purpose and deliverable.	BAC units updated to factor in the new technologies being used in the sector. Seeds units changed to reflect actual job tasks and, with recommendation to be included in an Agriculture qualification as a stream of study, they were to have an appropriate vehicle to be taught within.
<b>Employers (Non-IRC)</b>	Employers were eager to see the BAC units updated to include modern concepts such as precision agriculture	BAC units updated to include modern practice, such as precision agriculture.
<b>Registered Training Organisations (RTOs)</b>	The RTO's feedback reflected that of greater industry. They wanted seeds units that could realistically be put on scope, and updates to the BAC units to reflect industry practice.	BAC units updated to include modern practice, such as precision agriculture.
<b>State and Territory Training Authorities (STAs)</b>	The two STA's feedback was around the style of the training documents, making sure they aligned with how these documents should be written	All training documents were written to

### Part 2 – Dairy and Milk Harvesting

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	The IRC person who offered feedback was eager to see the addition of the inclusion of the milking machine technician information into the units of competency.	These skills have been added into the units of competency where appropriate.
<b>Peak Industry Bodies</b>	Peak industry bodies feedback complemented that of the IRC person, giving feedback that their members often experience a breakdown of these machines on site, and when this happens the proceedings stand to a halt until an expert comes from offsite to fix the	These skills have been added into the units of competency where appropriate.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	issue. In remove areas this can sometimes take days or weeks.	
<b>Employers (Non-IRC)</b>	Industry employers were eager to make sure that the units were applicable to different species of animals that are milked in Australia	All units were written in such a way as that they apply to all milked animals.
<b>Registered Training Organisations (RTOs)</b>	The RTO sector's comments complemented that of the employers and peak industry associations.	All units were written in such a way as that they apply to all milked animals. Machine technician skills have been added into the units of competency where appropriate.
<b>State and Territory Training Authorities (STAs)</b>	The STA feedback was limited to a broad acknowledgement that the state in question had no further feedback at the validation and public consultation phases of the project and was pleased with the progress of the projects so far.	Not applicable.
<b>Unions</b>	Union feedback was concerned with best industry practice.	Units updated to include current industry practices as outlined by stakeholders who offered their feedback.

### Part 3 – Landscape Construction and Design

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	Revision required to more accurately describe job functions and the range of tasks that landscapers are required to perform. Updates made to incorporate the latest technologies, equipment and advances in landscape construction and design, as well as current regulations and consumer trends. Need to develop training support Australia's burgeoning therapeutic horticulture sector	All components reviewed and improved based on stakeholder feedback and advice. 1 new 'outdoor tiling' unit was developed to meet increased consumer demand in this area. Qualifications restructured and improved by adding new units for Class 10 building construction, and new landscape design units. One unit and one skill set (not for endorsement) has been developed to support Australia's burgeoning therapeutic horticulture sector.
<b>Peak Industry Bodies</b>	Need for qualifications that provide clear career pathways for Landscape Construction and also for Landscape Design	Title and structure of qualifications changed to better reflect career pathways, new units added to qualifications. <i>Certificate IV in Landscape Construction Management</i> was redesigned to include two landscaping units for Class 10 building construction to meet licensing requirements in certain states. The <i>Certificate IV in Landscape Design</i> was redesigned to include seven core units covering design and construction to meet national industry skill requirements relevant to entry level design job roles in the landscape design industry.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Employers (Non-IRC)</b>	Industry expectation is that these improved qualifications will lead to increased enrolments in the future.	Qualifications and units reviewed and are now deemed 'fit-for-purpose' to meet industry's needs
<b>Regulators</b>	Not applicable	Two new units developed in Class 10 building construction to address licensing requirements in some states if required.
<b>Registered Training Organisations (RTOs)</b>	Training and assessment requirements need to be clear, unambiguous, and deliverable by RTOs.	Wording clarified, especially relating to specific landscaping techniques, equipment, and materials. Added Performance Evidence frequency to all units, clarified Assessment Condition requirements. Added safety and health in the workplace and personal protective equipment to several units.
<b>Training Boards/Other</b>	Ensure pathways between skill sets and qualifications are clear.	Units of competency included in Skill Sets have been included in relevant qualifications to support the pathways between each component. Note that pathways to qualifications not included in this project will be addressed in future projects.
<b>State and Territory Training Authorities (STAs)</b>	<p>Certificate IV in Landscape Design - Primary concern is the inclusion of only one unit (AHCDES402 Develop landscape designs) that includes the principles of design in the KE (one dot point without an indication of the depth and breadth of knowledge) leading to the possibility of graduates having limited skills and knowledge in many aspects of design. The design focus of the core and therefore the course is considerably weakened.</p> <p>Recommendations included:</p> <ul style="list-style-type: none"> <li>• Restoring two units to strengthen landscape design skill and knowledge in the core to qualify the qualification title as a landscape design course.</li> <li>• CUADES305 Source and apply information on the history and theory of design</li> <li>• AHCDES4XX Apply the principles of sustainability to landscape design</li> <li>• Restoring the unit relating to 2-D drawing to the core to equip the student with the knowledge and skill to support their CAD designs with</li> </ul>	<p>Following consultation with the STAs from VIC and WA plus members of the SMEWG including a member of the AHLCLM IRC, the following resolutions were agreed:</p> <p>The job outcome for the qualification was updated to ensure that it was clear that individuals undertaking this entry level qualification reflected entry level design job roles in the landscape design industry.</p> <p>Packaging rules changed with an increase to the number of units to be completed from 12 to 13 seeing the core increased from 5 to 7 and the electives reduced from 7 to 6. This allowed the inclusion of <i>AHCDES402 Apply sustainability principles to landscape design</i> and <i>CUADES305 Source and apply information on the history and theory of design</i> into the core of the qualification.</p> <p>Minor edits were also made on <i>AHCDES402 Apply sustainability principles to landscape design</i> to ensure the tasks reflected an AQF level 4 job role with changes to the performance criteria, performance evidence and knowledge evidence.</p> <p>All parties agreed that AHCDES405 Produce 2-D architectural landscape drawings using CAD should remain in the Group A elective bank and that the qualification has now the required design focus.</p>



Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	<p>professionally crafted presentation drawings and included images.</p> <ul style="list-style-type: none"> <li>AHCDES4XX Produce 2-D architectural landscape drawings using CAD</li> </ul>	
<b>Unions</b>	Not applicable	Not applicable

#### Part 4 – Parks and Gardens

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	Supported revision of lower-level qualifications to support strong pathways into the industry and deletion of Certificate IV and Diploma qualifications but with higher level units reviewed, improved, and incorporate these into the horticulture suite of qualifications when those qualifications are reviewed in the future.	This approach has been adopted and the reviewed higher-level units will be incorporated into the horticulture suite of qualifications when next reviewed.
<b>Peak Industry Bodies</b>	<p>As above</p> <p>Due to no related industry positions to this qualification, there is minimum industry demand for this qualification. This is not expected to change in the future.</p> <p>Due to limiting training providers providing this course and limited positions within industry requiring these skill sets. This is not expected to change in the future.</p>	<p>As above</p> <p><i>Certificate IV in Parks and Gardens</i> proposed for deletion.</p> <p><i>Diploma of Parks and Gardens Management</i> proposed for deletion</p>
<b>Employers (Non-IRC)</b>	Support for the PGD5 group of units to be incorporated into higher level horticulture qualifications	This approach has been adopted and the reviewed higher-level units will be incorporated into the horticulture suite of qualifications when next reviewed.
<b>Regulators</b>	Not applicable	Not applicable
<b>Registered Training Organisations (RTOs)</b>	Implement a maintenance program for an aquatic environment is difficult to implement practically due to lack of resources, equipment and timing. Is it possible to do a mock scenario?	The SME WG advised that this unit should be assessed in a workplace setting or an environment that accurately represents workplace conditions.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Training Boards/Other</b>	Consider rewording performance evidence to include 'recycling where possible' and excess materials as a first option.	Reworded performance evidence to 'cleaned up the site and disposed of or recycled waste', added KE 'methods of disposing of waste to minimise damage to the environment'.
<b>State and Territory Training Authorities (STAs)</b>	<i>AHCPGD5XX Manage parks and reserves</i> . Will this unit be listed in a qualification/s? I was not able to find the draft unit listed in a qualification in the Parks and Gardens or the Landscaping projects. At the moment the unit AHCPGD5XX appears to be an orphan unit.	This unit replaces <i>AHCPGD503 Manage parks and reserves</i> which is in the following qualifications: <i>AHC50416 Diploma of Horticulture</i> and <i>AHC51120 Diploma of Conservation and Ecosystem Management</i> .
<b>Unions</b>	Not applicable	Not applicable

#### Part 5 – Animal Reproduction

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	Eager to ensure the current qualifications, units of competency and skill sets (not for endorsement) be reviewed to reflect current industry practices, terminology, use of technology, and to address skill gaps within the industry.	All components reviewed in consultation with subject matter experts representing all relevant livestock animal producers.
<b>Peak Industry Bodies</b>	Terminology updated to ensure relevance to different livestock species. Assessment frequency to include accuracy in several units. Animal welfare implications of the Conduct dropped ovary technique procedures for spaying cattle and Pregnancy test livestock units. Different legislative and regulatory requirements across different states and territories. Some states only veterinarians can perform these techniques and other states will allow accredited laypersons to perform these tasks.	Terminology updated as per stakeholder feedback and advice. Accuracy rates added to several units to ensure competency has been achieved.  Changes made to wording to clarify previous experience required, animal welfare legislative, regulatory and codes of practice requirements e.g., 'Users are advised to check with the relevant State or Territory regulatory authority' and clarification of ultrasound and manual palpation techniques used and the species of animals e.g., This unit is not to be used for pregnancy testing horses. Units edited to allow for use across different states and territories depending on the legislation and regulations.
<b>Employers (Non-IRC)</b>	Pork industry representative supported adding a biosecurity unit to the existing Pork Industry Stockperson Skill Set (not for endorsement)	AHCBIO303 Apply biosecurity measures added to Pork Industry Stockperson Skill Set (not for endorsement)

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Registered Training Organisations (RTOs)</b>	AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle is critical to a new Qld accreditation system which will pass Parliament in mid-2021. The scheme provides an accreditation pathway for non-vet spayers based on attaining competency in this unit. The industry has funded the development of and pilot testing of new training and assessment resources and RPL systems for this unit to commence later in 2021. The Mate pigs and monitor dry sow performance unit is two separate tasks and should be split into two separate units.	AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle revised and retained.  Unit split into Mate pigs naturally and Monitor dry sow performance units
<b>Training Boards/Other</b>	Access to the Pregnancy test livestock unit is important for the Northern Territory due to the shortage to access veterinarians. Learners should be assessed on 20 animals minimum at 100% accuracy. This unit should be at AQF3	Performance evidence changed to minimum of twenty animals with an accuracy of 95%. Unit changed to AQF3 level.
<b>State and Territory Training Authorities (STAs)</b>	The STA feedback was limited to a broad acknowledgement that the state in question had no further feedback at the validation and public consultation phases of the project and was pleased with the progress of the projects so far.	Not applicable.

## Part 6 – The Rehabilitation of Mined Land

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	Feedback related to ensuring that a base level of training be created for an emerging sector	Certificate III in Conservation and Ecosystem Management updated to include a rehabilitation of mined land specialisation, 4 skill sets (not for endorsement) developed to allow graduates the skills to work in the sector
<b>Peak Industry Bodies</b>	Feedback related to ensuring that a base level of training be created for an emerging sector.	Certificate III in Conservation and Ecosystem Management updated to include a rehabilitation of mined land specialisation, 4 skill sets (not for endorsement) developed to allow graduates the skills to work in the sector
<b>Employers (Non-IRC)</b>	Eager to make sure that training works for the rehabilitation of a large, mined site and a smaller mined site. Stakeholders wishes to see that training	Training adaptable to suit either a large or small mining operation. Training written in such a way that allows for use in former oil piping sites.

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
	works for sites that were disturbed by oil piping as well as mining.	
<b>Registered Training Organisations (RTOs)</b>	Eager to make sure that training works for the rehabilitation of a large, mined site and a smaller mined site. Stakeholders wishes to see that training works for sites that were disturbed by oil piping as well as mining.	Training adaptable to suit either a large or small mining operation. Training written in such a way that allows for use in former oil piping sites.
<b>State and Territory Training Authorities (STAs)</b>	Feedback related to make sure training is written in accordance with training package rules and regulations	Training materials written accordingly.
<b>Unions</b>	No union specific feedback was received from the union representative who offered feedback. Their feedback related to making sure that the training was accessible for EAL and low English students	Training factored in EAL and low English capacity students.

## Summary of Issues raised during stakeholder consultation

### Part 1 – Crops, Pasture and Seeds

There were no issues raised during consultation. All discussions resulted in mutually agreed upon outcomes, with resolutions being achieved during discussions within the project. No further action is required.

### Part 2 – Dairy and Milk Harvesting

There were no issues raised during consultation. All discussions resulted in mutually agreed upon outcomes, and the project was small enough to incorporate feedback in a way that did not result in issues being formed and raised.

### Part 3 – Landscape Construction and Design

There were no issues raised during consultation. All discussions resulted in mutually agreed upon outcomes, with resolutions being achieved during discussions within the project. No further action is required.

### Part 4 – Parks and Gardens

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
During the development process, advice from the SMEWG lead to proposed core changes in the <i>Certificate III Parks and Gardens</i> qualification. Concerns were	Request to remove <i>AHCMOM304 Operate machinery and equipment</i> from the core of <i>AHC31021 Certificate III in Parks and Gardens</i>	This feedback was taken to the SMEWG for discussion and consideration in preparation for Validation, however the SMEWG did not support the feedback and retained the unit.

<p>raised by a stakeholder during public consultation, and they did not support the inclusion of a unit in the core of the qualification.</p>		<p>The stakeholder escalated their concerns about the inclusion of the core unit, and as such the matter was raised to the AHCLM IRC for their consideration and resolution.</p> <p>The IRC discussed different machinery types and use in a parks and gardens context, disagree with the stakeholder feedback and do not support a level 2 unit going into the <i>Certificate III Parks and Gardens</i> qualification as a core unit. It was stated that learners need to operate at a trade level and operate more complex machinery and therefore agreed that <i>AHCMOM304 Operate machinery and equipment</i> should remain as a core unit within the <i>Certificate III Parks and Gardens</i> qualification</p>
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### Part 5 – Animal Reproduction

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
<p>The Veterinary Surgeon's Board of Western Australia (VSBWA) provided a submission detailing animal welfare concerns pertaining to two units; <i>Pregnancy test livestock</i> and <i>Conduct dropped ovary technique procedures for spaying cattle</i>.</p>	<p>These two units are critical to the delivery of a new accreditation scheme developed and soon to be implemented in Queensland (and across the Top End of Australia) that permits non-veterinary, accredited laypersons to complete these tasks.</p>	<p>The units were revised to address the VSBWA's concerns in consultation with industry and the peak industry body implementing the new accreditation scheme. The VSBWA has confirmed the changes to units now address their concerns and the two units have been validated. The two units have had low/no enrolments in the past, but the new accreditation scheme will drive increased enrolments in the future.</p>

### Part 6 – The Rehabilitation of Mined Land

There were no issues raised during consultation. All discussions resulted in mutually agreed upon outcomes, and the project was small enough to incorporate feedback in a way that did not result in issues being formed and raised.

## Attachment D: Mandatory Workplace Requirements in Training Products

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

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
Not applicable	There are no Mandatory Workplace Requirements in any of the proposed units in any of the projects undertaken.	All units must be assessed in an environment that reflects a real workplace and is set up with the appropriate equipment, systems, and guiding procedures that reflect an actual workplace.	Not applicable

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

### No Enrolment:

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

#### Part 1 – Crops, Pasture and Seeds

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCSDP301 Undertake preparation of land for seed crops	Deletion	Not applicable
AHCSDP302 Establish seed crops	Deletion	Not applicable
AHCSDP303 Maintain seed crops	Deletion	Not applicable
AHCSDP304 Harvest seed crops	Deletion	Not applicable
AHCSDP401 Plan a seed crop establishment program	Deletion	Not applicable
AHCSDP402 Supervise seed crop establishment	Deletion	Not applicable
AHCSDP403 Plan and implement seed crop maintenance	Deletion	Not applicable
AHCSDP404 Supervise seed crop harvesting	Deletion	Not applicable
AHCSDP405 Inspect a seed crop for quality assurance purposes	Deletion	Not applicable
AHCSDT301 Prepare a working sample	Retention	This unit will form a part of a seed's specialisation in the future Certificate III in agriculture, and will thus be mandatory for study
AHCSDT302 Identify seeds	Retention	This unit will form a part of a seed's specialisation in the future Certificate III in agriculture, and will thus be mandatory for study
AHCSDT303 Perform a fluorescence test on seeds	Retention	This unit has been merged with others to form the new unit-AHCSDT308 Perform tests for quality on seeds

Units of Competency		
AHCSDT304 Perform a seed purity analysis	Retention	This unit has been merged with others to form the new unit-AHCSDT308 Perform tests for quality on seeds
AHCSDT305 Perform a seed moisture test	Retention	This unit has been merged with others to form the new unit-AHCSDT308 Perform tests for quality on seeds
AHCSDT306 Perform a seed germination test	Retention	This unit has been merged with others to form the new unit-AHCSDT308 Perform tests for quality on seeds
AHCSDT307 Perform a 'Determination of other Seeds by Number' test	Retention	This unit has been merged with others to form the new unit-AHCSDT308 Perform tests for quality on seeds
AHCSDT401 Maintain a quarantine approved laboratory	Retention	This unit will form a part of a seed's specialisation in the future Certificate IV in agriculture, and will thus be mandatory for study
AHCSDT402 Prepare and maintain a seed reference collection	Deletion	Not applicable
AHCSDT403 Perform an Anguina test on annual ryegrass seed	Retention	This unit has been merged with others to form the new unit- AHCSDT412 Perform advanced tests on seeds
AHCSDT404 Develop and implement laboratory policy and procedures	Deletion	Not applicable
AHCSDT405 Handle and store quarantinable materials	Retention	This unit will form a part of a seed's specialisation in the future Certificate IV in agriculture and will thus be mandatory for study. It has been changed significantly and now will be called AHCSDT413 Handle and store seed subject to quarantine regulations.
AHCSDT406 Undertake internal audits in a seed laboratory	Deletion	Not applicable
AHCSDT407 Perform an endophytic seed test	Retention	This unit has been merged with others to form the new unit- AHCSDT412 Perform advanced tests on seeds
AHCSDT408 Perform an electrophoresis test on a seed sample	Retention	This unit has been merged with others to form the new unit- AHCSDT412 Perform advanced tests on seeds
AHCSDT409 Perform a tetrazolium test	Retention	This unit has been merged with others to form the new unit- AHCSDT412 Perform advanced tests on seeds
AHCSDT410 Perform a seed vigour test	Retention	This unit has been merged with others to form the new unit- AHCSDT412 Perform advanced tests on seeds
AHCSDT411 Perform a 1000 seed weight test	Retention	This unit has been merged with others to form the new unit- AHCSDT412 Perform advanced tests on seeds
AHCSPO301 Operate a screen cleaner for seed processing	Retention	This unit has been merged with others to form the new unit- AHCSPO309 Process planting seed



<b>Units of Competency</b>		
AHCSP0302 Operate an indent cylinder	Retention	This unit has been merged with others to form the new unit- AHCSP0309 Process planting seed
AHCSP0303 Operate a gravity table	Retention	This unit has been merged with others to form the new unit- AHCSP0309 Process planting seed
AHCSP0304 Operate seed modification machinery	Retention	This unit has been merged with others to form the new unit- AHCSP0309 Process planting seed
AHCSP0305 Operate seed treatment machinery	Retention	This unit will form a part of a seed's specialisation in the future Certificate III in agriculture and will thus be mandatory for study.
AHCSP0306 Operate specialised seed processing machinery	Retention	This unit has been merged with others to form the new unit- AHCSP0309 Process planting seed
AHCSP0307 Handle, package and store commercial quantities of seed	Retention	This unit has been merged with others to form the new unit- AHCSP0309 Process planting seed
AHCSP0308 Sample seed before and after processing	Retention	This unit has been merged with others to form the new unit- AHCSP0309 Process planting seed
<b>Qualifications</b>		
<b>Qualification Code/ Name of Qualification</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
AHC32116 Certificate III in Commercial Seed Processing	Deletion	Not applicable
AHC33416 Certificate III in Seed Production	Deletion	Not applicable
AHC33516 Certificate III in Seed Testing	Deletion	Not applicable
AHC41416 Certificate IV in Seed Production	Deletion	Not applicable
AHC41516 Certificate IV in Seed Testing	Deletion	Not applicable

## Part 2 – Dairy and Milk Harvesting

<b>Units of Competency</b>		
<b>Unit Code/ Name of Unit</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>

AHCMKH303 Service and repair milking equipment	Deletion	Not applicable
AHCMKH304 Monitor and establish milking machine cleaning	Deletion	Not applicable

### Part 3 – Landscape Construction and Design

<b>Units of Competency</b>		
<b>Unit Code/ Name of Unit</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
Not applicable	Not applicable	Not applicable
<b>Qualifications</b>		
<b>Qualification Code/ Name of Qualification</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
AHC42021 Certificate IV in Landscape Construction Management	Retention	<p>There are two issues related to there being no enrolments in this qualification, namely, there are no RTOs with this qualification on their scope of registration, and the qualification did not align with the job roles or the industry licensing requirements of several jurisdictions. This qualification has undergone significant review and redevelopment to better align with job roles and licensing requirements.</p> <p>This qualification is believed to be critical to the industry moving forward as it is aligned with current licensing requirements and is seen as providing a platform for future development of national licensing.</p> <p>Feedback from both industry and RTOs indicates that the redeveloped qualification will be well received and that there are several RTOs that are considering adding this qualification to their scope of registration.</p>
AHC52021 Diploma of Landscape Construction Management	Retention	<p>There are two issues related to there being no enrolments in this qualification, namely, there are no RTOs with this qualification on their scope of registration, and the qualification did not align with the job roles or the industry licensing requirements of several jurisdictions. This qualification has undergone significant review and redevelopment to better align with job roles and licensing requirements.</p> <p>This qualification is believed to be critical to the industry moving forward as it is aligned with current licensing requirements and is seen as providing a platform for future development of national licensing.</p> <p>Feedback from both industry and RTOs indicates that the redeveloped qualification will be well received and that there are several RTO's that are considering adding this qualification to their scope of registration.</p>

AHCSS00038 Landscape Business Skill Set (not for endorsement)	Deletion	Not applicable
AHCSS00039 Landscape Design Skill Set (not for endorsement)	Deletion	Not applicable
AHCSS00040 Landscape Plant Management Skill Set (not for endorsement)	Deletion	Not applicable
AHCSS00041 Landscape Professional Practice Skill Set (not for endorsement)	Deletion	Not applicable

#### Part 4 – Parks and Gardens

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
Not applicable	Not applicable	Not applicable
Qualifications		
Qualification Code/ Name of Qualification	Proposed for retention/deletion	Rationale for Retention
Not applicable	Not applicable	Not applicable

#### Part 5 – Animal Reproduction

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCLSK340 Mate and monitor reproduction of alpacas	Retention	Although the unit has no enrolment numbers, this unit is required to meet industry needs and is expected to increase in enrolment numbers as the practice of mating alpacas increases with the growth in this industry sector and therefore becomes more widespread throughout the industry. At least one RTO has advised of learners enrolled for 2021 and more enrolments scheduled for 2022.
AHCPLY301 Artificially inseminate poultry	Deletion	Not applicable

Part 6 – The Rehabilitation of Mined Land  
*Not applicable*

Low Enrolment:

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

Part 1 – Crops, Pasture and Seeds

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCBAC303 Prepare to receive seeds and grain	Retention	Industry have advised that this unit is on the scope for an increasing number of RTOs and may be delivered more frequently in the future. Content has been updated in a way that should make it more attractive for delivery. The job functions described within it are extremely important for someone working in the sector, and when the new seeds specialisation is developed in the agriculture qualifications, this unit will for a part of it.
AHCBAC304 Test grains and seeds on arrival	Retention	Industry have advised that this unit is on the scope for an increasing number of RTOs and may be delivered more frequently in the future. Content has been updated in a way that should make it more attractive for delivery. The job functions described within it are extremely important for someone working in the sector, and when the new seeds specialisation is developed in the agriculture qualifications, this unit will for a part of it.
AHCBAC408 Manage agricultural crop production	Retention	Unit intended to be delivered by new RTOs in 2021/ 2022
AHCBAC502 Manage forage conservation	Retention	Unit intended to be delivered by new RTOs in 2021/ 2022
AHCBAC506 Manage the harvest of crops	Retention	Unit intended to be delivered by new RTOs in 2021/ 2022

Part 2 – Dairy and Milk Harvesting

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCDRY305 Conduct mechanical tests on milking machines	Retention	RTOs that participated in the project have suggested that they will put the unit on scope. Unit sector was the given reason why there were no enrolments, as many RTOs did not

<sup>1</sup> Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years (this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018)

		know of MKH sector, with DRY thought to be the only dairy cluster of units. This unit has now been moved to the DRY unit sector. Industry also wished to stress the increasing importance of the unit for the work that they do and are encouraging more RTOs to put the unit on scope.
AHCDRY304 Carry out routine service of milking equipment	Retention	RTOs that participated in the project have suggested that they will put the unit on scope. Unit sector was the given reason why there were no enrolments, as many RTOs did not know of MKH sector, with DRY thought to be the only dairy cluster of units. This unit has now been moved to the DRY unit sector. Industry also wished to stress the increasing importance of the unit for the work that they do and are encouraging more RTOs to put the unit on scope.

### Part 3 – Landscape Construction and Design

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCLSC314 Implement a tree transplanting program	Retention	Although this unit has had low enrolments it has undergone significant review and redevelopment to align with contemporary industry practice. As a result, it is expected that enrolment numbers in this unit will increase.
Qualifications		
Qualification Code/ Name of Qualification	Proposed for retention/deletion	Rationale for Retention
Not applicable	Not applicable	Not applicable

### Part 4 – Parks and Gardens

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCPGD503 Manage parks and reserves		75% of feedback received supported the retention of this unit. Although the unit has low enrolment numbers (compared to the National average), it is required to meet industry needs and there have been major changes made to the elements and performance criteria of this unit to reflect contemporary industry practice. As a result of this review, it is expected that there will be a renewed interest in this unit and an increase in enrolment numbers. This is even more evident given the increased emphasis that COVID-19 has made on the social impact, mental health, and physical wellbeing that well managed parks and reserves has on the community.

AHCPGD504 Develop and implement a streetscape management plan		87% of feedback received supported the retention of this unit. Although the unit has low enrolment numbers (compared to the National average), it is required to meet industry needs and is expected to increase in enrolment numbers as local council and government programs have a renewed interest and focus on the maintenance and increase in streetscape areas to support the community and mitigate climate change and urban heat-island effects. Streetscapes, parks, gardens and reserves have had a renewed emphasis resulting from COVID-19 and as such are seen as areas of vital need to society. This has and will see an increased need in suitably trained staff to meet this need.
Qualifications		
Qualification Code/ Name of Qualification	Proposed for retention/deletion	Rationale for Retention
AHC40516 Certificate IV in Parks and Gardens	Deletion	Not applicable
AHC50716 Diploma of Parks and Gardens Management	Deletion	Not applicable

#### Part 5 – Animal Reproduction

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCLSK338 Conduct dropped ovary technique procedures for spaying cattle	Retention	75% of feedback received supported the retention of this unit. This unit is linked to regulation and certification requirements in several jurisdictions. The unit is critical to a new Queensland accreditation system due for submission to state Parliament in mid-2021. The scheme provides an accreditation pathway for non-vet spayers based on attaining competency in this unit. The industry has funded the development of and pilot testing of new training and assessment resources and RPL systems for this unit to commence later in 2021. Enrolment growth is expected in future as all lay spayers in Queensland will have to obtain this unit from later in 2021 onward. It is expected that other states will likely follow suit. Employment growth expected as spaying is a critical husbandry activity across Northern Australia in the large grazing herds of the grass-fed beef industry. The legislation and regulation in Queensland has been drafted requiring all non-vets to obtain accreditation based on this unit.
AHCLSK507 Plan, monitor and evaluate strategies to improve livestock through genetics	Retention	100% of feedback received supported the retention of this unit. Although the unit has low enrolment numbers (compared to the National average), this unit is required to meet industry needs and is expected to increase in enrolment numbers as the practice of improving livestock through genetics becomes common practice and therefore more widespread throughout the industry.

<b>Qualifications</b>		
<b>Qualification Code/ Name of Qualification</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
AHC50216 Diploma of Pork Production	Deletion	Not applicable

Part 6 – The Rehabilitation of Mined Land  
*Not applicable*

# Training Package Quality Assurance

## Attachment F: Quality assurance reports

### Independent Quality Report

#### Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>AHC Agriculture, Horticulture and Conservation and Land Management V7.0</b>
Number of new qualifications and their titles <sup>2</sup>	<b>1</b> AHC42421 Certificate IV in Landscape Design
Number of revised qualifications and their titles	<b>9</b> AHC20621 Certificate II in Parks and Gardens AHC21621 Certificate II in Landscaping AHC30221 Certificate III in Dairy Production AHC30921 Certificate III in Landscape Construction AHC31021 Certificate III in Parks and Gardens AHC31421 Certificate III in Conservation and Ecosystem Management AHC42021 Certificate IV in Landscape Construction Management AHC50621 Diploma of Landscape Design AHC52021 Diploma of Landscape Construction Management
Number of new units of competency and their titles	<b>10</b> AHCDES401 Apply construction techniques to landscape design AHCDES402 Apply sustainability principles to landscape design AHCDES403 Develop landscape designs AHCDES404 Prepare simple landscape drawings AHCDES405 Produce 2-D landscape drawings using CAD software AHCDES507 Produce drawings for landscape design projects using CAD software AHCLSC315 Implement an outdoor tiling project AHCLSC402 Apply building codes and standards to the construction process for Class 10 buildings AHCLSC403 Apply structural principles to Class 10 buildings AHCTHH401 Develop a therapeutic horticulture design brief
Number of revised units of competency and their titles	<b>103</b> (Attachment 1)

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



## Training Package Quality Assurance

Information required	Detail
<p>Confirmation that the panel member is independent of:</p> <ul style="list-style-type: none"> <li>• the Training Package or Training Package components review ('Yes' or 'No')</li> <li>• development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	<p>I confirm that I, Maree Thorne, am independent of:</p> <ul style="list-style-type: none"> <li>• the Training Package or Training Package components' review (Yes)</li> <li>• development and/or validation activities associated with the Case for Endorsement (Yes)</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (Yes)</li> </ul>
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	<b>Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Standards for Training Packages 2012</i></b>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	<b>Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Products Policy</i></b>
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	<b>Yes, I confirm that the Training Package components for endorsement are compliant with the <i>Training Package Development and Endorsement Process Policy</i></b>
<p>Panel member's view about whether:</p> <ul style="list-style-type: none"> <li>• the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>• estimated impact of the proposed changes is sufficient and convincing</li> </ul>	<p>It is the panel member's view that the evidence of consultation and validation is fit for purpose and commensurate with the scope of the projects. Across the six projects, the CfE notes engagement of 260 stakeholders including state/national peak industry bodies, STAs, state and federal departments, RTOs and employers with all jurisdictions represented in some way. It was noted during the QA process that consultation with STA stakeholders was continued to resolve issues related to the new qualification, which is intended to replace state based accredited courses, with confirmation that agreement had been reached prior to finalisation. The CfE indicates that users, including industry, RTOs currently and/or potentially delivering the revised components, STAs and authorities intending to align components to future accreditation schemes, are aware of and supportive of the proposed changes.</p>
Name of panel member completing Quality Report	<b>Maree Thorne</b>
Date of completion of the Quality Report	<b>17 September 2021</b>

# Training Package Quality Assurance

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

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p><b>Standard 1</b></p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes</li> </ol>	<p><b>Yes</b></p>	<p>The proposed components of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0 meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:</p> <ul style="list-style-type: none"> <li>• one new qualification</li> <li>• nine revised qualifications</li> <li>• 10 new and 103 revised units of competency, each with associated assessment requirements</li> </ul> <p>The CfE specifies that no credit arrangements exist for the qualification for endorsement at the time of development.</p> <p>The AHC Agriculture, Horticulture and Conservation and Land Management Training Package V7.0 Companion Volume Implementation Guides (CVIG) Parts 1 and 2 provide implementation advice, have been updated to include the new and revised qualifications and new and revised units of competency, as well minor qualification changes, and have been quality assured in this process.</p> <p>Four agriculture qualifications where units from this project have been added as minor changes have not been quality assured in this process.</p>

## Training Package Quality Assurance

<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p>Yes</p>	<p>Skills Impact has complied with the requirements of the <i>Standards for Training Packages 2012</i> for the one new and six revised qualifications, as well as the 10 new and 103 revised units of competency and their associated assessment requirements.</p> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• Compliance with coding and titling of qualifications and units of competency. Qualifications reviewed with changes have been recoded. Minor changes to qualifications updated as release versions have not been quality assured. Where units of competency have undergone review with changes to performance criteria, knowledge or performance evidence or assessment conditions, codes have been changed.</li> <li>• There are no entry requirements for the qualifications</li> <li>• Pre-requisite units have been minimised. One new unit of competency (<i>AHCLSC4003 Apply building codes and standards to the construction process for Class 10 buildings</i>) has a prerequisite requirement</li> <li>• QA confirmed with Skills Impact that units proposed for deletion meet the Training Package Products Policy (TPPP) that the skills and knowledge are not required by industry (5.2.1). Units proposed for deletion in these projects, but still listed in qualifications outside the scope of these projects will be considered in subsequent reviews and not deleted from the national framework in this CfE</li> <li>• Packaging rules in the qualification are clear and meet the requirements of the TPPP, including imported units and use of elective groups. The CfE indicates industry confirmation that the competencies are sufficient for a broad range of typical jobs in the industry sectors represented by the qualifications</li> <li>• The CVIG includes information about access and equity including reasonable adjustment to accommodate learners with disabilities or particular needs</li> <li>• The CVIG outlines how Foundation Skills have been addressed in units of competency</li> <li>• Information about pathways, and qualification and unit mapping to inform users of changes to both equivalent and not equivalent</li> </ul>
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## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		<p>components and new products is clearly provided in the CVIG</p> <ul style="list-style-type: none"> <li>• The availability of seven (six new and one revised) skill sets included in this CfE provides additional flexibility and pathway options for individuals and industry</li> </ul>
<p><b>Standard 3</b></p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<b>Yes</b>	<p>The CfE provides detailed information about Skills Impact's development and endorsement processes of the draft components, including alignment to and compliance with ASIC's Activity Order, comprising three Cases for Change:</p> <ul style="list-style-type: none"> <li>• Unit Sector Review Year 2, including projects in: <ul style="list-style-type: none"> <li>• Crops, Pasture and Seeds</li> <li>• Dairy and Milk Harvesting</li> <li>• Landscape Construction and Design</li> <li>• Parks and Gardens</li> </ul> </li> <li>• Animal Reproduction</li> <li>• Rehabilitation of Mined Land</li> </ul> <p>The CfE outlines details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices.</p> <p>Establishment of Subject Matter Expert Working Groups (SMEWG) to initiate workforce functional analyses, site visits and face to face consultation in the early project stages, as well as subsequent engagement with stakeholders via newsletters, emails and opportunities for web conferences is comprehensively detailed in the CfE.</p> <p>Summaries of feedback, responses and actions for all projects were available on the Skills Impact website and were examined in the quality assurance process to validate stakeholder agreement.</p>
<p><b>Standard 4</b></p> <p>Units of competency specify the standards of performance required in the workplace</p>	<b>Yes</b>	<p>All units of competency were reviewed. The standards of performance required in the workplace are presumed to be confirmed through stakeholder consultation and validation during development.</p>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	<p><b>Yes</b></p>	<p>As expressed in the Editorial Report, 'each draft unit of competency follows the template requirements covering code, title, application, unit sector, elements, performance criteria, foundation skills and unit mapping information'.</p> <p>Where units of competency have occupational licensing or accreditation requirements or are impacted by legislation and/or local regulations, relevant wording is included in the units, including to check with the relevant authority for specific requirements where requirements may vary across jurisdictions.</p> <p>Recommendations offered in the QA process to ensure components follow the required descriptors outlined in the template (for example, elements expressed as outcomes, performance criteria expressed as standards, inclusion of explicit foundation skills) were either adopted by Skills Impact or response provided as to why the recommended change would not be made.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p><b>Yes</b></p>	<p>All Assessment requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment.</p> <p>Reference to frequency ('on at least one occasion' etc) of Performance Evidence is stated, as are Assessment Conditions in relation to resources necessary to meet assessment requirements.</p> <p>QA feedback recommended that frequency of performance may be strengthened for consistency by defining required parameters of product or process volume. Skills Impact advised industry had specifically required and confirmed the adequacy of assessment requirements.</p>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 7  Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	<b>Yes</b>	All units of competency have associated assessment requirements, including Performance Evidence, Knowledge Evidence, Assessment Conditions and a link to the AHC CVIG, as required by the Assessment Requirements template.
Standard 8  Qualifications comply with the Australian Qualifications Framework specification for that qualification type	<b>Yes</b>	The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met by the specified packaging rules and elective selection supported with the wording: <i>Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.</i>
Standard 9  The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	<b>Yes</b>	As stated in the Editorial Report, and confirmed in the QA process 'the draft qualifications comply with the required template'  The packaging rules specify the total number of units required and identify prerequisite units, including prescribing when prerequisite units can be used as electives in packaging (that is, if required for a selected elective).
Standard 10  Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	<b>Yes</b>	The CfE and CVIG Part 1 indicate that no national credit arrangements exist at this time for the proposed qualifications.
Standard 11  A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	<b>Yes</b>	The training package components in this submission are accompanied by the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG) Version 7.0 in two parts: <i>Part 1: Overview and Implementation</i> <i>Part 2: Component Details</i>  The AHC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 12  Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	<b>Not Applicable</b>	

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

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

#### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The components for endorsement in this CfE align to the Case for Change approved by the AISC in June 2020.</p> <p>The CfE provides details about the deletion of components not required by industry, the extent of industry consultation and stakeholder engagement and narrative about the rationales for changes that occurred in the development of the new qualification and units. It outlines involvement of the range of industry and other stakeholders, and details changes made throughout the project to meet needs of those stakeholders.</p> <p>QA notes the development of two new units in application of building codes and standards and structural principles to construction processes, which whilst significantly duplicating CPC units, are specific to Class 10 buildings that would likely be undertaken by Construction Landscapers, rather than the CPC units which include both Class 1 and 10 buildings, and therefore exceed the scope of application necessary for construction landscapers.</p>
Compliant and responds to government policy initiatives  Training package component	Yes	<p>The endorsed components respond to the COAG Industry and Skills Council's (CISC) training package reforms, specifically:</p> <ul style="list-style-type: none"> <li>• <b>foster greater recognition of skill sets</b></li> </ul>

## Training Package Quality Assurance

<p>responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> <li>• ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</li> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of skill sets</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ensure obsolete and superfluous qualifications are removed from the system</b></li> </ul> <p>The endorsed components will be supported by six new (one in Landscape Construction and Design, one in Dairy and Milk Harvesting, and four in Rehabilitation of Mined Land) and one revised skill set in Animal Reproduction.</p> <p>Eight qualifications are proposed for deletion. Where possible (for example, Rehabilitation of Mined Land and Seed) specialisations have been and/or are planned to be added to existing qualifications.</p> <p>Eight qualifications and 15 units of competency are proposed for deletion, with multiple units reviewed and merged to enable broader application.</p> <ul style="list-style-type: none"> <li>• <b>ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</b></li> </ul> <p>Components have been reviewed and updated to be inclusive of current industry practices including current terminology, addition of technology and emerging issues such as increasing community and local government importance of parks and gardens as social assets in improving mental health and well being and greening urban areas to mitigate heat-island impacts of climate change.</p> <ul style="list-style-type: none"> <li>• <b>ensure that the training system better supports individuals to move easily from one related occupation to another</b></li> <li>• <b>improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</b></li> </ul> <p>The CfE notes that in all projects, components have been streamlined, and revised for use across multiple industry sectors.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 'Where practicable units were revised for use on multiple livestock types (i.e., sheep, goats, alpaca, deer, pigs, poultry, beef and dairy cattle, etc) enabling individuals to move more easily between related occupations within the industry', and</li> </ul>
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## Training Package Quality Assurance

		<ul style="list-style-type: none"> <li>• 'The broad acre cropping (BAC) units have been updated to ensure they work in any broadacre farming operation, from grain to rice and other crop types'.</li> </ul>
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	<p>Detailed information in the CfE about drivers for the projects, discussions and decisions made by industry during development confirm new and revised components reflect contemporary job profiles and industry work, and components incorporate future orientation for these industries, including the increased application of emerging technology.</p> <p>Two units of competency in Animal Reproduction proposed for deletion due to low/no enrolments have been retained and reviewed in readiness for the implementation of an accreditation scheme in Queensland.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle
		Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	Yes	<p>Packaging rules in the qualifications enable flexibility in the selection of elective units to suit specific organisation or broader industry applications. Options to import units from other training packages enable movement within organisations, within each industry sector, and through inclusion of import units, to other sectors.</p> <p>Endorsed components will be supported by existing, including one revised skill set and seven new skill sets to provide entry, upskilling and skill movements within and across industry sectors.</p>
Promote national and international portability	Yes	<p>The CfE indicates national consensus in the development of the components, which would support promotion of national portability of the components within these industries.</p> <p>Reference is made in the CfE that units have been developed to include national legislation, codes of practice and where applicable, specific Australian Standards (AS).</p>

## Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect regulatory requirements and licensing	Yes	The CfE details occupational licensing requirements across each of the projects, specifying that whilst no components have specific licensed outcomes, in some jurisdictions there may be licencing, regulatory and accreditation requirements for the work undertaken, such as driving farm equipment on public roads, some building and construction activities, and commercial artificial breeding and insemination. Wording regarding requirement for users to check with local authorities about regulation and licencing is included in relevant components.

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

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

## Training Package Quality Assurance

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	<p>All qualifications include elective choices, and options to choose units from any other training package or accredited course, suitable to vocational requirements and context – which ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs.</p> <p>The assessment conditions of all of units, new and revised, allow for assessment to ‘demonstrated [in a workplace] or an environment that accurately represents workplace conditions’ thereby enabling flexibility of the components to meet a broad range of individual and employer needs.</p>
Support equitable access and progression of learners	Yes	<p>No qualifications specify entry requirements. Supporting skill sets provide pathways into, and skill advancement from, several qualifications.</p> <p>Only one of the 113 new and revised units of competency has a prerequisite requirement and as noted in the Equity Report the ‘draft units of competency and the assessment requirements use terminology that would be sufficiently flexible to adapt to changes in Agriculture, Horticulture, Conservation and Land Management industry processes, procedures and contexts’.</p>

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

## Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	<p>Evidence demonstrating pathways and transition between education sectors is detailed in CVIG.</p> <p>All of the proposed endorsed qualifications are recommended by the IRCs in the CfE as suitable for an apprenticeship/traineeship pathways, with three of the qualifications recommended as suitable for VET delivery to secondary school students (Certificates II in Landscaping and Parks and Gardens, and Certificate III in Conservation and Ecosystem Management)</p> <p>The CfE specifies that there are no national credit arrangements between the new and revised qualifications and Higher Education qualifications at the time of endorsement.</p> <p>Supporting skill sets provide opportunities to add to specialist skills to top up existing qualifications, or pathways into qualifications.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	<p>Industry advice about delivery implementation is provided via the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 7.0 Companion Volume Implementation Guide (CVIG) Parts 1 and 2, both of which have been quality assured in this process and are ready for publication at the same time as the Training Package components.</p> <p>As noted in the Equity Report, the CVIG provides guidance about occupational outcomes of AHC qualifications, pathways, and access and equity (including advice regarding reasonable adjustment for learners with disabilities). Information about how Foundation Skills are addressed in units of competency is included in the CVIG.</p>

## Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support sound assessment practice	Yes	The draft Units of Competency and associated Assessment Requirements include references to frequency (and sometimes volume) of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered. Knowledge and Performance Evidence requirements in the Assessment Requirements aligns to the unit of competency elements and performance criteria.
Support implementation	Yes	The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication. The Editorial Report confirms that editorial suggestions made were incorporated or explained, and recommendations made in this quality assurance process have been similarly addressed by the developer. Components contain links as required by the templates to the AHC CVIG 7.0 which has been updated to include all components being endorsed, has been quality assured in this process and is ready for publication at the same time as the Training Package components.

# Training Package Quality Assurance

## Attachment 1

### Revised Units of Competency (103)

AHCAIS202	Assist with artificial insemination procedures
AHCAIS304	Artificially inseminate livestock
AHCAIS402	Supervise artificial breeding and embryo transfer programs
AHCBAC102	Support agricultural crop work
AHCBAC205	Assist agricultural crop establishment
AHCBAC206	Assist agricultural crop maintenance
AHCBAC207	Assist agricultural crop harvesting
AHCBAC208	Prepare grain storages
AHCBAC309	Undertake preparation of land for agricultural crop production
AHCBAC311	Conserve forage
AHCBAC312	Test and grade grains and seeds on receipt
AHCBAC313	Establish pastures and crops for livestock production
AHCBAC314	Prepare to receive grains and seeds
AHCBAC315	Establish agricultural crops
AHCBAC316	Maintain agricultural crops
AHCBAC317	Undertake agricultural crop harvesting activities
AHCBAC410	Plan and implement a pasture establishment program
AHCBAC411	Manage pastures for livestock production
AHCBAC412	Supervise agricultural crop establishment
AHCBAC413	Plan and implement agricultural crop maintenance
AHCBAC414	Supervise agricultural crop harvesting
AHCBAC415	Maintain grain quality in storage
AHCBAC416	Save, prepare and store agricultural seed
AHCBAC417	Manage agricultural crop production
AHCBAC515	Manage forage conservation
AHCBAC516	Manage the harvest of crops
AHCDDES505	Prepare a landscape design
AHCDDES506	Design for construction of landscape features
AHCDDES508	Design sustainable landscapes
AHCDDES509	Assess landscape sites
AHCDRY202	Milk livestock
AHCDRY303	Coordinate and monitor milking operations
AHCDRY304	Carry out routine service of milking equipment
AHCDRY305	Conduct mechanical tests on milking machines
AHCDRY306	Operate a dairy waste utilisation system
AHCDRY402	Manage milking shed operations
AHCLSC102	Support landscape work
AHCLSC206	Assist with landscape construction work
AHCLSC207	Construct low-profile timber or modular retaining walls
AHCLSC208	Install aggregate paths
AHCLSC209	Lay paving
AHCLSC210	Install tree protection devices
AHCLSC311	Set out site for construction works
AHCLSC312	Construct brick and block structures and features
AHCLSC313	Construct stone structures and features, and install stone cladding
AHCLSC314	Implement a tree transplanting program
AHCLSC316	Implement a paving project
AHCLSC317	Construct landscape features using concrete
AHCLSC318	Erect timber structures and features
AHCLSC319	Implement a retaining wall project
AHCLSC320	Install water features
AHCLSC321	Install metal structures and features
AHCLSC404	Supervise landscape project works

## Training Package Quality Assurance

AHCLSC504	Survey and establish site levels
AHCLSC505	Manage landscape projects
AHCLSC506	Manage a tree transplanting program
AHCLSK219	Carry out birthing duties
AHCLSK220	Monitor livestock to parturition
AHCLSK330	Implement procedures for calving
AHCLSK338	Conduct dropped ovary technique procedures for spaying cattle
AHCLSK339	Pregnancy test livestock
AHCLSK340	Mate and monitor reproduction of alpacas
AHCLSK341	Coordinate artificial insemination and fertility management of livestock
AHCLSK342	Prepare animals for parturition
AHCLSK343	Prepare for and implement natural mating of livestock
AHCLSK421	Supervise natural mating of livestock
AHCLSK422	Identify and select animals for breeding
AHCLSK508	Plan, monitor and evaluate strategies to improve livestock through genetics
AHCLSK509	Develop and implement a breeding strategy
AHCLSK510	Develop production plans for livestock
AHCPGD102	Support gardening work
AHCPGD207	Plant trees and shrubs
AHCPGD208	Prepare and maintain plant displays
AHCPGD209	Prune shrubs and small trees
AHCPGD210	Transplant shrubs and small trees
AHCPGD212	Conduct visual inspection of park facilities
AHCPGD307	Implement a plant establishment program
AHCPGD308	Plan and maintain plant displays
AHCPGD309	Perform specialist amenity pruning
AHCPGD310	Implement a landscape maintenance program
AHCPGD311	Conduct operational inspection of park facilities
AHCPGD312	Implement a maintenance program for an aquatic environment
AHCPGD403	Design plant displays
AHCPGD404	Plan a plant establishment program
AHCPGD506	Manage parks and reserves
AHCPGD507	Manage plant cultural practices
AHCPGD508	Plan the restoration of parks and gardens
AHCPGD509	Develop and implement a streetscape management plan
AHCPGD510	Conduct comprehensive inspection of park facilities
AHCPRK307	Mate pigs naturally
AHCPRK308	Monitor dry sow performance
AHCPRK309	Pregnancy test pigs
AHCPRK310	Artificially inseminate pigs
AHCSDT308	Perform tests for quality on seeds
AHCSDT309	Prepare a working sample
AHCSDT310	Identify seeds
AHCSDT412	Perform advanced tests on seeds
AHCSDT413	Handle and store seed subject to quarantine regulations
AHCSDT414	Maintain a quarantine approved laboratory
AHCSP0309	Process planting seed
AHCSP0310	Treat planting seed
AHCSP0311	Handle, package and store commercial quantities of seed
AHCSP0312	Sample seed before and after processing

# Training Package Quality Assurance

## Editorial and Equity Report

### Editorial Report Template

1. Cover page	
Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 7.0
Number of new qualifications and their titles	1 New qualification: <i>See Appendix A</i>
Number of revised qualifications and their titles	9 Revised qualifications: <i>See Appendix A</i> <sup>3</sup>
Number of new units of competency and their titles	10 New units of competency: <i>See Appendix A</i>
Number of revised units of competency and their titles	103 Revised units of competency: <i>See Appendix A</i>
Confirmation that the draft training package components are publication-ready	Yes
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes', please provide a name.	Yes Anna Henderson
Date of completion of the report	14 August 2021

### 2. Content and structure

#### Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>The structure of units of competency complies with the unit of competency template.</li> </ul>	<p>Yes, each draft unit of competency follows the template requirements covering code, title, application, unit sector, elements, performance criteria foundation skills and unit mapping information. All components follow the required descriptors outlined in the template.</p>
<p>Standard 7:</p> <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	<p>Yes, the structure of the Assessment Requirements is compliant, covering performance and knowledge evidence, assessment conditions and a link to the <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG), Part 1 and 2, Version 7.0</i>. Each section of the Assessment Requirements presented follows the required template and provides volume or frequency for the performance evidence.</p>

<sup>3</sup> Five qualifications submitted as SSO upgrade (minor change – not part of the endorsement process)



## Training Package Quality Assurance

	Knowledge evidence reflects the requirements to achieve the performance evidence and unit requirements. Assessment conditions are clearly stated.
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### Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	Yes, the draft qualifications comply with the required template. Their descriptors clearly express the expected outcome which provide guidance for users. The packaging rules describe and specify the total number of units required. Explanations related to the purpose of the qualifications are described in the <i>Case for Endorsement Section 10</i> .
Standard 10: <ul style="list-style-type: none"> <li>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</li> </ul>	No national credit arrangements exist at this stage for the qualifications presented.

### Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> <li>A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</li> </ul>	Yes. The <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package CVIG Version 7.0</i> complies with all the mandatory sections in the <i>Standards for Training Package</i> template. This includes: <ul style="list-style-type: none"> <li>overview information</li> <li>key implementation information including qualification pathways, occupational outcomes, access and equity, foundation skills and safety.</li> </ul> The CVIG Version 7.0 addresses the <i>Training Package Products Policy</i> clauses noted below in the areas of <ul style="list-style-type: none"> <li>mapping and equivalence status <i>in Part 2</i></li> <li>details of changes in training products</li> <li>rationale for entry requirements</li> <li>pathways advice related to qualifications, and VET for secondary students</li> <li>access and equity</li> <li>foundation skills.</li> </ul>

## 3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li><b>Unit codes and titles</b> and <b>qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</li> </ul>	Unit codes and titles and qualification codes and titles were checked for consistency across the training package products. Mapping in the <i>Case for Endorsement</i> and the <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package CVIG V7.0</i> is consistent with the individual units of competency and the qualifications.

## Training Package Quality Assurance

<ul style="list-style-type: none"> <li>Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	Units of competency were reviewed, and their content is presented in full.
<ul style="list-style-type: none"> <li>The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> <li>absence of spelling, grammatical and typing mistakes</li> <li>consistency of language and formatting</li> <li>logical structure and presentation of the document.</li> <li>compliance with the required templates</li> </ul> </li> </ul>	<p>This Editorial Report is satisfied with the quality of the training products.</p> <p>The developers have undertaken these actions:</p> <ul style="list-style-type: none"> <li>well organised and presented training products</li> <li>internal quality assurance process</li> <li>consistency of terminology checked.</li> </ul> <p>Editorial review has checked the draft training products submitted in these areas:</p> <ul style="list-style-type: none"> <li>absence of spelling or grammatical errors</li> <li>consistency of terminology and format</li> <li>the logical presentation of each training product</li> <li>clear expression and policy compliance in CVIG and Case for Endorsement.</li> </ul> <p>Minor changes discussed during the editorial process relating to language and cross referencing of information were accepted. Where there were strong industry directives to present information in a particular way this was accepted by the editor. This hasn't compromised their distinct learning outcomes.</p>

### Equity Report

#### Section 1 – Cover page

Information required	Detail
Training Package title and code	AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 7.0
Number of new qualifications and their titles	1 New qualification: <i>See Appendix A</i>
Number of revised qualifications and their titles	9 Revised qualifications: <i>See Appendix A</i> <sup>4</sup>
Number of new units of competency and their titles	10 New units of competency: <i>See Appendix A</i>
Number of revised units of competency and their titles	103 Revised units of competency: <i>See Appendix A</i>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	Yes

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<sup>4</sup> Five qualifications submitted as SSO upgrade (minor change – not part of the endorsement process)

## Training Package Quality Assurance

Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Yes Anna Henderson
Date of completion of the report	14 August 2021

## Training Package Quality Assurance

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

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy (TPPP)</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> <li>• Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</li> <li>• Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</li> </ul>	<p>The draft training package products comply with Standard 2. All draft training components reviewed, followed the <i>Standards for Training Packages and Training Package Products Policy (TPPP)</i> in relation to access and equity.</p> <p><b>Foundation skills</b> Foundation skills to successfully complete the unit requirements are presented clearly in the Foundation Skills table of the draft units of competency or explicitly described in the performance criteria. These Foundation Skills were reviewed for clarity and cross referenced with the unit of competency. The <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package Companion Volume Implementation Guide (CVIG) Part 1 and 2, Version 7.0</i> explains the approach to Foundation Skills.</p> <p><b>Unit of competency coding &amp; titling (TPPP,1.2)</b> The unit of competency code complies with the <i>Training Package Products Policy</i> consisting of a training package identifier (AHC) of three alpha characters, with other alpha characters and numbers that comply with the AVETMISS standard.</p> <p><b>Mapping (TPPP,2.4,3.3)</b> There is a mapping table in the <i>CVIG V7.0</i> which identifies newly developed products and those that have equivalent status.</p> <p><b>Equivalence (TPPP,2.5,3.4)</b> For the new units of competency and qualification presented, mapping details in the <i>CVIG V7.0</i> explain the additional training products and the changes in the training products that have undergone a minor change.</p> <p><b>Qualifications, coding &amp; titling (TPPP,3.1)</b> Qualification code and titles followed the policy.</p> <p><b>Entry requirements (TPPP, 3.2)</b> The draft qualifications do not have entry requirements.</p> <p><b>Packaging rules (TPPP, 3.5)</b> Packaging rules are clearly stated.</p> <p><b>Access and Equity (TPPP, 1.5)</b> General information is provided on the types of learners that may need support to successfully complete a training program. Training pathways are detailed in the <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package CVIG V7.0</i>.</p> <p><b>Reasonable Adjustment (TPPP,1.5.2)</b> The <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package CVIG V7.0</i> provides advice for Registered Training Organisations (RTOs) about reasonable adjustment for students with a disability.</p>

### Section 3 - Training Package Quality Principles

## Training Package Quality Assurance

### Quality Principle 4

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

#### Key features

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

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

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

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?	The draft training products meet the diverse needs of individuals and employers in Agriculture, Horticulture, Conservation and Land Management. There are no entry requirements and qualifications offer a broad range of electives which makes them flexible for users.
2. Is there evidence of multiple entry and exit points?	The <i>AHC Agriculture, Horticulture, Conservation and Land Management Training Package CVIG V7.0</i> explains the pathways to occupations and work roles within the industry.
3. Have prerequisite units of competency been minimised where possible?	There are minimal prerequisites in draft AHC units and qualifications in this submission.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The draft units of competency and the assessment requirements use terminology that would be sufficiently flexible to adapt to changes in Agriculture, Horticulture, Conservation and Land Management industry processes, procedures and contexts.

### Quality Principle 5

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

#### Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	VET for secondary students training is addressed in the CVIG V7.0. RTOs are advised to 'to check requirements with the relevant authorities in their State or Territory' for apprenticeships/traineeships in their jurisdiction.  There are no current credit arrangements with higher education. This is stated in the CVIG V7.0.

### Quality Principle 6

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

#### Key features

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

Equity requirements	Equity reviewer comments
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## Training Package Quality Assurance

<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>● Pathways</li> <li>● Access and equity</li> <li>● Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>Yes – The CVIG provides advice on:</p> <ul style="list-style-type: none"> <li>● <b>Pathways</b> – the CVIG explains <i>that AHC Agriculture, Horticulture and Conservation and Land Management TP</i> allows individuals to follow a training and assessment pathway, or recognition of prior learning pathway or a combination of both to complete units needed and be awarded a qualification. The CVIG also provides an overview of occupational outcomes for AHC qualifications.</li> <li>● <b>Access and equity</b> – is described and addressed with advice on reasonable adjustments for learners with disabilities. There is detailed advice about reasonable adjustment.</li> <li>● <b>Foundation Skills</b> which are not explicit in the unit of competency, are identified in a table and described in clear detail. Further information about the Foundation Skills is found in the CVIG.</li> </ul>
<p>2 par2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?</p>	<p>Some Foundation Skills are explicit in the performance criteria and in other cases they were further detailed in a table. These additional foundation skills, essential to performance are stated in each unit to provide sufficient guidance to training product users.</p>

## Training Package Quality Assurance

### Appendix A: List of Qualifications and Units of Competency

#### New Qualification

Code	Title
1. AHC42421	Certificate IV in Landscape Design

#### Revised Qualifications

Code	Title
1. AHC30221	Certificate III in Dairy Production
2. AHC21621	Certificate II in Landscaping
3. AHC30921	Certificate III in Landscape Construction
4. AHC42021	Certificate IV in Landscape Construction Management
5. AHC50621	Diploma of Landscape Design
6. AHC52021	Diploma of Landscape Construction Management
7. AHC20621	Certificate II in Parks and Gardens
8. AHC31021	Certificate III in Parks and Gardens
9. AHC31421	Certificate III in Conservation and Ecosystem Management

#### New Units of Competency

Code	Title
1. AHCDES401	Apply construction techniques to landscape design
2. AHCDES402	Apply sustainability principles to landscape design
3. AHCDES403	Develop landscape designs
4. AHCDES404	Prepare simple landscape drawings
5. AHCDES405	Produce 2-D landscape drawings using CAD software
6. AHCDES507	Produce drawings for landscape design projects using CAD software
7. AHCLSC315	Implement an outdoor tiling project
8. AHCLSC402	Apply building codes and standards to the construction process for Class 10 buildings
9. AHCLSC403	Apply structural principles to Class 10 buildings

## Training Package Quality Assurance

10. AHCTHH401	Develop a therapeutic horticulture design brief
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### Revised Units of Competency

Code	Title
1. AHCBAC102	Support agricultural crop work
2. AHCBAC205	Assist agricultural crop establishment
3. AHCBAC206	Assist agricultural crop maintenance
4. AHCBAC207	Assist agricultural crop harvesting
5. AHCBAC208	Prepare grain storages
6. AHCBAC309	Undertake preparation of land for agricultural crop production
7. AHCBAC311	Conserve forage
8. AHCBAC312	Test and grade grains and seeds on receipt
9. AHCBAC313	Establish pastures and crops for livestock production
10. AHCBAC314	Prepare to receive grains and seeds
11. AHCBAC315	Establish agricultural crops
12. AHCBAC316	Maintain agricultural crops
13. AHCBAC317	Undertake agricultural crop harvesting activities
14. AHCBAC410	Plan and implement a pasture establishment program
15. AHCBAC411	Manage pastures for livestock production
16. AHCBAC412	Supervise agricultural crop establishment
17. AHCBAC413	Plan and implement agricultural crop maintenance
18. AHCBAC414	Supervise agricultural crop harvesting
19. AHCBAC415	Maintain grain quality in storage
20. AHCBAC416	Save, prepare and store agricultural seed
21. AHCBAC417	Manage agricultural crop production
22. AHCBAC515	Manage forage conservation
23. AHCBAC516	Manage the harvest of crops



## Training Package Quality Assurance

24. AHCSDT308	Perform tests for quality on seeds
25. AHCSDT309	Prepare a working sample
26. AHCSDT310	Identify seeds
27. AHCSDT412	Perform advanced tests on seeds
28. AHCSDT413	Handle and store seed subject to quarantine regulations
29. AHCSDT414	Maintain a quarantine approved laboratory
30. AHCSPO309	Process planting seed
31. AHCSPO310	Treat planting seed
32. AHCSPO311	Handle, package and store commercial quantities of seed
33. AHCSPO312	Sample seed before and after processing
34. AHCDRY202	Milk livestock
35. AHCDRY303	Coordinate and monitor milking operations
36. AHCDRY304	Carry out routine service of milking equipment
37. AHCDRY305	Conduct mechanical tests on milking machines
38. AHCDRY306	Operate a dairy waste utilisation system
39. AHCDRY402	Manage milking shed operations
40. AHCDES505	Prepare a landscape design
41. AHCDES506	Design for construction of landscape features
42. AHCDES508	Design sustainable landscapes
43. AHCDES509	Assess landscape sites
44. AHCLSC102	Support landscape work
45. AHCLSC206	Assist with landscape construction work
46. AHCLSC207	Construct low-profile timber or modular retaining walls
47. AHCLSC208	Install aggregate paths
48. AHCLSC209	Lay paving
49. AHCLSC210	Install tree protection devices

## Training Package Quality Assurance

50. AHCLSC308	Install metal structures and features
51. AHCLSC311	Set out site for construction works
52. AHCLSC312	Construct brick and block structures and features
53. AHCLSC313	Construct stone structures and features, and install stone cladding
54. AHCLSC314	Implement a tree transplanting program
55. AHCLSC316	Implement a paving project
56. AHCLSC317	Construct landscape features using concrete
57. AHCLSC318	Erect timber structures and features
58. AHCLSC319	Implement a retaining wall project
59. AHCLSC320	Install water features
60. AHCLSC404	Supervise landscape project works
61. AHCLSC504	Survey and establish site levels
62. AHCLSC505	Manage landscape projects
63. AHCLSC506	Manage a tree transplanting program
64. AHCPGD102	Support gardening work
65. AHCPGD207	Plant trees and shrubs
66. AHCPGD208	Prepare and maintain plant displays
67. AHCPGD209	Prune shrubs and small trees
68. AHCPGD210	Transplant shrubs and small trees
69. AHCPGD212	Conduct visual inspection of park facilities
70. AHCPGD307	Implement a plant establishment program
71. AHCPGD308	Plan and maintain plant displays
72. AHCPGD309	Perform specialist amenity pruning
73. AHCPGD310	Implement a landscape maintenance program
74. AHCPGD311	Conduct operational inspection of park facilities
75. AHCPGD312	Implement a maintenance program for an aquatic environment

## Training Package Quality Assurance

76. AHCPGD403	Design plant displays
77. AHCPGD404	Plan a plant establishment program
78. AHCPGD506	Manage parks and reserves
79. AHCPGD507	Manage plant cultural practices
80. AHCPGD508	Plan the restoration of parks and gardens
81. AHCPGD509	Develop and implement a streetscape management plan
82. AHCPGD510	Conduct comprehensive inspection of park facilities
83. AHCAIS202	Assist with artificial insemination procedures
84. AHCAIS304	Artificially inseminate livestock
85. AHCAIS402	Supervise artificial breeding and embryo transfer programs
86. AHCLSK219	Carry out birthing duties
87. AHCLSK220	Monitor livestock to parturition
88. AHCLSK330	Implement procedures for calving
89. AHCLSK338	Conduct dropped ovary technique procedures for spaying cattle
90. AHCLSK339	Pregnancy test livestock
91. AHCLSK340	Mate and monitor reproduction of alpacas
92. AHCLSK341	Coordinate artificial insemination and fertility management
93. AHCLSK342	Prepare animals for parturition
94. AHCLSK343	Prepare for and implement natural mating of livestock
95. AHCLSK421	Supervise natural mating of livestock
96. AHCLSK422	Identify and select animals for breeding
97. AHCLSK508	Plan, monitor and evaluate strategies to improve livestock through genetics
98. AHCLSK509	Develop and implement a breeding strategy
99. AHCLSK510	Develop production plans for livestock
100. AHCPRK307	Mate pigs naturally
101. AHCPRK308	Monitor dry sow performance

## Training Package Quality Assurance

102. AHCPRK309	Pregnancy test pigs
103. AHCPRK310	Artificially inseminate pigs

# Training Package Quality Assurance

## Attachment G: Copies of Letters of Support

### Part 1 – Crops, Pasture and Seeds



**ALOSCA® Technologies Pty Ltd**

Tel: (08) 6305 0123

Fax: (08) 6305 0112

Unit 1, 50 Attwell Street

Landsdale WA 6065

**Postal address**

PO Box 1098

Wangara WA 6947

**[www.alosca.com.au](http://www.alosca.com.au)**

To Whom it may Concern:

Alosca Technologies regards it as a privilege to have participated in the recent review and recommendations process related to Crops, Pasture and Seeds project.

On behalf of Alosca Technologies, I have been involved in the process of reviewing/creating training materials and approve for their inclusion in the national Vocational Education and Training (VET) register.

I appreciate the effort put in by all parties to improve the scope and clarity of these national Units of Competency.

Regards

Floyd Sullivan  
Business Development Manager  
ALOSCA Technologies Pty Ltd  
T: (08) 6305 0123  
F: (08) 6305 7390  
**M: 0487 776 022**  
[fsullivan@alosca.com.au](mailto:fsullivan@alosca.com.au)  
W: [www.alosca.com.au](http://www.alosca.com.au)

# Training Package Quality Assurance



30<sup>th</sup> June, 2021

To Whom It May Concern

I write to you in support of the outcomes of the recent *Crops, Pastures & Seed Project* conducted by Skills Impact.

Longerenong College has provided tertiary education and training to the agriculture and related industries for more than 130 years. Located in the Wimmera region, the college is well renowned for offering training in the cropping and extensive grazing industries.

As a member of the Subject Matter Expert (SME) working group for this project, I have been involved in the review of the training materials and I approve of the changes to the existing materials and the creation of new training materials that this project has achieved. I also endorse the inclusion of these training materials into the national Vocational Education and Training (VET) register.

It has been a privilege to be part of this project and I commend all those involved for the positive process and outcomes of this review.

On behalf of Longerenong College, I offer my full support to the aforementioned project. Please do not hesitate to contact me should you require any further information.

Yours sincerely

A handwritten signature in black ink that reads 'BSMA'.

Bryan Matuschka  
DATA Farm Manager / Crop Agronomy Teacher  
Longerenong College



# Training Package Quality Assurance

## Part 2 – Dairy and Milk Harvesting

John Verstedden

465Edgar Rd

Longwarry 3816

[jlv@dcsi.net.au](mailto:jlv@dcsi.net.au)

0407343111

To Whom it may concern,

I have been involved in the review process of the following dairy units over the past few months:

AHC3XX21

AHCDRY2XX

AHCDRY3XX

AHCDRY4XX

AHCSSXXXXXX

I wish to reiterate my support for the documents created and the project in general as conducted by Skills Impact and more specifically William Henderson. As a result of the review I am firmly of the view that the units which have been validated are far more "fit for purpose" than those which preceded them. Training materials such as these are critical in servicing the dairy industry's future needs with regard to continual learning and improvement of our future farmers. I fully approve of their inclusion in the National Vocation Education and Training Register.

Regards

John Verstedden (Dairy Industry People Development Council Chair)

 Dairyfarmer

# Training Package Quality Assurance



Dairy Australia Limited ABN 60 105 227 987  
Level 3, HWT Tower  
40 City Road, Southbank Vic 3006 Australia  
T +61 3 9694 3777 F +61 3 9694 3701  
E enquiries@dairyaustralia.com.au  
dairyaustralia.com.au

11 August 2021

To whom it may concern,

Re: Review into Dairy and Milk Harvesting Units of Competency

On behalf of the national dairy industry representative body Australian Dairy Farmers, and industry services body Dairy Australia, we are writing to confirm industry support for the outcomes of the Dairy and Milk Harvesting Review Project undertaken by Skills Impact.

The dairy industry is the fourth largest rural industry in Australia, contributing \$4.8 billion in farmgate value alone to national gross domestic product. As a major source of employment across many regional areas, with a workforce of 43,500 people, the industry is heavily reliant on the tertiary education sector for ensuring a capable and sustainable workforce to support farm businesses in meeting national productivity targets.

The Vocational Education and Training (VET) sector continues to provide an important skills-based learning context for people within and new to the dairy industry, with Certificate level qualifications particularly aligned to provision of relevant training for the significant proportion of the workforce employed in farmhand roles.

Dairy Australia and the Australian Dairy Farmers have been actively involved in the industry working group for this review project, to ensure revisions accurately reflect the capability needs of our current and future workforce. Based on this involvement, we endorse as an industry the validated units and support their inclusion in the relevant VET qualifications for agriculture and dairy.

Yours sincerely

A handwritten signature in black ink, appearing to read "Greg Jarman".

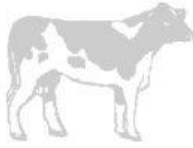
Greg Jarman  
Manager, Farm Profit & Capability  
Dairy Australia

A handwritten signature in black ink, appearing to read "Ron Paynter".

Ron Paynter  
Chair, People Policy Advisory Group  
Australian Dairy Farmers



# Training Package Quality Assurance



**R & K Paynter**  
*Agriculture & Training*



ABN 95 836 682 656  
Ron 0418 128 526  
Kath 0427 278 542  
Email [paynter@dcsi.net.au](mailto:paynter@dcsi.net.au)

4/8/2021

Re: Dairy Training Unit Review

To whom it may concern,

I have had the opportunity to contribute to the review of the Dairy Training Units, and overview the refresh process, in my capacity as Dairy Nominee to the Agriculture and Production Horticulture Industry Reference Committee. My role as Chair of the peak industry body, Australian Dairy Farmer's Policy Advisory Group charged with oversight and development of policy centred on human capacity, along with sitting as a member on the national Dairy Industry People Development Council, has allowed me to engage industry networks to participate in the review process.

Additionally, insights gained from nearly thirty years of dealing with training and the TAFE system as a practicing dairy producer employing trainees in our business have been drawn upon to help shape the refreshed units and support the writers in their work.

I believe that a thorough consultative process has delivered a logically sequenced and coherent set of units on which training organisations can build programs to meet the needs of industry now and into the future.

Regards,

A handwritten signature in black ink that reads "R. Paynter".

Ron Paynter B Agr Sc, FARLF

# Training Package Quality Assurance



Western Dairy Administration  
PO Box 5066  
Bunbury WA 6230  
+61 8 9778 5111  
admin@westerndairy.com.au  
westerndairy.com.au

Rob La Grange  
Dairy Training Officer  
Western Dairy Hub  
1 Verschuer Place  
Bunbury, WA 6230

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

3<sup>rd</sup> August 2021

Dear William

Review of Milk Harvesting Units

Western Dairy regards it as a privilege to have participated in the recent review and recommendations process related to milk harvesting Units of Competency.

On behalf of Western Dairy, I have been involved in the process of reviewing/creating training materials, and approve for their inclusion in the national Vocational Education and Training (VET) register.

I appreciate the effort put in by all parties to improve the scope and clarity of these national Units of Competency

Sincerely,

A handwritten signature in black ink that reads 'Rob La Grange'.

Rob La Grange

xxx

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# Training Package Quality Assurance

## Part 3 – Landscape Construction and Design



### **Letter of Support – Individual IRC Member for retaining or removing the following units of Competence**

#### ***AHCAIS401 Supervise artificial breeding and embryo transfer programs***

This unit was regularly used as part of the Certificate IV in Agriculture at my TAFE campus where I taught the Beef Cattle Production Course for 20 odd years.

The numbers of Certificate IV students was not large at our campus but the unit was useful for students aiming to work or have a stud operation or use the services of an AI or embryo Transfer technician. This unit refers to Supervision and not the actual operation of performing the AI or embryo transfer. It is about organising it. This is very relevant for many livestock producers and livestock managers.

**I strongly support retaining this unit of competency.**

#### ***AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle***

I feel that this unit should possibly be regarded as a Level IV unit rather than a Level 3. It is a unit which is used to a greater extent in the Northern Territory and Western Australia. When I worked on the research station at Kidman Springs this technique was used on a regular basis in order to reduce the problems with feral bulls and a way to manage the breeding program and select better stock.

As a level IV it would suggest a greater level of responsibility to any participants.

**I believe the unit should be retained or upgraded to a level IV.**

#### ***AHCLSK507 Plan, monitor and evaluate strategies to improve livestock through genetics***

This unit is the step up from the Level IV unit and an excellent unit for those managing a herd improvement program. It is an essential unit for anyone aiming to understand and use successful genetic improvement. Particularly useful for stud managers. Enrolment numbers may be low as the number of Diploma students is often low but the outcomes are quality rather than quantity.

**Please retain this unit particularly now that there is a greater interest in Agriculture amongst young people.**

Regards,

Jacqueline Heap (Member Ag and Prod Hort IRC for TAFENSW (Northern region))

Phone: 0423230840



RTO 90003 | CRICOS 00591E | HEP PRV12049

# Training Package Quality Assurance

branat  
DESIGNS

Brod 0413 596 731  
Natalie 0402 416 399  
P 07 3366 8656  
E branat@optusnet.com.au  
W branatdesigns.com.au

21 July 2021

Landscaping | Design | Pre-Sale Styling | Retaining Walls

Dear Skills Impact

**Re: Letter in support of the Landscaping Skills Standards Project**

Branat Designs represents the interests and professional development of the landscaping industry, which includes occupations such as landscape designers, residential & commercial landscape contractors, landscape industry suppliers, garden maintenance contractors, and industry educators.

We welcomed the Landscaping Project in 2020 to review and develop relevant qualifications, units of competency and skill sets in the national *AHC Agriculture, Horticulture, Conservation & Land Management Training Package*. To ensure the review outcomes meet the needs of the landscaping industry, our organisations promoted and guided the project on behalf of our members.

The landscaping industry closely collaborates with the construction industry, which is highly regulated and, therefore, it was essential to reflect this in the development of national skill standards.

As part of the project, we participated in an industry led review as members of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Project Feedback Hub
- Validation Meetings
- Email correspondence

We also engaged our industry members through subcommittee meetings, newsletters, and email correspondence to seek their input and expertise throughout the consultation and validation stages of the project.

We are confident that the project outcomes, listed below, have been achieved. These outcomes will facilitate the upskilling of the current industry workforce and help attract new workers, which will assist in addressing the skill shortages currently being experienced by the industry.

- To remove duplication, seven qualifications (five national and two state-accredited) were reviewed and restructured into six national qualifications.
- Twenty-four units were reviewed to identify and remove duplication and were revised to reflect current and emerging landscaping industry techniques, materials and equipment.
- A new unit, *AHCLSC315 Implement an outdoor tiling project*, was developed to meet increased customer demand for these services.

# Training Package Quality Assurance

- The *Certificate IV in Landscape* was renamed *Certificate IV Landscape Construction*, in part to signpost a clear career pathway for *Certificate III Landscape Construction* graduates. Two landscaping units for Class 10 building construction were also added to the Certificate IV. These units were developed to capture the skills required to meet licensing requirements in certain states and ensure graduates across the country can perform landscaping construction work. It also houses five of the seven green wall & rooftop gardens units reinforcing a clear connection and home within the landscaping industry.
- The *Certificate IV of Landscape Design* was redesigned to include six design units that were developed to meet national industry skills standards for landscape design, technical landscape drawing and using CAD software. Five of these units were based on existing units within a state-accredited course, which has high enrolments and is supported by industry.
- The *Diploma of Landscape Project Management* was redesigned and renamed *Diploma of Landscape Construction Management* to strengthen the qualification and support clear career pathway for graduates
- A new skill set was developed to support landscape design professionals working in Australia's expanding therapeutic horticulture sector.
- A new unit, *AHCTHH401 Develop a therapeutic design brief* and a new skill set, *AHCSS00128 Design Brief for Therapeutic Horticulture Garden* was developed to recognise the evolving changes and applications used in the landscaping industry

The newly developed national skill standards will enhance industry confidence and facilitate business growth through:

- Industry-recognised, fit-for-purpose qualifications
- Acknowledging cross-industry relationships with the construction industry
- Recognising the complexity of regulatory requirements
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising the evolution of industry practises and functions for future workforce
- Helping to attract and retain workers to address skills and labour shortages, as identified in the national Priority Skills List published by the National Skills Commission

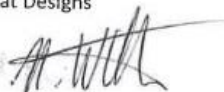
We support the changes proposed and their intended outcomes and look forward to utilising the updated training package products at the earliest opportunity.

Yours sincerely,

Natalie Watts (Dip Hort Gen)

Landscape Designer

Branat Designs



# Training Package Quality Assurance



CULTIVATE NSW

Michelle Ingley-Smith  
Skills Impact  
2/32 South Terrace  
Adelaide SA 5000  
13 August 2021

Dear Michelle,

**Re: Therapeutic Horticulture unit and Skill set**

*Cultivate NSW supports development of the Therapeutic Horticulture unit and skill set that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.*

Cultivate NSW [the Horticultural Therapy Society of NSW Incorporated] is the peak body for Horticultural Therapy in NSW, bringing together those who are interested in health and wellness through gardens and natural environments. Our membership is comprised of landscape designers, landscape architects, horticulturists, landscapers, landscape industry materials providers, occupational therapists, diversional therapists, psychologists, health and allied health professionals and others who work across both the landscape industry sector and the allied health sector.

President, Joanne Aquilina and Education Committee member Leigh McGaghey have represented Cultivate NSW on the Skills Impact review panel under the following remit:

- To communicate members' interest and support for the development of nationally-recognised qualifications in Therapeutic Horticulture [TH].
- To argue for the urgency of developing such qualifications to address the growing need for TH services.

Members' support has been gauged by the level of enquiries Cultivate receives, together with discussions at meetings and events, in regard to TH qualifications. Similarly, prospective clients of TH services have contacted Cultivate to understand the nature of the TH occupation and the extent of training underpinning TH services. Cultivate committee members, past and present, who are active in RTOs delivering landscape qualifications also report a high level of enquiry about TH qualifications.

Cultivate's Education Committee member participated via Skills Impact Project Feedback Hub; through email correspondence and by active participation in the Subject Matter Expert webinars on:

- 22 April To define the main occupations and job functions within Therapeutic Horticulture

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The Horticultural Therapy Society of NSW Inc  
The Telopea Centre, 250 Blaxland Road, Ryde NSW 2112  
ABN 50 499 802 321

# Training Package Quality Assurance



## CULTIVATE NSW

- 31 May To discuss and advise on issues arising from Public Consultation feedback
- 25 June 2021 to validate the proposed Unit.

The proposed TH unit and skill set will positively contribute to the recognition and professional standards of our current and future members and workers across the broader landscape design and construction industry, attracting new participants and addressing skills shortages in the provision of TH services and extending the scope of services for landscape designers and landscapers.

New career pathways can be mediated, cross-industry relationships developed and national identity in the provision of TH services improved to catch up with the well-developed TH industries of the UK, Europe and USA.

As a service-oriented economy, and as a consequence of social changes wrought by the Covid pandemic, investment and development of TH qualifications and jobs in Australia is more important than ever.

The Nursery Fund Consumer Usage and Attitudes Research Study [May 2021] demonstrates core demand for greenlife is driving innovation in skills as new consumer markets open up. TH is well positioned to both support and capitalise on this growth.

**Cultivate supports the development of the new TH unit and skill set and encourages an urgent roll-out.**

Yours sincerely

Eleanor Dennis

Secretary

Horticultural Therapy Society of NSW Inc aka Cultivate NSW

On behalf of the committee of management and members (currently 50).

Joanne Aquilina, Founder and Managing Director Therapeutic Gardens Australia

Phillip Pettitt, Manager Community Greening, Royal Botanic Gardens, Sydney NSW

Leigh McGaghey, Principal, Wired for Nature

Kath Temple, Teacher Horticulture and Landscape Design, TAFE NSW

Eleanor Dennis, Principal, Business Accents.

Sharon Moore-Lambert, Principal, Cultivating Hope

Jacquie Dredge, Convenor, Panania Free Rangers

Jon Kingston, Horticulturist, Sydney City Farm and Wayside Chapel

# Training Package Quality Assurance

EVERGREEN  
INFRASTRUCTURE



to. Skills Impact

5<sup>th</sup> July 2021

Dear Skills Impact,

I'm writing to indicate my support for the recent development of the Therapeutic Horticulture unit and skill set that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package. After having worked as a subject matter expert, alongside Skills Impact and other professionals in the field, on shaping the curriculum and qualifications for the project, you can rely upon my support for the documents that have been proposed.

The skills sets, levels of competency and the units of qualification have all been carefully considered and reflect what I, and the industry, consider to be key in training those entering the industry. I currently employ staff who work in this field and ultimately would like to have staff formally trained prior to commencing employment, in addition to the practical/onsite training that currently occurs.

Having worked in this industry for the last 8 years, I have been advocating for newly developed standards for the industry that seek to promote best practice. This would also include teaching and training those coming into this industry about the importance and necessity of obtaining a solid foundational understanding of the processes involved in this emerging industry.

I believe that this proposal is not only essential for the industry, it will also encourage students to seek out the appropriate training and qualification/s to perform their role with rigour within their relevant chosen field.

Michael Casey

Director

---

evergreeninfrastructure.com.au . hello@evergreeninfrastructure.com.au . PO Box 392 Hawthorn Victoria 3122



# Training Package Quality Assurance

21 July 2021

Dear Skills Impact

## Joint Letter of Support- Retention of Landscape Industry Qualifications

*Our Associations represent the interests the broader landscaping industry in Australia, which includes residential & commercial landscape contractors and designers, garden maintenance contractors and industry product and service suppliers including training.*

*We have participated in the recent National Landscape Training Package review undertaken by Skills Impact where a range of improvements to a number of qualifications have been agreed upon. These improvements include proposed amendments to the **Certificate IV in Landscape** and the **Diploma of Landscape Project Management**, both currently being considered for deletion from the training package by the AISC due to poor take up by industry and training providers.*

Specifically:

- The **Certificate IV in Landscape** was renamed **Certificate IV Landscape Construction Management**, in part to signpost a clear career pathway for **Certificate III Landscape Construction** graduates. Two landscaping units for Class 10 building construction were also added to the Certificate IV. These units were developed to capture the skills required to meet licensing requirements in certain states and ensure graduates across the country can perform landscaping construction work. It also houses five of the seven green wall & rooftop gardens units reinforcing a clear connection and home within the landscaping industry.
- The **Diploma of Landscape Project Management** was redesigned and renamed **Diploma of Landscape Construction Management** to strengthen the qualification and support clear pathway for graduates as they gain experience and progress through their careers.

It is strongly recommended that these qualifications be retained as a result of the work undertaken by industry in the training package review that, industry believe, will ultimately lead to an increase in demand for these training qualifications which will flow on to improving skill levels, career pathways and employment outcomes for the landscape industry nationally.

Yours sincerely



Signed.....  
Megan Flower  
Chief Executive Officer  
Landscaping Victoria



Signed.....  
Mark Sorby  
Chief Executive Officer  
Landscaping Queensland

# Training Package Quality Assurance



Signed.....  
Julie Krieger  
Chief Executive Officer  
The Landscape Association, New South Wales



Amanda Grocock  
Chief Executive Officer  
Master Landscapers of South Australia



Signed.....  
Matthew Lunn  
Executive Officer  
Landscape Industries Association WA

# Training Package Quality Assurance

21 July 2021

Dear Skills Impact

## Re: Letter in support of the Landscaping Skills Standards Project

Landscape Industries Association (WA) represents the interests and professional development of the landscaping industry, which includes occupations such as landscape designers, residential & commercial landscape contractors, landscape industry suppliers, garden maintenance contractors, and industry educators.

We welcomed the Landscaping Project in 2020 to review and develop relevant qualifications, units of competency and skill sets in the national *AHC Agriculture, Horticulture, Conservation & Land Management Training Package*. To ensure the review outcomes meet the needs of the landscaping industry, our organisations promoted and guided the project on behalf of our members.

The landscaping industry closely collaborates with the construction industry, which is highly regulated and, therefore, it was essential to reflect this in the development of national skill standards.

As part of the project, we participated in an industry led review as members of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Project Feedback Hub
- Validation Meetings
- Email correspondence

We also engaged our industry members through subcommittee meetings, newsletters, and email correspondence to seek their input and expertise throughout the consultation and validation stages of the project.

We are confident that the project outcomes, listed below, have been achieved. These outcomes will facilitate the upskilling of the current industry workforce and help attract new workers, which will assist in addressing the skill shortages currently being experienced by the industry.

- To remove duplication, seven qualifications (five national and two state-accredited) were reviewed and restructured into six national qualifications.
- Twenty-four units were reviewed to identify and remove duplication and were revised to reflect current and emerging landscaping industry techniques, materials and equipment.
- A new unit, *AHCLSC315 Implement an outdoor tiling project*, was developed to meet increased customer demand for these services.
- The *Certificate IV in Landscape* was renamed *Certificate IV Landscape Construction*, in part to signpost a clear career pathway for *Certificate III Landscape Construction* graduates. Two landscaping units for Class 10 building construction were also added to the *Certificate IV*. These units were developed to capture the skills required to meet licensing requirements in certain

## Training Package Quality Assurance

states and ensure graduates across the country can perform landscaping construction work. It also houses five of the seven green wall & rooftop gardens units reinforcing a clear connection and home within the landscaping industry.

- The *Certificate IV of Landscape Design* was redesigned to include six design units that were developed to meet national industry skills standards for landscape design, technical landscape drawing and using CAD software. Five of these units were based on existing units within a state-accredited course, which has high enrolments and is supported by industry.
- The *Diploma of Landscape Project Management* was redesigned and renamed *Diploma of Landscape Construction Management* to strengthen the qualification and support clear career pathway for graduates
- A new skill set was developed to support landscape design professionals working in Australia's expanding therapeutic horticulture sector.
- A new unit, *AHCTHH401 Develop a therapeutic design brief* and a new skill set, *AHCSS00128 Design Brief for Therapeutic Horticulture Garden* was developed to recognise the evolving changes and applications used in the landscaping industry

The newly developed national skill standards will enhance industry confidence and facilitate business growth through:

- Industry-recognised, fit-for-purpose qualifications
- Acknowledging cross-industry relationships with the construction industry
- Recognising the complexity of regulatory requirements
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising the evolution of industry practises and functions for future workforce
- Helping to attract and retain workers to address skills and labour shortages, as identified in the national Priority Skills List published by the National Skills Commission

We support the changes proposed and their intended outcomes and look forward to utilising the updated training package products at the earliest opportunity.

Yours sincerely,



Matthew Lunn

Executive Officer LIAWA

# Training Package Quality Assurance



21 July 2021

Skills Impact Ltd  
559A Queensberry St  
North Melbourne VIC 3051

Dear Skills Impact

**Re: Letter in support of the Landscaping Skills Standards Project**

Landscape Queensland Ind Assoc. represents the interests and professional development of the landscaping industry in Queensland, which includes occupations such as landscape contractors, designers, garden maintenance contractors, industry suppliers, and educators.

We welcomed the Landscaping Project in 2020 which provided industry with the opportunity to review and develop relevant qualifications, units of competency and skill sets in the national *AHC Agriculture, Horticulture, Conservation & Land Management Training Package*. Landscape Queensland undertook an active role in this review in order to meet the needs of industry and try to achieve suitable outcomes that assist and benefit a changing industry into the future.

Our involvement included engagement of our industry members through subcommittee meetings, newsletters, and email correspondence to seek their input and expertise throughout the consultation and validation stages of the project.

In addition and as part of the project, we participated in an industry led review as members of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Project Feedback Hub
- Validation Meetings
- Email correspondence

A key focus of industry was to ensure that the broad scope of landscaping was addressed in the training package including the important and highly regulated construction/structural component of the industry and, therefore, it was essential to reflect this in the development of national skill standards. It was agreed to incorporate existing and relevant construction units, which are well known and accepted by state regulators, into the landscape package where appropriate.

We are confident that the project outcomes, listed below, have been achieved. These outcomes will facilitate the upskilling of the current industry workforce and help attract new workers, which will assist in addressing the skill shortages currently being experienced by the industry.

- To remove duplication, seven qualifications (five national and two state-accredited) were reviewed and restructured into six national qualifications.

# Training Package Quality Assurance

2

- Twenty-four units were reviewed to identify and remove duplication and were revised to reflect current and emerging landscaping industry techniques, materials and equipment.
- A new unit, *AHCLSC315 implement an outdoor tiling project*, was developed to meet increased customer demand for these services.
- The *Certificate IV in Landscape* was renamed *Certificate IV Landscape Construction Management*, in part to signpost a clear career pathway for *Certificate III Landscape Construction* graduates. Two landscaping units for Class 10 building construction were also added to the Certificate IV. These units were developed to capture the skills required to meet licensing requirements in certain states and ensure graduates across the country can perform landscaping construction work. It also houses five of the seven green wall & rooftop gardens units reinforcing a clear connection and home within the landscaping industry.
- The *Certificate IV of Landscape Design* was redesigned to include six design units that were developed to meet national industry skills standards for landscape design, technical landscape drawing and using CAD software. Five of these units were based on existing units within a state-accredited course, which has high enrolments and is supported by industry.
- The *Diploma of Landscape Project Management* was redesigned and renamed *Diploma of Landscape Construction Management* to strengthen the qualification and support clear career pathway for graduates.
- A new skill set was developed to support landscape design professionals working in Australia's expanding therapeutic horticulture sector.
- A new unit, *AHCTHH401 Develop a therapeutic design brief* and a new skill set, *AHCSS00128 Design Brief for Therapeutic Horticulture Garden* was developed to recognise the evolving changes and applications used in the landscaping industry.

The newly developed national skill standards will enhance industry confidence and facilitate business growth through:

- Industry-recognised, fit-for-purpose qualifications
- Acknowledging cross-industry relationships with the construction industry
- Recognising the complexity of regulatory requirements
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising the evolution of industry practises and functions for future workforce
- Helping to attract and retain workers to address skills and labour shortages, as identified in the national Priority Skills List published by the National Skills Commission

We support the changes proposed and their intended outcomes and look forward to utilising the updated training package products at the earliest opportunity.

Yours sincerely,



**Mark Sorby**  
Chief Executive Officer  
Landscape Queensland Industries Association Inc.

# Training Package Quality Assurance



21 July 2021

Dear Skills Impact,

## Letter in support of the Landscaping Skills Standards Project

Master Landscapers of SA (MLSA) is the professional industry body representing Landscaping in Adelaide and regional South Australia. We build capacity and capability across the industry, ensuring Members deliver the highest quality standards and levels of professionalism for their customers.

We represent the interests and professional development of the landscaping industry, which includes occupations such as landscape designers, residential & commercial landscape constructors, landscape industry suppliers, garden maintenance contractors, and industry educators.

We welcomed the Landscaping Project in 2020 to review and develop relevant qualifications, units of competency and skill sets in the national AHC Agriculture, Horticulture, Conservation & Land Management Training Package. To ensure the review outcomes meet the needs of the landscaping industry, our organisations promoted and guided the project on behalf of our Members.

A significant portion of the work undertaken by residential and commercial landscape constructors requires construction skills and appropriate licensing. Therefore, we believe it was essential for this aspect of the industry to be reflected in the development of national skill standards.

As part of the project, we participated in an industry led review as members of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Project Feedback Hub
- Validation Meetings
- Email correspondence.

We also engaged our Members through subcommittee meetings, newsletters, and email correspondence to seek their input and expertise throughout the consultation and validation stages of the project.

We are confident that the project outcomes, listed below, have been achieved. These outcomes will facilitate the upskilling of the current industry workforce and help attract new workers, which will assist in addressing the skill shortages currently being experienced by the industry.

- To remove duplication, seven qualifications (five national and two state-accredited) were reviewed and restructured into six national qualifications.
- Twenty-four units were reviewed to identify and remove duplication and were revised to reflect current and emerging landscaping industry techniques, materials and equipment.
- A new unit, AHCLSC315 Implement an outdoor tiling project, was developed to meet increased customer demand for these services.

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Master Landscapers of SA (MLSA)

Landscape Association of SA

*Choose a master landscaper*

0488 300 922

info@landscapesa.com.au

www.landscapesa.com.au

505 Fullarton Road,

Netherby SA 5062

ABN 30 758 413 107

# Training Package Quality Assurance



- The Certificate IV in Landscape was renamed Certificate IV Landscape Construction, in part to signpost a clear career pathway for Certificate III Landscape Construction graduates. Two landscaping units for Class 10 building construction were also added to the Certificate IV. These units were developed to capture the skills required to meet licensing requirements in certain states and ensure graduates across the country can perform landscaping construction work. It also houses five of the seven green wall & rooftop gardens units reinforcing a clear connection and home within the landscaping industry.
- The Certificate IV of Landscape Design was redesigned to include six design units that were developed to meet national industry skills standards for landscape design, technical landscape drawing and using CAD software. Five of these units were based on existing units within a state-accredited course, which has high enrolments and is supported by industry.
- The Diploma of Landscape Project Management was redesigned and renamed Diploma of Landscape Construction Management to strengthen the qualification and support clear career pathway for graduates
- A new skill set was developed to support landscape design professionals working in Australia's expanding therapeutic horticulture sector.
- A new unit, AHCTHH401 Develop a therapeutic design brief and a new skill set, AHCSS00128 Design Brief for Therapeutic Horticulture Garden was developed to recognise the evolving changes and applications used in the landscaping industry.

The newly developed national skill standards will enhance industry confidence and facilitate business growth through:

- Industry-recognised, fit-for-purpose qualifications
- Acknowledging the integral construction elements of the landscaping industry
- Recognising the complexity of regulatory requirements
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising the evolution of industry practises and functions for future workforce
- Helping to attract and retain workers to address skills and labour shortages, as identified in the national Priority Skills List published by the National Skills Commission.

We support the changes proposed and their intended outcomes and look forward to utilising the updated training package products at the earliest opportunity.

Yours Sincerely,

Amanda Grocock MLSA | Chief Executive Officer  
Master Landscapers of SA  
E: [peg@landscapesa.com.au](mailto:peg@landscapesa.com.au)

Peter Adley | President  
Master Landscapers of SA  
E: [pete@yardstick.net.au](mailto:pete@yardstick.net.au)

---

Master Landscapers of SA (MLSA)  
Landscape Association of SA  
*Choose a master landscaper*

0488 300 922  
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505 Fullarton Road,  
Netherby SA 5062  
ABN 30 758 413 107



# Training Package Quality Assurance

21 July 2021

Dear Skills Impact

## **Re: Letter in support of the Landscaping Skills Standards Project**

Now & Zen Landscapes represents the interests and professional development of the landscaping industry, which includes occupations such as landscape designers, residential & commercial landscape contractors, landscape industry suppliers, garden maintenance contractors, and industry educators.

We welcomed the Landscaping Project in 2020 to review and develop relevant qualifications, units of competency and skill sets in the national *AHC Agriculture, Horticulture, Conservation & Land Management Training Package*. To ensure the review outcomes meet the needs of the landscaping industry, our organisations promoted and guided the project on behalf of our members.

The landscaping industry closely collaborates with the construction industry, which is highly regulated and, therefore, it was essential to reflect this in the development of national skill standards.

As part of the project, we participated in an industry led review as members of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Project Feedback Hub
- Validation Meetings
- Email correspondence

We also engaged our industry members through subcommittee meetings, newsletters, and email correspondence to seek their input and expertise throughout the consultation and validation stages of the project.

We are confident that the project outcomes, listed below, have been achieved. These outcomes will facilitate the upskilling of the current industry workforce and help attract new workers, which will assist in addressing the skill shortages currently being experienced by the industry.

- To remove duplication, seven qualifications (five national and two state-accredited) were reviewed and restructured into six national qualifications.
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- A new unit, *AHCLSC315 Implement an outdoor tiling project*, was developed to meet increased customer demand for these services.
- The *Certificate IV in Landscape* was renamed *Certificate IV Landscape Construction*, in part to signpost a clear career pathway for *Certificate III Landscape Construction* graduates. Two landscaping units for Class 10 building construction were also added to the Certificate IV. These units were developed to capture the skills required to meet licensing requirements in certain states and ensure graduates across the country can perform landscaping construction work. It

## Training Package Quality Assurance

also houses five of the seven green wall & rooftop gardens units reinforcing a clear connection and home within the landscaping industry.

- The *Certificate IV of Landscape Design* was redesigned to include six design units that were developed to meet national industry skills standards for landscape design, technical landscape drawing and using CAD software. Five of these units were based on existing units within a state-accredited course, which has high enrolments and is supported by industry.
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- A new skill set was developed to support landscape design professionals working in Australia's expanding therapeutic horticulture sector.
- A new unit, *AHCTHH401 Develop a therapeutic design brief* and a new skill set, *AHCSS00128 Design Brief for Therapeutic Horticulture Garden* was developed to recognise the evolving changes and applications used in the landscaping industry

The newly developed national skill standards will enhance industry confidence and facilitate business growth through:

- Industry-recognised, fit-for-purpose qualifications
- Acknowledging cross-industry relationships with the construction industry
- Recognising the complexity of regulatory requirements
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising the evolution of industry practises and functions for future workforce
- Helping to attract and retain workers to address skills and labour shortages, as identified in the national Priority Skills List published by the National Skills Commission

We support the changes proposed and their intended outcomes and look forward to utilising the updated training package products at the earliest opportunity.

Yours sincerely,



Director

Now & Zen Landscapes

# Training Package Quality Assurance



5 August 2021

Dear Skills Impact,

This letter is to support the development of the Therapeutic Horticulture unit and skill set that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

## About me

My business provides therapeutic horticulture landscape design services as well as TH engagement programs for individuals and organisations. I work as a commercial landscape architect and have additional qualifications in [allied] health and leisure assessment, planning and delivery. I am a member of Cultivate NSW, Therapeutic Horticulture Australia and Diversional & Recreational Therapists Australia.

## Participating in the Review

I participated in an industry led review through Skills Impact as a member of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Project Feedback Hub
- Validation Meetings
- Email correspondence

I attended the Subject Matter Expert webinars as follows:

- 22 April 2021 To define the main occupations and job functions within Therapeutic Horticulture
- 31 May 2021 To discuss and advise on issues arising from Public Consultation feedback.
- 25 June 2021 to validate the proposed UoC.

Discussions and debate throughout these processes were thorough and inclusive, with experts providing valuable perspectives which led to consensus on the proposed UoC and skillset. As a teacher in Landscape Design at TAFE NSW for many years, I was familiar with the training environment and the requirements of designing and delivering robust UoCs, and so I found the SMEWG's process and outcomes rewarding and I welcomed the new training proposals. Any feedback I provided was promptly acknowledged and addressed. Webinar meeting outcomes were quickly shared and comment sought.

## The importance of the TH UoC and Skill Set

Most recently I have been part of NSW Health's consultative group [EWG7 Initiatives] tasked with prioritising new initiatives under the Elevating Human Experience program. Garden Retreats [designed on TH principles] in hospital grounds is one such initiative and represents the increasing recognition of

# Training Package Quality Assurance



the importance of TH spaces. Skilling designers to fulfill these public health needs should be prioritised and the proposed TH unit and skill set will contribute significantly to this goal. This in turn will provide opportunities for both upskilling existing workers in the industry and attracting new ones.

Clearly defined TH qualifications will remove uncertainty in the landscape design and construction sector, and with clients of this sector, and contribute to industry standardisation, the establishment of minimum standards, economies of scale, and the progressive evolution of the services provided by the sector.

As TH straddles two industry sectors – landscape and allied health, TH qualifications will facilitate the relationship between these two sectors, leading to streamlined contract delivery and budget efficiencies.

I have been well positioned to observe the increase in demand for appropriately designed TH spaces and have also observed the consequences of poorly designed spaces, created without due regard for TH principles, therefore I strongly support the development of nationally recognised training that addresses these issues.

Yours sincerely,

**Leigh McGaghey**

# Training Package Quality Assurance

## Part 4 – Parks and Gardens



Dear Skills Impact,

This letter is to support the development of the Parks & Gardens skill standards that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

I am a teacher with Canberra Institute of Technology who currently delivers the Certificate 3 in Parks and Gardens. I have studied, worked and now teach in this industry for over 35 years.

I participated in the review project for the Parks and Gardens package as a member of the subject matter expert working group. This included attendance (online) at several meetings, providing online feedback.

The changes made to the training package during this consultation I believe better reflect the current needs of the industry than the previous.

I support the changes that have been proposed to this unit and skill set and look forward to utilising them in future.

**Bruce Davies**

Teacher Turf & Horticulture  
Department of Horticulture & Floristry

Canberra Institute of Technology

Tel: +(61) 02 62074623 | Email: [bruce.davies@cit.edu.au](mailto:bruce.davies@cit.edu.au)

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In the spirit of reconciliation, we acknowledge that we are on Ngunnawal land.

Shaping Change  
Growing Our Region's Economy  
Advancing Canberra's Workforce  
Transforming Our Business

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# Training Package Quality Assurance

Our File:  
Enquiries: Hugh Gardner  
Telephone: 9205 2847 / 0477 755 567



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[www.hume.vic.gov.au](http://www.hume.vic.gov.au)

Friday, 23 July 2021

Skills Impact

Dear Skills Impact

**RE: LETTER OF SUPPORT - PARKS & GARDENS SKILL STANDARDS**

This letter is to support the review and development of the skills standards of the Parks & Gardens project that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

I am a currently landscape construction supervisor at Hume City Council, having worked in the Parks and Garden Industry within Local Government in both Western Australia and Victoria for about 20 years.

Hume City Council is one of Australia's fastest-growing and culturally-diverse communities and is home to nearly 249,000 residents. Spanning a total area of 504 square kilometres, the City is located in Melbourne's northern fringe, just 15 kilometres from the centre of Melbourne. Hume City has more than 700 parks, walkways and reserves and more than 350 fun and engaging playgrounds for children of all ages.

I was nominated as a Parks and Leisure Australia (industry body) representative, Parks and Leisure Australia (PLA), is the leading industry association for professionals within the open space, leisure and recreation sector. Through a broad range of services they support members to provide opportunities that strengthen communities through good use of leisure time for the social, environmental, economic and physical well being of all Australians.

I participated in the review project for the Parks and Gardens package as a member of the Subject Matter Expert working group. This included;

- Attendance (Online) at several meetings, providing online feedback.
- Feedback during the consultation periods
- Received and shared updates on the project to PLA membership to encourage industry participation.

The revised training components have been developed to enable the students to have a varied array of skills, providing better outcomes for our industry.

Retaining both the *Manage parks and reserves* and *Develop and implement a streetscape management plan* units of competency and for them to be included in the Diploma of Horticulture as elective units when this qualification is reviewed in 2021/22. Both units are in high demand in the industry due to climate change mitigation and government policy to increase greening of urban areas.

Letter of Support

# Training Package Quality Assurance

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The changes made to the training package during this consultation I believe better reflect the current needs of the industry than the previous package.

The Parks and Leisure Industry supports the changes that have been proposed to the skill standards and believe that industry will support and utilise them in the future.

Yours sincerely



**HUGH GARDNER**  
**PROJECTS AND CONTRACTS SUPERVISOR**

Letter of Support

# Training Package Quality Assurance



Lifestyle and opportunity @ your doorstep

**Michelle Ingley-Smith**  
Industry Engagement Manager  
2 / 32 South Terrace, Adelaide, 5000

6 August 2021

Ref: D21/27654

Dear Skills Impact,

This letter is to support the development of the Parks & Gardens skill standards that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

I am the Manager of the Parks Department at the City of Ryde responsible for the planning and management of the 207 Parks and reserves throughout the Ryde LGA. In this role I am required to effectively manage the parks and gardens to meet the need of the local community. I am also a Committee member of PLA NSW/ACT, which is the peak body for the Park and Leisure industry in NSW/ACT. I brought this perspective as a subject matter expert during the review of Certificates II and III in Parks and Gardens

As part of this review I participated in consultation workshops conducted virtually, review of the subject matter and provided feedback based on my industry knowledge. I regularly received updates and correspondence from Skills Impact which I responded to as required to assist in finalising the project.

As part of the project, I participated in an industry led review as a member of the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions):

- Subject Matter Expert meetings
- Project Feedback Hub
- Validation Meetings
- Email correspondence

The review and update of the Training Certificates will assist to ensure the qualifications are relevant to the need of the Local Government Sector, which I am part of, and the wider industry. It will ensure the qualifications meet the contemporary requirements of industry employers and producers trained staff ready for employment in the industry.

I support the changes that have been proposed to this unit and skill set and look forward to working with staff that have undergone this training in the future.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Simon James'.

Simon James  
Manager - Parks

Customer Service Centre  
1 Pope Street, Ryde NSW 2112  
(Within Top Ryde City shopping centre)

North Ryde Office  
Level 1, Building 0, Riverview Business Park,  
3 Richardson Place, North Ryde NSW 2113

Phone (02) 9952 8222 Fax (02) 9952 8070  
Email [cityofryde@ryde.nsw.gov.au](mailto:cityofryde@ryde.nsw.gov.au)  
Post Locked Bag 2069, North Ryde NSW 1670  
[www.ryde.nsw.gov.au](http://www.ryde.nsw.gov.au)



# Training Package Quality Assurance

## LETTER OF SUPPORT TO ARB AUS



### MTO Consulting

PO Box 957N  
NORTH CAIRNS QLD 4870  
Ph: 0438 954 481

20/08/2021

Dear Skills Impact,

This letter is to support the development of the Parks & Gardens skill standards that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

WE are a specialist education entity both in Australia and PNG with an RTO in PNG. We have worked voluntarily for the forest and AHC industries for well over 20 years starting in the 1980s with National TITC.

The key outcomes from this project will benefit industry and have positive outcomes such as:

- Strengthen the collaboration and connection of the green, urban forestry sector Industry-recognised, fit-for-purpose qualifications and units of competency
- Acknowledging cross-industry relationships
- Remodelling, contextualisation and revision of the units of competence and Qualifications to suit industry on a reasonably regular basis
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising the evolution of industry practises and functions for future workforce

We endorse the changes at this point in August 2021 for the endorsement of the changes to the parks and gardens sector Letter attached:  
higher-level units of competency in these qualifications have been retained for the AHC50416 Diploma of Horticulture qualification

MTO Consulting support the changes that have been proposed and look forward to utilising them in future.

A handwritten signature in black ink, appearing to read 'Ian McLeod'.

Yours sincerely,  
Ian McLeod  
CEO and Director  
MTO Consulting and Workplace Skills Development

# Training Package Quality Assurance



**Arboriculture Australia™**  
*improving the industry and promoting the benefits of trees*

5-11 David Lee Way  
HALLAM, VIC 3808  
enquiries@trees.org.au  
www.trees.org.au

19 August 2021

Dear Skills Impact,

## **RE: SUPPORT FOR PARKS & GARDENS REVISED QUALIFICATIONS & SKILLS**

This letter is to support the development of the Parks & Gardens skill standards that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

Arboriculture Australia (Arb Aus™) is the national peak industry body for arborists, tree workers, utility vegetation and urban forestry managers. Urban forestry is an important sector in our industry with obvious links to parks and gardens. It was therefore important to our organisation to be involved and support this project and as such, Arb Aus put forward two nominated representatives to provide arboriculture expertise for the Subject Matter Expert Working Group.

Arboriculture has long suffered a skills shortage, which is recognised on the National Skills Needs List. We envisage these revised training components will better support the urban forestry sector of our industry; a sector that is experiencing increasing demand for such skills from local government areas as they respond to demands for more green space and the many benefits afforded by trees, such as urban cooling and improved well being. This specifically relates to the key outcome that both the Manage Parks and Reserves, and the Develop and Implement a Streetscape Management Plan units of competency have been retained.

We support the changes that have been proposed and look forward to utilising them in the near future.

If you would like to discuss this issue further or have any questions, please contact Arb Aus' Operations Manager, Alex Wilson, by email ([alex.wilson@trees.org.au](mailto:alex.wilson@trees.org.au)).

Kind regards,

Craig Hinton  
Chair of the Board of Directors

---

Arboriculture Australia representing  
Utility Arborists Association of Australia | International Society of Arboriculture | Society of Municipal Arborists  
Arboricultural Association [UK] | Women in Arboriculture  
ABN 77 090 873 644

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# Training Package Quality Assurance



Will Rheese  
Managing Director | Practising Arborist  
Smith's Tree Services Victoria  
A.B.N. 15 982 772 051  
33 Gillies Street,  
Benalla VIC 3672  
T 0417 317 829  
E [will@smithstreeservices.com](mailto:will@smithstreeservices.com)  
W [www.smithstreeservices.com](http://www.smithstreeservices.com)

## Skills Impact

**SUBJECT: Parks and Gardens Skill Standards**

To Whom It May Concern,

This letter is to support the development of the Parks & Gardens skill standards that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

I have worked in the Horticulture, Arboriculture and Forestry sectors for nearly 25 years as a nurseryman, forest firefighter, forest management, parks and gardens supervisor and arborist.

My business - Smith's Tree Services Victoria – currently employs seven staff, five of which have completed a Certificate III in Horticulture (Arboriculture) along with Certificate II in ESI and relevant annual industry refreshers.

We primarily work for several local councils delivering amenity tree pruning, planting, pest control (weed and insects) and electrical line clearance.

Expertise in horticultural work is a key requirement to perform this work, including pruning, planting and transplanting, along with plant and seed knowledge, particularly local native species knowledge.

It is my opinion that the next generation's growing focus on green spaces, urban forestry, recycling and green energy, there is a need to cross-align several industries to build better understanding and collaboration on these projects.

Time and again I have been involved in planning meetings where progress has come to a grinding halt due to minor obstacles that may have been avoided by some cross training. Examples include:

- Tree protection zones
- Wrong / weed species being planted for the situation
- Lack of budget considerations
- Public engagement
- Wrong trade for the job

In the future, city planners, horticulturalists, arborists, utility providers, developers, engineers etc will need to work closely with each other and understand each other's needs – particularly in the current COVID-work from home-ZOOM climate.

It is important that the skill standards that support roles in parks and gardens are up to date so that they reflect current terminology, equipment, practices and minimum industry standards.

The key outcomes from this project will benefit the Arboriculture and Horticulture industries and have positive outcomes such as:

- Strengthen the collaboration and connection of the horticulture, Arboriculture and urban forestry sector
- Industry-recognised, fit-for-purpose qualifications
- Acknowledging cross-industry relationships (hopefully incorporating civil engineers, town planners and the utility sector)
- Creating clear pathways between qualifications that are relevant to industry and job outcomes
- Recognising innovation and the evolution of industry practises and functions for future workforce

Smith's Tree Services Victoria support the changes that have been proposed and look forward to utilising them in future.

Thank you for considering our opinion.

If there are any further requirements or questions, please do not hesitate to contact us.

Yours Sincerely,

A handwritten signature in black ink that reads "Will Rheese".

Will Rheese  
Managing Director  
Smith's Tree Services Victoria  
0417 317 829  
[will@smithstreeservices.com](mailto:will@smithstreeservices.com)  
[www.smithstreeservices.com](http://www.smithstreeservices.com)



# Training Package Quality Assurance



Date: 20/08/21

This letter is to support the development of the Parks & Gardens skill standards that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

Tree Scape Solution Pte Ltd, tree management services and forestry support services since 2018 as a formal private company.

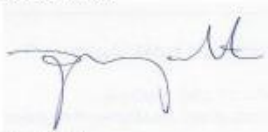
The key outcomes from this project will benefit industry and have positive outcomes such as:

- Strengthen the collaboration and connection of the horticulture and urban forestry sector and agriculture for peri-urban and rural areas.
- Industry-recognised, fit-for-purpose qualifications
- Acknowledging cross-industry relationships and skills sharing
- Creating clear pathways between qualifications that are relevant to industry and job outcomes without reducing skills and aptitude requirement for job outcome
- Recognising the evolution of industry practises and functions for future workforce

Tree Scape Solution Pte Ltd, support the changes that have been proposed and look forward to utilizing them in future.

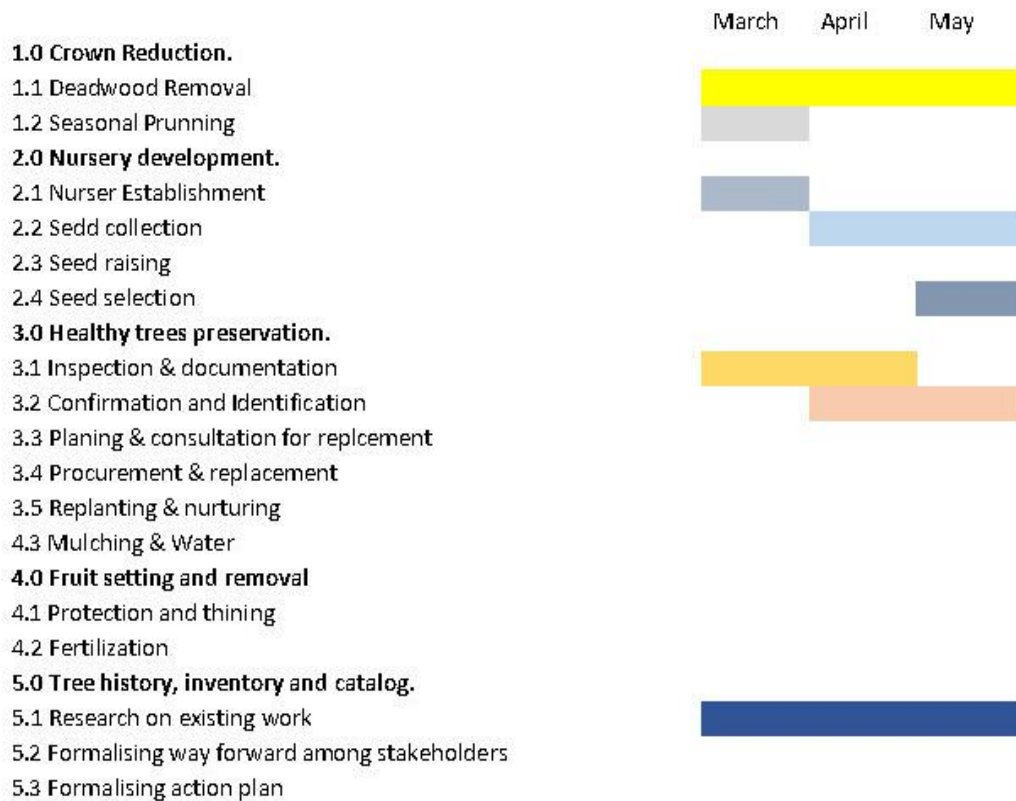
Yours sincerely,

Sincerely,



Paul Waqa

# Training Package Quality Assurance



# Training Package Quality Assurance

## Part 5 – Animal Reproduction



### AgForce Queensland Farmers Limited

ABN 57 611 736 700

Second Floor, 110 Mary Street, Brisbane, Qld, 4000  
PO Box 13186, North Bank Plaza, cnr Ann & George Sts, Brisbane Qld 4003

Ph: (07) 3236 3100  
Fax: (07) 3236 3077  
Email: [agforce@agforceqld.org.au](mailto:agforce@agforceqld.org.au)  
Web: [www.agforceqld.org.au](http://www.agforceqld.org.au)

10 June 2021

Andrew Horgan  
Industry Engagement Manager  
Skills Impact  
559A Queensberry St, North Melbourne, 3051

Via email: [andrew@skillsimpact.com.au](mailto:andrew@skillsimpact.com.au)

Dear Mr Horgan,

#### **Re: Evidence to retain AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle unit**

Spaying is not an act of vet science in Qld. A very large amount of spaying is conducted by professional non vet operators and also owner-operators who to date have not needed to be accredited. That will change with the Qld adoption of the national standards of animal welfare for cattle. The wording states that spaying be done by vets or *accredited spayers*. Anticipating this the Cattle Council of Australia through MLA and with full support of the Cattle Veterinarians of Australia CVA has spent the last several years on an accreditation project using AHCLSK335.

#### **CCA Project AHCLSK335.**

The project developed a completely new suite of training and assessment products for the spaying unit (AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle)- This was a lengthy process done in consultation with 4 highly regarded and experienced cattle vets including the President of the CVA and also the vet who was largely responsible for introducing the DOT to Australia years ago. The result of this project was:

- A new training manual- the only one now available for the unit
- Assessment manual and guide
- RPL Kit
- Video evidence guide

The whole T and A suite was trialled with the 4 vets who actually undertook the unit themselves from start to finish. They may be currently among the few who hold the unit.

Pilot- The unit materials were then piloted across Qld with 4 spayers selected to undertake the RPL process which is very intensive for a Cert III level unit. To date 4 highly regarded vets and 4 professional spayers have completed the unit **AHCLSK335** in this project.

#### **Accreditation Scheme based on AHCLSK335.**

AgForce was contracted by MLA and CCA to develop a national accreditation scheme for spayers and that project is 95% complete. It includes:

- Scheme rules- a complex document governing requirements and operations of the scheme
- Web based database for applicants to become and remain accredited

ADVANCING SUSTAINABLE AGRIBUSINESS

# Training Package Quality Assurance

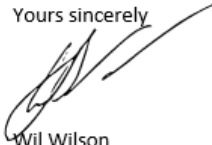
- Forms and processes for application, assessment, accreditation approval, renewal
- Appeals
- Scheme management- a scheme manager has been agreed.

The Qld Government proposes to adopt the national welfare standard soon. Then industry will have 6 months grace to launch the scheme and get spayers accredited. I have attached a flow chart explaining this process. Accreditation is based entirely on the unit being the standard for accreditation. It is critical the unit be retained to underpin the future accreditation scheme. To sum up there are many lay spayers from owner spayers to full timers who will need to complete the unit and become accredited over the next 12 months or so. The numbers of preg testers is much higher.

## **Pregtesting**

The Qld Government has already made a cabinet decision to allow lay preg testing in Qld and AgForce are already working with Qld DAF to develop another accreditation scheme based on the unit [AHCLSK408](#) Pregnancy Test Animals. Therefore it is critical that this unit also be retained for use by the industry accreditation scheme.

Yours sincerely



Wil Wilson  
President AgForce Cattle

ADVANCING SUSTAINABLE AGRIBUSINESS

# Training Package Quality Assurance



## CATTLE COUNCIL OF AUSTRALIA

### SUBMISSION

28 June 2021

Andrew Horgan  
Industry Engagement Manager  
Agriculture and Production Horticulture  
Skills Impact  
559A Queensberry Street  
NORTH MLBOURNE VIC 3051

Via email: [andrew@skillsimpact.com.au](mailto:andrew@skillsimpact.com.au)

Dear Mr Horgan

**Re: Evidence to retain AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle unit**

Cattle Council of Australia (CCA) is the peak industry organisation representing Australia's grass-fed cattle producers. Established in 1979, CCA brings together all state-based farming organisations (SFOs) representing cattle producers in their jurisdiction, associate member organisations with close connections to the cattle industry, and individual cattle producers.

CCA welcomes the opportunity to provide industry support to retain unit AHCLSK335 Conduct dropped ovary technique (DOT) procedures for spaying cattle. We provide this submission without prejudice to any additional submissions from our members or individual producers.

CCA acknowledges that part of the review of underutilised, being low or non-enrolled, units within training packages has resulted in deletion of units from the AHC Training Package.

Following consultation with our members and broader stakeholders, including the Kimberley Pilbara Cattlemen's Association, Northern Territory Cattlemen's Association, and AgForce we provide the following substantiation for retention of the unit and future uptake by industry.

Long-term contraception of cattle can benefit the welfare and production of animals where females cannot be reliably segregated from males and in other limited circumstances. In extensive pastoral conditions, contraception enables cull females to achieve marketable body condition by preventing the stress of unmanaged pregnancy, calving and lactation. Spaying of cattle is a widely practiced husbandry procedure in Northern and Western Australia. The Willis DOT is the preferred method of conducting this procedure and will continue as the only low-cost method of contraception until new technologies become available.

Spaying is a skilled technique and individuals performing the procedure must be registered veterinary surgeons or adequately trained and accredited as permitted by state and territory



# Training Package Quality Assurance



## CATTLE COUNCIL OF AUSTRALIA

legislation as denoted by the following standard under *The Australian Animal Welfare Standards and Guidelines for Cattle* (the Standards):

*S6.7 A person spaying a cow must be a veterinarian or, if permitted in the jurisdiction, be accredited or be under the direct supervision of a veterinarian or a person who is accredited.*

The practice of spaying is more common in the vast rangeland states and territories of Queensland, Western Australia, and the Northern Territory, with the majority of these performed by lay spayers. With legislative adoption of the Standards imminent, CCA acknowledge the absence of a recognised accreditation scheme for lay spayers and has been working with our members and other stakeholders to devise a means by which skilled lay spayers can continue to operate or new spayers trained and accredited to commence operating.

As a result of lengthy process of consultation with four highly regarded and experienced cattle veterinarians, including the President of the Australian Cattle Veterinarians and the veterinarian who was largely responsible for introducing the DOT to Australia many years ago, the project to develop a completely new suite of training and assessment products for the spaying unit included:

- A new training manual – the only one now available for the unit
- An assessment manual and guide
- Recognition of Prior Learning (RPL) kit
- Video evidence guide.

In addition to development of the unit and associated resources, AgForce was contracted by Meat & Livestock Australia (MLA) and CCA to develop a national accreditation scheme for spayers. This project is currently 95% complete and includes:

- Scheme rules – a complex document governing requirements and operations of the scheme
- Web-based database for applicants to obtain and maintain their accreditation
- Forms and process for scheme applications, assessment, accreditation approval and renewal
- An appeal process
- Agreement of a scheme manager.

The launch of the unit has been delayed while industry awaited adoption of the Standards into law, and hence the low enrolment numbers. Once adopted, the unit will officially be launched and be the only means by which non-vet DOT spayers will be legally allowed to operate into the future. Subsequent uptake of the unit by industry is likely to be driven by this legal requirement.

With the implementation of the Standards into law by Queensland announced on 23 June 2021, it is critical that this unit is available as the regulation relating to the spaying of cattle by non-veterinarians will commence on 1 January 2022. This grants industry a six-month 'grace' period to launch the scheme and commence spayer accreditation.

Each state is adopting the national standards (which require accreditation of spayers) in different timeframes and with differing implementation approaches. However, the industry will have a nationally available scheme based on this unit available for all states who wish to use it.

## Training Package Quality Assurance



### CATTLE COUNCIL OF AUSTRALIA

Furthermore, CCA will raise awareness among its industry members of the course and retention of the unit may also contribute to overall improvement of industry images as it demonstrates industry to be meeting a legally required welfare standard.

CCA appreciates the opportunity to provide evidence to support the retention of unit AHCLSK335 and looks forward to making additional comment in the future where necessary.

Please do not hesitate to contact the CCA office of 1300 653 038, or at [cca@cattlecouncil.com.au](mailto:cca@cattlecouncil.com.au) if you would like to discuss this further.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Travis Tobin'.

Travis Tobin  
Chief Executive Officer

# Training Package Quality Assurance



## **Letter of Support – Individual IRC Member for retaining or removing the following units of Competence**

### ***AHCAIS401 Supervise artificial breeding and embryo transfer programs***

This unit was regularly used as part of the Certificate IV in Agriculture at my TAFE campus where I taught the Beef Cattle Production Course for 20 odd years.

The numbers of Certificate IV students was not large at our campus but the unit was useful for students aiming to work or have a stud operation or use the services of an AI or embryo Transfer technician. This unit refers to Supervision and not the actual operation of performing the AI or embryo transfer. It is about organising it. This is very relevant for many livestock producers and livestock managers.

**I strongly support retaining this unit of competency.**

### ***AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle***

I feel that this unit should possibly be regarded as a Level IV unit rather than a Level 3. It is a unit which is used to a greater extent in the Northern Territory and Western Australia. When I worked on the research station at Kidman Springs this technique was used on a regular basis in order to reduce the problems with feral bulls and a way to manage the breeding program and select better stock.

As a level IV it would suggest a greater level of responsibility to any participants.

**I believe the unit should be retained or upgraded to a level IV.**

### ***AHCLSK507 Plan, monitor and evaluate strategies to improve livestock through genetics***

This unit is the step up from the Level IV unit and an excellent unit for those managing a herd improvement program. It is an essential unit for anyone aiming to understand and use successful genetic improvement. Particularly useful for stud managers. Enrolment numbers may be low as the number of Diploma students is often low but the outcomes are quality rather than quantity.

**Please retain this unit particularly now that there is a greater interest in Agriculture amongst young people.**

Regards,

Jacqueline Heap (Member Ag and Prod Hort IRC for TAFENSW (Northern region))

Phone: 0423230840



RTO 90003 | CRICOS 00591E | HEP PRV12049

# Training Package Quality Assurance

## Part 6 – The Rehabilitation of Mined Land

Dear Skills Impact,

This letter is to support the development of the skill standards in the Skills for Land Rehabilitation (Mined) that are included in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package.

I am a restoration ecologist with Curtin University, Science Director for the EcoHealth Network, and Restoration Manager for Indigenous organisation Gelganyem Limited. The development of the new skill standards fills a crucial gap in providing opportunities for individuals wanting to work in the burgeoning mining and rehabilitation/restoration industries, particularly for Indigenous peoples for whom such opportunities through existing education and training packages (often tertiary and off-country) can be extremely challenging to access. I envisage considerable interest and uptake of the new training components, particularly in the regions, and see great value in ensuring industry have access to a supply of qualified, work-ready professionals with direct experience in the fields and disciplines currently crying out for skilled personnel.

As part of the project, I participated in the Subject Matter Expert Working Group and other consultative processes (which were conducted online due to COVID-19 restrictions), joining Subject Matter Expert and Validation meetings and being a part of the Project Feedback Hub.

I wholeheartedly support the changes that have been proposed to this unit and skill set, and expect that they will be of great utility both to industry and to individuals seeking fulfilling careers in the mining industry. As social perception of the importance of rehabilitation and restoration change, and as the voice of Indigenous peoples in that discourse grows stronger, these skills will ensure Australia develops a next generation of professionals with the skills, cultural awareness and practical experience required to meet the challenge.

With thanks,  
Adam

Dr Adam Cross

Research Fellowship in Restoration Ecology

Science Director      Restoration Manager

EcoHealth Network      Gelganyem Limited



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