

# Landscape Construction and Design Project

## Summary of Feedback, Responses and Actions from Public Consultation draft 2



### 2 June 2021

Draft qualifications, units of competency and skill sets for the Landscaping Project were made available on the [Skills Impact website](#) for stakeholder review from 2 December 2020 to 17 January 2021. Feedback received during this period indicated the need to develop further units and a skill set for specific skills areas within landscaping construction and design. These components were made available on the [Skills Impact website](#) for stakeholder review from 3 - 31 May 2021. Please visit the website to view a full list of the documents that were submitted for consultation during these phases.

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

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

\*Tas and ACT Industry associations are represented on the SMEWG but did not provide direct feedback during this consultation phase

Feedback received on the drafts that were available between 3 – 31 May 2021 was positive, with minor changes or updates suggested by stakeholders. This document is a summary of the feedback raised for the draft components developed and reviewed, and how these have been dealt with. The process includes taking into consideration the feedback provided by industry stakeholders during this consultation period and the responding views of the subject matter expert working group (SMEWG) members. Resolutions have been constructed to consider the needs and views of stakeholders to the extent possible, and to comply with the *Standards for Training Packages 2012*. The resolutions may represent a compromise on one or more stakeholder views with the aim of a workable outcome for industry, State and Territory Training Authorities (STAs) and training providers.

**Acronyms - PC – Performance Criteria, PE – Performance Evidence, KE – Knowledge Evidence, AC – Assessment Conditions, SMEs – Subject Matter Experts, AQF – Australian Qualifications Framework**

Please use the menu below to navigate to the feedback you wish to view.

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## Summary of feedback on draft qualifications available from 3 – 31 May 2021

### AHC4XX21 Certificate IV in Landscape Design

#### General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA	<p>Re Core - Happy to see this AHPCPM404 Recommend plants... as the Core unit (not Produce 2D architectural drawings using CAD software) This is in line with WA industry requirements.</p> <p>Re CUAACD302 Core unit - Needs to be updated to CUAACD312 Produce computer aided drawings.</p>	<p><b>Adopted.</b> Thank you for your feedback. CUAACD302 changed to CUAACD312</p>
Industry Association, WA	<p>Re CUAACD302 - This Unit has been superseded by CUAACD312 - Produce computer-aided drawings.</p> <p>Re DES4XX Produce 2-D... - Is this much different to CUAACD302 and are both needed? Or is CUAACD302 actually a pre-requisite for AHCDDES4XX? If so then shouldn't AHCDDES4XX be in the core?</p> <p>Re Electives: BSBSTR301 Contribute... and BSBSTR401 Promote... - These 2 Units seem quite unnecessary to include in the electives. May be nice Units but not very relevant. AHCSOL304 Implement... - I am not sure that this Unit really fits this qual. Obviously topography, soils, and soil amelioration are important factors in the design stage, but this Unit is implementation. And you have AHCSOL406 in the electives as well.</p>	<p><b>Adopted.</b> Thank you for your feedback. CUAACD302 changed to CUAACD312:</p> <p>AHCDDES4XX Produce 2-D architectural landscape drawings using CAD software is the production of the drawings for landscape designs using CAD, whereas CUAACD312 is producing CAD drawings with the focus of this unit on the technical skills required to operate CAD, not on design skills.</p> <p>Based on SMEWG advice, BSBSTR301, BSBSTR401 and AHCSOL304 to remain in electives Group B as they address relevant common skills in some Landscape Design workplaces. This is consistent with several of the Minister's priorities for training packages, including developing qualifications that recognise common skills and delivering broader vocational outcomes.</p>
RTO, VIC	<p>[RTO] has been successfully delivering the Victorian Certificate IV in Landscape Design since 2005. The [RTO] teachers involved in the landscape design course and the landscape industry in Victoria over a number of years are concerned that the strong design focus of the Victorian course 22331VIC is significantly weakened by the removal of some units in the core of the proposed national version. This has the potential to weaken the outcomes for students and future recognition and reputation of the qualification. The teachers are preparing a response that I will forward to you this afternoon. The core should reflect that the job role for this qualification is limited to design.</p>	<p>Thank you for your feedback.</p> <p>The qualification structure of AHC4XX21 Certificate IV in Landscape Design has taken into account the structure of both 22331VIC and the draft updated version of 52772WA. Unfortunately, there are only 5 common core units between these two state accredited courses. As a result, the national qualification has reflected the common core units of both state accredited courses in the core structure and listed the variance in core units in the elective Group B. It should be noted that the packaging rules require at least 3 units to be selected from Group B, this rule enables the selection of the remaining units that are listed in the current Victorian state accredited course.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, VIC	<p>Re Elective unit AHCDES4XX Apply sustainability principles to landscape design –</p> <p>Suggest this unit should be included in the core of this qualification which is all about design. The addition of the words -"All work is carried out to comply with workplace procedures, health and safety in the workplace requirements, legislative and regulatory requirements, and sustainability and biosecurity practices." into the Application Statement of other units is insufficient to provide the depth of skills and knowledge required for a designer to embed the principles of sustainability into the design practices and outcomes. There are regulatory requirements in terms of WHS and biosecurity to be met. This is not the same for sustainability in terms of design.</p> <p>Re CUADES305 Source and... - The core only has one design unit (AHCDES4XX Develop landscape designs). The depth of skills and knowledge of landscape design would be strengthened by including this unit in the core.</p>	<p><b>Comments: The project team will seek SMEWG advice/feedback RE, inclusion of the following units in the core of the qualification:</b></p> <p>AHCDES4XX Apply sustainability principles to landscape design</p> <p>CUADES305 Source and apply information on the history and theory of design</p>
RTO, VIC	<p>I am concerned that the reduction in core units in the newly developed draft of Certificate IV in Landscape Design potentially diminishes the value of the existing Victorian qualification with its recognition under the National package.</p> <p>The units coded with a VU prefix namely VU21968 and VU21971 are units that were developed for the Victorian course to address the absence of similar content in the national package at the time. I believe it is still the case that the content around designing for sustainability and the use of computer technology for design presentation is still absent in the National Package. The relegation of BSDDES305 from a Core unit to an elective would further diminish the value of the Certificate IV in Landscape Design currently being developed for inclusion in the National package.</p> <p>Advice is to include the following 2 units as Core units in this qualification - Apply the principles of sustainability AND Produce 2-D architectural landscape drawings using CAD</p>	<p><b>Comments: The project team will seek SMEWG advice/feedback RE, inclusion of the following units in the core of the qualification:</b></p> <p>AHCDES4XX Apply sustainability principles to landscape design</p> <p>AHCDES4XX Produce 2-D landscape drawings using CAD software</p>
RTO, VIC	<p>In the case of BSBDES305 – Source and apply information on the history and theory of design (is now superseded by and equivalent to CUADES305), I believe should be included as a Core unit of competency. This unit of competency not only covers the history of design but also current industry design trends and how they apply to current practice. I would argue that without the knowledge of the evolution of design, together with a knowledge of current trends and designers, the designer would</p>	<p><b>Comments: The project team will seek SMEWG advice/feedback RE, inclusion of the following unit in the core of the qualification:</b></p> <p>CUADES305 Source and apply information on the history and theory of design</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	be left rudderless and not know where to begin the process of design. Design is not practiced in the absence of knowledge about what went before and how it has affected the present and indeed the future. Design in any discipline is informed by what went before, and a designer cannot execute design without that knowledge. I believe this unit of competence and the knowledge that can be acquired through its completion, would be fundamental to the successful practise of landscape design. I believe it should be retained as a core unit of competence as it is integral to, and informs all of the design subjects in this course.	
Government, WA	Unit of Competency AHCTTH4XX Title AHC4XX21 Certificate IV in Landscape Design outline lists the unit as: AHCTHH4XX Develop a therapeutic horticulture project The unit outline and skill set list the unit as: AHCTTH4XX Develop a therapeutic horticulture design brief	<b>Adopted.</b> Changed AHCTHH4XX title in qualification from 'Develop a therapeutic horticulture project' to 'Develop a therapeutic horticulture design brief'.
RTO, VIC	In the case of VU21971 – Produce 2-D architectural landscape drawings using CAD, I believe should be included as a Core unit of competency. The completion of this unit of competency equips the student with the knowledge and skill to support their CAD designs with professionally crafted presentation drawings and included images. I believe that a designer needs and requires the additional computer technology skills, to enhance the presentation of designs and their concepts, to other project stakeholders as well as to the client.	<b>Comments: The project team will seek SMEWG advice/feedback RE, inclusion of the following unit in the core of the qualification:</b> AHCDES4XX Produce 2-D landscape drawings using CAD software

## AHC4XX21 Certificate IV in Landscape Management

### General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry Association, WA	Re Electives: AHCGR1501 and 502 - Shouldn't these be electives in the Landscape design Cert IV? All Electives starting from BSBESB407 through to CUAACD303: While all of these are useful skills for many landscapers, including them means that the Cert IV can be achieved with just 3 of the 12 Units being AHC and the rest BSB. That makes it more a BSB qual than AHC and begs the question of why the qual is necessary. I would suggest (at least) removing ESB407, RES411, SMB404, WRT401, and BKG404. and reducing the number of other TP Units that can be added.	<b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice, BSB and CPC units to remain in elective units list, as they are relevant to the job role/s. They already exist within the system and support transferability of skills/knowledge between Training Packages/industries. This is consistent with several of the Skills Ministers' priorities for training packages, particularly around reducing duplication within the system.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	While some of these might be useful skills for some landscapers, including them means that the Cert IV can be achieved with just 3 of the 12 Units being AHC and the rest CPC. Makes it more a CPC qual than AHC and begs the question of why the qual is necessary. Most of these Units relate to buildings. Landscapers don't do building construction. I would suggest (at least) removing CBC4001, 4002, 4003, 4004, 4006, 4008, 4009, 4010, 4011B, 4026, and 4053. And reducing the number of other TP Units that can be added.	
RTO, VIC	Re Core Units - Very limited group of core for a landscape 'management' course although it is intended for a range of job roles. Re Elective units: AHCGR1501 Design roof gardens and AHCGR1502 Design vertical gardens... - Should these design units be considered for the Cert IV in Landscape Design elective bank?	<b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice, the Core units to remain as is.  AHCGR1501 Design roof gardens, and AHCGR1502 Design vertical gardens and green facades added to AHC4XX21 Certificate IV in Landscape Design, electives Group B.
RTO, VIC	Re Core units - This qualification applies to a variety of job roles which requires flexible packaging rules as appears here with three core and 9 electives. Question whether the core is too limited and whether there are other common skills required across the job roles.	<b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice, the Core units to remain as is.

## Summary of feedback on draft Skill Sets

### AHCSS000XX Design Brief for Therapeutic Horticulture Garden Skill Set

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA	Currently there are no prerequisites/similar conditions for any landscape design or horticulture qualifications. What is so special about this skill set that we have to change this? This skillset should be no different as it acts as a barrier for those already working in the area of landscaping/design or those who graduated many years ago (which would block your target market from enrolling). There should be no prerequisites or additional restrictions.	<b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice, additional information has been added regarding industry expectations of experience in Horticulture and/or Landscape Design to target group, and <b>AHCPCM404 Recommend plants and cultural practices</b> has been added to the Skill Set.
Government, WA	Skill Set AHCSS000XX Design Brief for Therapeutic Horticulture Garden Skill Set Pathway Information states: These units of competency provide credit towards AHC40416 Certificate IV in Horticulture and AHC4XX21 Certificate IV in Landscape Design. Should this read: "This unit of competency" Will AHC40416 Certificate IV in	<b>Adopted.</b> Thank you for your feedback: Based on SMEWG advice, additional information has been added regarding industry expectations of experience in Horticulture and/or Landscape Design, and <b>AHCPCM404 Recommend plants and cultural practices</b> has been added to the Skill Set.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Horticulture be updated with a minor change to include the new unit of competency AHCTHH4XX Develop a therapeutic horticulture design brief	AHC40416 Certificate IV in Horticulture is proposed for review as part of an upcoming AHC Case for Change, which is currently with the AISC for their consideration. If the project is approved, the inclusion of the new unit will be considered as part of that process.

## Summary of feedback on draft Units of Competency

### New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>AHCDES4XX Apply construction techniques to landscape design</b>		
RTO, WA	<p>Re PC1.1 Review the design.... - What would a student demonstrate for this?</p> <p>Re PC3.4 Incorporate.... - Can landscape designers do this?</p> <p>Re PC4.2 Source providers... - Can this reflect 4.1 and be changed to 'Determine technical services and specialist expertise beyond the scope of own expertise'?</p> <p>Re Foundation Skills - Oral communication 'Initiate discussions with technical services and specialist expertise' - Accessing technical specialists may be difficult for students to achieve. Can the statement be reduced to 'Use clear language and standard industry terminology to discuss and determine construction requirements'?</p> <p>Re Performance Evidence: 'selected appropriate construction methods...' - Is this a landscape designer role?</p> <p>'maximised the use of available water in the landscape' and 'selected an appropriate irrigation system for the landscape design' - Do these two statements go together?</p>	<p><b>Adopted.</b></p> <p><b>Performance Criteria:</b>  PC 1.1 changed to: 'Identify and locate design structures and features to maximise the use efficient of the space'.  PC 3.4 changed to: 'Incorporate irrigation requirements into the design or design documentation'  PC 4.2 changed to: 'Determine and consult with technical and specialist services beyond own scope of expertise as required'.</p> <p><b>Foundation Skills:</b>  Oral communication changed to 'Initiate discussions, using clear language and standard industry terminology to discuss and determine construction requirements'</p> <p><b>Performance Evidence:</b>  Changed 'selected appropriate construction methods for structures and features to suit site specific soil properties' to 'in consultation with appropriate specialist representatives selected appropriate construction methods for structures and features to suit site specific soil properties'  Changed 'maximised the use of available water in the landscape' to 'maximised the use of available water in the landscape through the specification of appropriate waterwise irrigation systems'  Removed 'selected an appropriate irrigation system for the landscape design'.</p> <p><b>Assessment Conditions:</b> Relationships changed to 'technical and specialist representatives'.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Re Assessment Conditions - 'relationships: technical services and specialist expertise' - Is access to these people required? Would 'specialist support' suffice?</p>	
<p>RTO, WA</p> <p>Re PC1.1 Review the design.... - This does not make sense to me. Please clarify what you mean by this? Confirm what structures and features are required to fulfil the design brief? Or consider how the site layout/space could be best utilised?</p> <p>Re PC3.4 - Change to 'Incorporate irrigation requirements into the design or design documentation', as this criterion is usually included by the designer in their specifications. Designers do not draft irrigation plans. I would also like to see something along the lines of selecting/specifying a suitably trained/certified 'waterwise' irrigation contractor to carryout reticulation works.</p> <p>Re PC4.2 - Change to 'Source providers of technical services and specialised expertise to consult with as required'. It needs to be made clear learners are seeking specialists to consult with and seek advice.</p> <p>Re Foundation Skills - Oral Communication - Initiate discussions... - Is the expectation that students will need to liaise with industry specialists, or can this be changed to 'appropriate representatives' to allow the lecturer/assessor to act in this role? The current demand on our landscaping industry means that specialist (other than Lecturers) are usually too busy to assist. If Lecturers are unable to act in this role it makes it very difficult to deliver.</p> <p>Re Performance Evidence:  - on at least one occasion... - Excellent - for this unit to be deliverable it needs to remain as 'at least one occasion' - no more.  - selected appropriate construction... - Change to 'In consultation with specialists, selected</p>	<p><b>Adopted.</b></p> <p><b>Performance Criteria:</b>  PC 1.1 changed to: 'Identify and locate design structures and features to maximise the use efficient of the space'.</p> <p>PC 3.4 changed to: 'Incorporate irrigation requirements into the design or design documentation'</p> <p>PC 4.2 changed to: 'Determine and consult with technical and specialist services beyond own scope of expertise as required'.</p> <p><b>Foundation Skills:</b>  Oral communication changed to 'Initiate discussions, using clear language and standard industry terminology to discuss and determine construction requirements'</p> <p><b>Performance Evidence:</b>  Changed 'selected appropriate construction methods for structures and features to suit site specific soil properties' to 'in consultation with appropriate specialist representatives selected appropriate construction methods for structures and features to suit site specific soil properties'</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>appropriate construction methods for structures and features to suit site specific soil properties.' This is not something that designers should be doing on their own and must be based on advice received from landscape trades people, product manufacturers and other landscape construction experts.</p> <p>- 'maximised the use of...' and 'selected an appropriate irrigation...' - Change to 'maximised the use of available water in the landscape through the specification of appropriate waterwise irrigation systems?' This would address the criteria in one.</p> <p>Re Knowledge Evidence: - plant water requirements - Change to 'Purpose and application of hydro zoning'.</p>	<p>Changed 'maximised the use of available water in the landscape' to 'maximised the use of available water in the landscape through the specification of appropriate waterwise irrigation systems'</p> <p>Removed 'selected an appropriate irrigation system for the landscape design'.</p> <p><b>Knowledge Evidence:</b> Added 'purpose and application of hydro zoning' Kept 'plant water requirements'.</p> <p><b>Assessment Conditions:</b> Relationships changed to 'technical and specialist representatives'.</p>
RTO, VIC	<p>Re Application: All work is carried out to comply with workplace procedures, health and safety in the workplace requirements, legislative and regulatory requirements, and sustainability and biosecurity practices. Comment: How does this statement apply when none of these are required KE or are they acting like KE items. Not in PCs or PEs.</p>	<p><b>Adopted.</b> <b>Application:</b> Third paragraph, removed in toto.</p>
AHCDES4XX Apply sustainability principles to landscape design		
RTO, WA	<p>Re Application: '...and biosecurity practices' – Is biosecurity needed in this unit? Re PC2.3 'Apply' alternative... - Should this be 'Identify' as it is part of this element 'evaluation'?</p> <p>Performance Evidence – applied relevant... 'and biosecurity' legislation – Is biosecurity needed in this unit? Knowledge Evidence – workplace health... 'and biosecurity' legislation - Is biosecurity needed here? Assessment Conditions - workplace health and biosecurity legislation - Is biosecurity needed for this unit?</p>	<p><b>Adopted.</b> <b>Application:</b> Removed 'and biosecurity'. <b>Performance Criteria:</b> PC 2.3 changed to: 'Identify alternative design strategies to improve sustainability outcomes'.</p> <p><b>Performance Evidence:</b> Removed 'and biosecurity'. <b>Knowledge Evidence:</b> Removed 'and biosecurity'. <b>Assessment Conditions:</b> Removed 'and biosecurity'.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA	<p>Re PC2.2 ..to assess sustainable outcomes' - Suggest change to ' Use sustainability criteria to audit the sustainability for the design'.</p> <p>Re PC2.3 Apply ... - Change to identify (instead of applying). Application happens in PC 3.4 after key stakeholder consultation and feedback.</p> <p>Re Performance Evidence:  - on at least one occasion... - Excellent - please leave as 'on at least one occasion' to ensure that the unit is deliverable.  - ... and biosecurity... - Remove 'and biosecurity'</p> <p>Re Knowledge Evidence:  - workplace health... and biosecurity... - Remove 'and biosecurity' - this is covered by environmental.</p> <p>Re Assessment Conditions:  - ...and biosecurity... - Remove 'and biosecurity'</p>	<p><b>Adopted.</b></p> <p><b>Performance Criteria:</b>  PC 2.2 changed to: 'Use sustainability criteria to assess design sustainability'.  PC 2.3 changed to: 'Identify alternative design strategies to improve sustainability outcomes'.</p> <p><b>Performance Evidence:</b> Removed 'and biosecurity'.</p> <p><b>Knowledge Evidence:</b> Removed 'and biosecurity'.</p> <p><b>Assessment Conditions:</b> Removed 'and biosecurity'.</p>
RTO, VIC	<p>Overall, the unit is very light on in terms of the underpinning knowledge required to apply sustainability principles. Knowledge evidence mentions the pillars of sustainability, systems thinking and alternative design, but these appears as blanket statements with no real meaning, as they are decontextualized from the field of study (very similar to other units of competency on TGA with similar outcomes).</p> <p>Systems thinking and cradle-to-cradle design approach (life cycle mapping and assessment) provide an opportunity to make a real difference in how designers approach landscapes. The unit appears to underestimate the types of knowledge required to develop skilled behaviour in this area, primarily focusing on procedural aspects (often easier to measure than other forms of knowledge).</p>	<p><b>Adopted.</b></p> <p><b>Knowledge Evidence:</b> Added 'cradle-to-cradle design, including life cycle mapping and assessment'.</p>
RTO, VIC	<p>Re Knowledge Evidence:  '... environmental, ecological, economic...' - Too summarised.  '... legislation, standards, polices and...' - Too broad</p>	<p><b>Adopted.</b></p> <p><b>Knowledge Evidence:</b>  Changed 'environmental, ecological, economic and social resources commonly related to sustainable design' to 'environmental, ecological, economic and social resources relevant to sustainable design'  Removed 'legislation, standards, policies and procedures that commonly impact on sustainable landscape design'</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>RTO, VIC</p> <p>In the case of VU21968 – Apply the principles of sustainability, I believe that it is essential that the problems we are facing with a changing climate are addressed by designers in all fields including the designing of natural and built landscapes. In a design sense the future we imagine can only be “future proofed” by designing for sustainability. This is the case for all design disciplines as sustainability starts with design. We need to design sustainably to ensure the natural and built landscape:</p> <ul style="list-style-type: none"> <li>• Preserves, improves and protects existing water catchments</li> <li>• Harvests water if appropriate</li> <li>• Minimises the depletion of materials and resources</li> <li>• Minimises the use of energy</li> <li>• Minimises land degradation</li> <li>• Attaches value to and preserves in-situ soils</li> <li>• Designs for carbon sequestration</li> <li>• Selects plants that are appropriate to, contribute to and enhance the future environment</li> <li>• Maintains biodiversity through healthy ecosystems</li> <li>• Designs for habitat</li> <li>• Improves the wellbeing of humankind and all living organisms</li> <li>• Minimises waste</li> </ul> <p>I believe that at this time it is imperative that these principles be instilled in our future design practitioners and as such this unit of competency should be considered as a core unit.</p>	<p><b>Adopted.</b></p> <p><b>Knowledge Evidence:</b>  Changed 'environmental, ecological, economic and social resources commonly related to sustainable design' to 'environmental, ecological, economic and social resources relevant to sustainable design'</p> <p>Removed 'legislation, standards, policies and procedures that commonly impact on sustainable landscape design'</p> <p>Added 'cradle-to-cradle design, including life cycle mapping and assessment'</p> <p>Added 'sustainable design principles, including ensuring that natural and built landscape:</p> <ul style="list-style-type: none"> <li>• preserves, improves and protects existing water catchments</li> <li>• harvests water if appropriate</li> <li>• minimises the depletion of materials and resources</li> <li>• minimises the use of energy</li> <li>• minimises land degradation</li> <li>• attaches value to and preserves in-situ soils</li> <li>• allows for carbon sequestration</li> <li>• uses plants that contribute to and enhance the future environment</li> <li>• maintains biodiversity through healthy ecosystems</li> <li>• designs for habitat</li> <li>• improves the wellbeing of humankind and all living organisms</li> <li>• minimises waste.</li> </ul> <p><b>Comments: The project team will seek SMEWG advice/feedback RE, inclusion of the following unit in the core of the qualification:</b>  AHCDES4XX Apply sustainability principles to landscape design</p>
<b>AHCDES4XX Develop landscape designs</b>	
<p>RTO, WA  <a href="#">#720A</a></p> <p>Re Applications: '...and biosecurity practices' - Are biosecurity considerations needed for this unit?</p> <p>Re PC2.3 Analyse... - should this be Identify?</p>	<p><b>Adopted.</b></p> <p>Thank you for your feedback. Based on SMEWG advice, the following changes were made to the unit content:</p> <p><b>Application:</b> Removed 'and biosecurity'.</p> <p><b>Performance Criteria:</b></p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Re PC2.4 Analyse... - How to students demonstrate this? Can this be changed to 'Identify'?</p> <p>Re PC4.3 Review...concept, <b>timelines</b> and budget - Are timelines needed?</p> <p>Re PC5.4 Review the final design...- review with client or supervisor?</p> <p>Re Performance Evidence—e - applied relevant...<b>and biosecurity</b> legislation - Is biosecurity needed for this unit?</p> <p>Re Knowledge Evidence; - principles and.... - interpreting client budget and design requirements - How would a student's knowledge of this be demonstrated? Should this be in Performance Evidence? - botany, plant physiology...plant identification - This is very large content and is difficult to address as part of audit and validation reviews. How much of this knowledge is needed for this unit? Can this please be reviewed and streamlined to align with the unit content? - design principles... - unit - Is this unity? - workplace health...<b>and biosecurity</b> legislation - See previous content about biosecurity</p> <p>Assessment Conditions - specifications - Australia standards - Typo - should be Australian</p>	<p>PC 2.3 changed to: 'Identify and record soil conditions, topography, aspect, existing and local endemic vegetation, neighbouring elements, levels and climatic factors that may impact the design'</p> <p>PC 2.4 changed to: 'Identify the impact of local council, legislative and regulatory requirements on the design'</p> <p>PC 4.3 changed to: 'Review the use of lighting to ensure it is consistent with the design concept and budget'</p> <p>PC 5.4 changed to: 'Review the final design in consultation with client to ensure all requirements have been addressed'</p> <p>Added new PC 5.5: 'Submit completed landscape design to client within agreed timeframes'.</p> <p><b>Performance Evidence:</b> Removed 'and biosecurity'.</p> <p><b>Knowledge Evidence:</b> Removed 'interpreting client budget and design requirements' Changed 'landscape design costing and budgeting principles' to 'landscape design costing and budgeting practices' Removed 'botany, plant physiology, taxonomy and nomenclature relevant to landscape design' Removed design principles relevant to landscape design - sub-bullet points in toto Removed 'and biosecurity'.</p> <p><b>Assessment Conditions:</b> Changed 'Australia' to 'Australian' Removed 'and biosecurity'.</p>
<p>RTO, WA <a href="#">#720</a></p>	<p>Re PC2.4 - Replace 'analyse' with 'identify and document'.</p> <p>Re PC3.2 - Change to 'develop a concept <b>plan</b> that'.</p> <p>Re PC4.3 - Remove timelines - this is unnecessary for lighting requirements.</p> <p>Add new PC5.5 - Add 5.5 Submit completed landscape design to client within agreed timeframes</p> <p><b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice, the following changes were made to the unit content: <b>Application:</b> Removed 'and biosecurity'.</p> <p><b>Performance Criteria:</b> PC 2.3 changed to: 'Identify and record soil conditions, topography, aspect, existing and local endemic vegetation, neighbouring elements, levels and climatic factors that may impact the design'</p>

**Stakeholder Comments and Identified Issues**

**Consideration and Proposed Resolution**

Re Performance Evidence:  
 - ...at least one occasion... - Excellent - for this unit to be deliverable it needs to remain as 'at least one occasion' - no more.  
 - ... and biosecurity... - Remove 'and biosecurity' - environmental legislation covers this sufficiently.  
 - researched, interpreted, and applied... - Replace with 'researched, identified and documented'.

Re Knowledge Evidence:  
 - ... interpreting client budget and... - Remove 'budget and'. The budget does not require interpretation. How does this factor into knowledge evidence - it is performance evidence only?  
 - landscape design... principles - Replace 'principles' with 'practices'  
 - botany, plant physiology... - REMOVE - This must be removed for the unit to be deliverable. Botany, plant physiology, taxonomy and nomenclature are units in themselves and should not simple be 'slotted in' to the knowledge evidence of a drafting unit.  
 - design principles... - 'unit should be unity and Remove list of design principles. This way the descriptive wording can be contextualised. There is no 'set list' of design principles and elements' although these are the most common it changes from region to region. This way the descriptive wording can be contextualised.  
 - workplace health... and biosecurity - Remove 'and biosecurity'.

Re Assessment Conditions:

PC 2.4 changed to: 'Identify the impact of local council, legislative and regulatory requirements on the design'  
 PC 4.3 changed to: 'Review the use of lighting to ensure it is consistent with the design concept and budget'  
 PC 5.4 changed to: 'Review the final design in consultation with client to ensure all requirements have been addressed'  
 Added new PC 5.5: 'Submit completed landscape design to client within agreed timeframes'.

**Performance Evidence:**  
 Removed 'and biosecurity'.

**Knowledge Evidence:**  
 Removed 'interpreting client budget and design requirements'  
 Changed 'landscape design costing and budgeting principles' to 'landscape design costing and budgeting practices'  
 Removed 'botany, plant physiology, taxonomy and nomenclature relevant to landscape design'  
 Removed design principles relevant to landscape design - sub-bullet points in toto  
 Removed 'and biosecurity'.

**Assessment Conditions:**  
 Changed 'Australia' to 'Australian'

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
	Removed 'and biosecurity'.
<p>RTO, WA #720</p>	<p>Re Element 2 - Disagreed with #1517 that "drainage is a very important aspect I would like to see mentioned here" - This is covered in the sustainability unit. Keep this separate please to ensure that the unit does not double-up with others or become overloaded making it undeliverable. Sustainability can also be incorporated into the design brief given to students to contextualize this if required. Remove reference to 'and biosecurity' throughout unit - not applicable Re Knowledge Evidence - botany, plant physiology... - REMOVE - This must be removed for the unit to be deliverable. Plant identification is a unit in itself and should not simply be 'slotted in' to the knowledge evidence of a drafting unit. Re PC4.3 - Remove timelines - this is unnecessary for lighting requirements. It take very little time in the grand picture and is undertaken by qualified tradespeople who dictate their own timeline for install. Re Element 4 - Disagree with #1293 {that greater emphasis should be placed on development of construction specifications} and &amp; #1517 {rather see tighter site analysis skills and construction knowledge in this} - There is a separate construction unit that covers this extensively (which is also a core unit). Including too much in the one unit makes it undeliverable and impractical with no clear focus. Please leave it separate. Keep in mind that landscape designers are not architects or engineers either. Consultation with local industry for an accredited course (consulting with landscape designers - not landscapers) confirmed the need for lighting to be included in this qualification.</p> <p><b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice – drainage and sustainability are covered in <b>AHCDES4XX Apply sustainability principles to landscape design</b>, and construction techniques are covered in <b>AHCDES4XX Apply construction techniques to landscape design</b> – as such to include content in this unit would be a double up of unit content. The following changes were made to the unit content: <b>Application:</b> Removed 'and biosecurity'.</p> <p><b>Performance Criteria:</b> PC 2.3 changed to: 'Identify and record soil conditions, topography, aspect, existing and local endemic vegetation, neighbouring elements, levels and climatic factors that may impact the design' PC 2.4 changed to: 'Identify the impact of local council, legislative and regulatory requirements on the design' PC 4.3 changed to: 'Review the use of lighting to ensure it is consistent with the design concept and budget' PC 5.4 changed to: 'Review the final design in consultation with client to ensure all requirements have been addressed' Added new PC 5.5: 'Submit completed landscape design to client within agreed timeframes'.</p> <p><b>Performance Evidence:</b> Removed "and biosecurity".</p> <p><b>Knowledge Evidence:</b> Removed 'interpreting client budget and design requirements' Changed 'landscape design costing and budgeting principles' to 'landscape design costing and budgeting practices' Removed 'botany, plant physiology, taxonomy and nomenclature relevant to landscape design' Removed design principles relevant to landscape design – sub-bullet points in toto Removed 'and biosecurity'.</p> <p><b>Assessment Conditions:</b> Changed 'Australia' to 'Australian' Removed 'and biosecurity'.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Association, NSW #1517	<p>re Element 4 I agree with #1293 (that while this is an important part, I don't think it is an essential element in the design process – greater emphasis should be on development of construction specifications, or sectional diagrams relating to technical aspects...).</p> <p>- I'd rather see tighter site analysis skills and construction knowledge in this qualification.</p> <p>Re PC2.3 'existing vegetation' – regarding “existing vegetation”: given the encroachment of urban development on natural landscapes, designers need to be aware of the broader ecological characteristics of the area that a given site sits within. At a minimum, designers should be able to understand local endemic vegetation [i.e., beyond the focus site's boundaries] and incorporate an understanding of this in design proposals. This would also fall in line with some Local Government Area requirements for ecologically appropriate plant selection.</p>	<p><b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice - drainage and sustainability are covered in <b>AHCDES4XX Apply sustainability principles to landscape design</b>, and construction techniques are covered in <b>AHCDES4XX Apply construction techniques to landscape design</b> - as such to include content in this unit would be a double up of unit content.</p> <p>The following changes were made to the unit content: <b>Application:</b> Removed 'and biosecurity'.</p> <p><b>Performance Criteria:</b> PC 2.3 changed to: 'Identify and record soil conditions, topography, aspect, existing and local endemic vegetation, neighbouring elements, levels and climatic factors that may impact the design'.</p>
RTO, VIC #1293	<p>Re Element 4 - This is a very specific area of landscaping, and while an important part, I don't think is an essential element in the design process. I think greater emphasis should be placed on development of construction specifications, or sectional diagrams, relating to technical aspects of construction</p>	<p><b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice - drainage and sustainability are covered in <b>AHCDES4XX Apply sustainability principles to landscape design</b>, and construction techniques are covered in <b>AHCDES4XX Apply construction techniques to landscape design</b> - as such to include content in this unit would be a double up of unit content.</p>
Industry, QLD #1329	<p>Re Element 2 - Drainage is a very important aspect I would like to see mentioned here</p>	<p><b>Adopted.</b> Thank you for your feedback. Based on SMEWG advice - drainage and sustainability are covered in <b>AHCDES4XX Apply sustainability principles to landscape design</b>, and construction techniques are covered in <b>AHCDES4XX Apply construction techniques to landscape design</b> - as such to include content in this unit would be a double up of unit content.</p>
RTO, VIC	<p>Re Knowledge Evidence: This includes knowledge of:... - Lighting/use of lighting as per element 4. 'functional analysis techniques...'- Does that include the physical elements and features of the site? 'plant identification...<b>schedule</b>' - Relevant to landscape design?</p>	<p><b>Adopted.</b> <b>Knowledge Evidence:</b> Changed 'functional analysis techniques relevant to landscape design' to 'site functional analysis techniques relevant to landscape design' Changed 'plant identification, selection and culture, and planting schedule' to 'plant identification, selection and culture, and planting schedule relevant to landscape design' Added 'format and layout of landscape designs'</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>'design principles relevant...including:' - Do the principles cover the development of the design concept or just inform? What about the development of clear and concise notes (PC 5.3) as part of the final design. Would the format of a final design be required KE?</p> <p>'local council, legislation...design' - Would that include heritage overlays, building covenants, easements/underground cables, significant landscape/vegetation preservation orders/overlays, flood/fire overlays etc?</p>	<p>Removed design principles relevant to landscape design - sub-bullet points in toto.</p> <p>Changed 'local council, legislative and regulatory requirements relevant to landscape design' to 'local council, legislative and regulatory requirements relevant to landscape design, including:</p> <ul style="list-style-type: none"> <li>• heritage overlays</li> <li>• building covenants</li> <li>• easements and underground cables</li> <li>• landscape and vegetation preservation orders and overlays</li> <li>• flood and fire overlays'.</li> </ul>
RTO, VIC	<p>VU21969 – AHCDES4XX - Develop landscape designs – suggest the removal of Element 4 – Incorporate the use of lighting into a design. It is a specialist area similar to that of irrigation and there are specialist companies that provide both product and lighting design recommendations for a landscape designer. The specialist nature of this discipline is underpinned in the Electrotechnology Training Package which contains a design unit and states “Competency development activities in this unit are subject to regulations directly related to licensing”.</p> <p>The focus of this unit is for basic landscape designs to develop drawing skills to produce a scaled concept plan and a planting plan – not associated construction drawings, irrigation plans, or lighting design plans.</p>	<p>Thank you for your feedback. Based on SMEWG advice Element 4 to remain in this unit.</p>
AHCDES4XX Prepare simple landscape drawings		
RTO, WA	<p>Re PC1.2 Identify key 'features' - Do the 'features' need to be clarified?</p> <p>Re PC2.5 Create 'sectional drawings' - Are these needed for simple drawing? Is a 'plan view' more appropriate?</p> <p>Re PC2.6 Create... 'structural' elements - Is this appropriate for simple drawings?</p> <p>Re Foundation Skills - Reading - 'instructions' - Would 'information' be part of the information provided? What would this be?</p>	<p><b>Adopted.</b></p> <p><b>Performance Criteria:</b></p> <p>PC 1.2 changed to: 'Identify existing key features to be recorded'</p> <p>PC 2.5 changed to: 'Create drawings of simple elements including plan view and site analysis plans using standard drawing conventions'</p> <p>PC 2.6 changed to: 'Create elevation drawings of simple landscape elements using standard drawing conventions'.</p> <p><b>Foundation Skills:</b></p> <p>Reading changed to 'Interprets and evaluates detailed technical information to prepare simple landscape drawings'</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Re Performance Evidence:  - ...on at least three occasions - What is the value of 3 occasions? Do the 3 drawings need to include different elements/content? Sufficiency would dictate that the performance evidence should be demonstrated on at least two occasions. How will the nominal hours for this unit change compared to the original VU unit to accommodate this additional work?  - applied standard... - text styles - Is the correct term 'annotated' rather than 'text'?</p> <p>Re Knowledge Evidence:  - text styles - Is the correct term 'annotated' rather than 'text'?  - types of drawings including - Should concept plans be included here as part of simple drawings?  - schematic - Is this a suitable term for landscape design?  - sectional - Is this part of simple drawings? Should this be removed?  - front elevation and side elevation - Can this be changed to just 'elevations' to capture student knowledge of front, back and side elevations"</p> <p>Assessment Conditions: - relationships - ...including engineers and surveyors - Is access to these people required for simple drawings? Would 'specialist support' suffice?</p>	<p><b>Performance Evidence:</b>  Changed 'on at least three occasions' to 'on at least one occasion'  Changed 'text styles' to 'annotation styles'.</p> <p><b>Knowledge Evidence:</b>  Changed 'text styles' to 'annotation styles'  Removed 'schematic drawings', 'sectional vies', and 'front elevation and side elevation'  Added 'concept plans', and 'and elevation drawings'.</p> <p><b>Assessment Conditions:</b> Relationships removed in toto.</p>
<p>RTO, WA</p> <p>Re PC1.2 - Requires further clarification. Change to '1.2 Identify existing key features to be recorded  Re PC1.5 - Remove PC 1.5. Consultation with engineers is not required for simple landscape projects (that this unit implies students will produce).In most cases a surveyor's plan will suffice for simple residential projects and consultation with surveyors not be required.  Re PC2.5 - Remove the performance criteria relating to 'Sectional Views'. I would not consider creating sectional view to be part of producing 'simple' landscape drawings. Sectional views by definition are used to clarify the interior construction of a complex part that cannot be clearly described by hidden lines in exterior views. 'Simple'</p>	<p><b>Adopted.</b>  <b>Performance Criteria:</b>  PC 1.2 changed to: 'Identify existing key features to be recorded'  Removed PC 1.5 in toto  PC 2.5 changed to: 'Create drawings of simple elements including plan view and site analysis plans using standard drawing conventions'  PC 2.6 changed to: 'Create elevation drawings of simple landscape elements using standard drawing conventions'.</p>

**Stakeholder Comments and Identified Issues**

**Consideration and Proposed Resolution**

landscape drawings include plan view, site analysis plans (known in architecture as schematic drawings) and elevation plans only.  
Re PC2.6 ... structural... - Remove the work 'structural' and replace with 'simple landscape elements'. Landscape Designers should not be drafting or providing detail for any structural elements. This must be done by engineers or architects. It certainly does not form part of a 'simple' landscape drawing.  
Re Foundation Skills - Reading - ... instructions... - Remove instructions - this does not fit in to this unit.

Re Performance Evidence:  
- ... on at least three occasions... - Change to 'at least one occasion'. The current 'on at least three occasions' is simply not practical from a delivery/assessment point of view. It would require TAFE to provide students with access to 3 workable sites for just this unit alone. It is an unreasonable expectation. Who suggested three times and what is the intended purpose of it? What will the increase in unit hours be? What do students gain from doing this three times as opposed to doing it once or twice thoroughly?  
- ... job requirements - Change to 'design brief' or 'scope of drafting works'.  
- text styles - Change to 'annotation styles', annotation being correct design terminology for text and information not conveyed via graphics/drawings.

Re Knowledge Evidence:  
- text styles - Change to 'annotation styles', annotation being correct design terminology for text and information not conveyed via graphics/drawings.  
- ... schematic drawings - Change 'schematic drawings' to 'site analysis' plan. Schematic drawings are not landscape design terminology, it

**Foundation Skills:**  
Reading changed to 'Interprets and evaluates detailed technical information to prepare simple landscape drawings'

**Performance Evidence:**  
Changed 'on at least three occasions' to 'on at least one occasion'  
Changed 'identified and confirmed job requirements' to 'identified and confirmed scope of drafting works'  
Changed 'text styles' to 'annotation styles'.

**Knowledge Evidence:**  
Changed 'text styles' to 'annotation styles'  
Removed 'schematic drawings'  
Added 'site analysis plans', and 'concept plans'.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>is architecture terminology which is not appropriate for a TAFE level.</p> <ul style="list-style-type: none"> <li>- Include 'concept plans'. This is a key step in the design process and production of plans that has been missed.</li> <li>- sectional vies - Do you mean 'sectional views'? Remove 'Sectional Views'. I would not consider creating sectional views to be part of producing 'simple' landscape drawings. Sectional views by definition are used to clarify the interior construction of a complex part that cannot be clearly described by hidden lines in exterior views. 'Simple' landscape drawings include plan view, site analysis plans (known in architecture as schematic drawings) and elevation plans only.</li> <li>- front elevation and side elevation - Change 'front elevation and side elevation' to 'elevation views'. You can have front, back, and left/right side elevations. The term 'elevations' captures this all and also allows the student to determine what elevation views will best convey their design.</li> </ul> <p>Re Assessment Conditions:</p> <ul style="list-style-type: none"> <li>- engineers and surveyors - Change to 'specialist support including plans or consultation with surveyors or engineers'. Consultation with engineers is not required for simple landscape projects (that this unit implies students will produce). In most cases a surveyor's plan will suffice for simple residential projects and consultation with surveyors are not required.</li> </ul>	<p><b>Assessment Conditions:</b> Relationships removed in toto.</p>
RTO, VIC	<p>Re Knowledge Evidence: '... text styles' - And design symbols</p>	<p><b>Adopted.</b> <b>Knowledge Evidence:</b> Changed 'text styles' to 'annotation styles'.</p>
<b>AHCDES4XX Produce 2-D landscape drawings using CAD software</b>		
RTO, WA	<p>Re title - 'architectural' - Is the term 'architectural' appropriate here? Can this be removed from this document?</p> <p>Re PC2.6 ... 'essential status toggles' - Will this be applicable in different CADD programs?</p>	<p><b>Adopted.</b> <b>Unit title:</b> Removed 'architectural' from title, application and throughout unit content. <b>Elements:</b> Element 4 changed to: 'Plot or print CAD drawings' Element 6 and associated PC's renumbered (typo's)</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Re PC4.2 ... plotter - Can 'printer' be added here?  Re PC4.3 ... and <b>plot</b> drawings - Can 'print' be added here?  Note: Elements and PCs need to be renumbered from 5 onwards.  Re PC4.1 (actually 6.1) - Insert...files... - What would students be doing here? Does this mean just the drawings and associated information?  Re PC4.3 (actually 6.3 - Import blocks... - Add in 'drawing components' with the blocks  Re Foundation Skills - Reading - ...'architectural'... - Is the term 'architectural' appropriate here? Can this be removed from this document?  Re Performance Evidence:  - at least <b>two</b> occasions - This has been increased compared to the previous VU unit - hopefully, the nominal hours be amended to address this increased workload  - applied creative... - decorative styles - What would assessors be looking for here? Is this term appropriate?  - ...and text styles - Should this be 'annotated'?</p>	<p><b>Performance Criteria:</b>  PC 2.6 changed to: 'Setup tool bars and apply essential status toggles appropriate for the CAD software program'  PC 4.1 changed to: 'Set page layout to suit printing or plotting requirements'  PC 4.2 changed to: 'Set the print parameters for the printer or plotter'  PC 4.3 changed to: 'Select correct print media and print or plot drawings'  Removed PC 6.1 in toto  PC 6.2 (formerly 6.3) changed to: 'Import blocks or components into files and drawings'.</p> <p><b>Foundation Skills:</b>  Reading and Numeracy, removed 'architectural'</p> <p><b>Performance Evidence:</b>  Changed 'on at least two occasions' to 'on at least one occasion'  Changed 'characteristics, decorative styles and text styles' to 'characteristics and annotated styles'</p>
<p>RTO, WA</p> <p>Re title - Remove 'architectural'  Re Application - Remove 'architectural' - all mentions  Re all Performance Criteria - It looks like the elements and performance criteria has been arranged to suit a specific CAD program. Different CAD programs e.g., AutoCAD, SketchUp or Vectorworks require the PC to be completed in a different order. In Western Australia, significant industry consultation has shown that AutoCAD &amp; SketchUp are the most used CAD programs, and this is reflected in programs taught at WA TAFE's.  Re PC2.6 - Perhaps we need to word this differently to apply to multiple CAD programs- 'Set up tool bars or apply essential status toggles appropriate for the CAD software program'.  Re PC4.2 - Add plotter or printer  Re PC4.3 - Add plot or print drawings</p>	<p><b>Adopted.</b>  <b>Unit title &amp; Application:</b> Removed 'architectural' from title, application and throughout unit content.  <b>Elements:</b>  Element 4 changed to: 'Plot or print CAD drawings'  Element 6 and associated PC's renumbered (typo's)  <b>Performance Criteria:</b>  PC 2.6 changed to: 'Setup tool bars and apply essential status toggles appropriate for the CAD software program'  PC 4.1 changed to: 'Set page layout to suit printing or plotting requirements'  PC 4.2 changed to: 'Set the print parameters for the printer or plotter'  PC 4.3 changed to: 'Select correct print media and print or plot drawings'  Removed PC 6.1 in toto  PC 6.2 (formerly 6.3) changed to: 'Import blocks or components into files and drawings'.</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>Renumber E4 below and all PC4s as E6 and PC 6s. Element number 6 (not 4) - PC to be changed to match.</p> <p>Re PC4.1 (actually 6.1) - What is meant by this? By software, do you mean illustrator/photoshop or other CAD software? Importing files into illustrator/photoshop is not an essential CAD skill.</p> <p>Re PC4.3 (actually 6.3) - Change to ' Import blocks or components into files and drawings</p> <p>Re Foundation Skills - remove the term 'architectural' from Reading and Numeracy</p> <p>Re Performance Evidence:</p> <ul style="list-style-type: none"> <li>- ...on at least two occasions - Change to 'at least one occasion'. The current 'on at least two occasions' is simply not practical from a delivery/assessment point of view. Who suggested two times and what is the intended purpose of it? What will the increase in unit hours be? What do students' gain from doing this two times as opposed to doing it once or twice thoroughly and touching on it as well in the other drafting/design units?</li> <li>- ...decorative styles - Remove 'decorative styles' - This is subjective.</li> <li>- ... text styles - Change to 'annotation styles'.</li> </ul> <p>Re Knowledge Evidence:</p> <ul style="list-style-type: none"> <li>- ... digital file management procedures - Change to 'digital file management procedures specific to the workplace'.</li> <li>- ...2-D architectural... - Remove 'architecture' this is a hang-over from landscape architecture. Change to 'landscape plan drawings'.</li> </ul>	<p><b>Foundation Skills:</b> Reading and Numeracy, removed 'architectural'</p> <p><b>Performance Evidence:</b> Changed 'on at least two occasions' to 'on at least one occasion' Changed 'characteristics, decorative styles and text styles' to 'characteristics and annotated styles'</p> <p><b>Knowledge Evidence:</b> Changed 'digital file management procedures' to 'workplace digital file management procedures' Changed '2-D architectural landscape drawings' to '2-D landscape drawings', this change is consistent with unit title and content changes.</p>
<p>RTO, WA</p> <p>Remove reference to 'architectural' throughout unit. - this is not appropriate language for the job role of a landscape designer.</p> <p>This is not appropriate terminology for the task or job role and add to the confusion between the role of university qualified architects/engineers vs the role of TAFE qualified landscape designers.</p> <p>Remove 'architecture' this is a hang-over from landscape architecture. It is not appropriate terminology to describe the 2D plans produced by</p>	<p><b>Adopted.</b> <b>Unit title &amp; Application:</b> Removed 'architectural' from title, application and throughout unit content, including the foundation skills.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>TAFE trained Landscape Designers. Change to 'landscape plan drawings'.</p> <p>Re PC4.3 (actually 6.3) - Change to ' Import blocks or components into files and drawings.' This means that the language used will also be suitable for 'SketchUp' and 'Vectorworks' (not just AutoCAD). SketchUp and Vectorworks are also CAD programs used by landscape designers.</p>	<p><b>Performance Criteria:</b> PC 6.2 (formerly 6.3) changed to: 'Import blocks or components into files and drawings'.</p>
RTO, VIC	<p>Re Application: 'All work is...sustainability and biosecurity...' - Where is the KE related to biosecurity and sustainability practices? Are these appropriate for this unit?</p> <p>Re Performance Evidence: 'applied Australian standards and...' - Are these standards for Technical drawing?</p> <p>Re Knowledge Evidence: ... Australian standards...' - As above</p>	<p><b>Adopted.</b> <b>Application:</b> Third paragraph, removed ', and sustainability and biosecurity practices'.</p> <p><b>Performance Evidence:</b> Changed 'applied Australian standards and design drawing requirements ' to 'applied Australian standards and design drawing requirements relevant to producing 2-D landscape drawings'</p> <p><b>Knowledge Evidence:</b> Changed 'Australian standards, workplace procedures and design drawing requirements relevant to producing 2-D architectural landscape drawings using CAD software' to 'Australian standards, workplace procedures and design drawing requirements relevant to producing 2-D landscape drawings'.</p>
<b>AHCLSC4XX Apply structural principles to Class 10 buildings</b>		
RTO, QLD	<p>Re Prerequisite Units - I would not include this WHS unit as a prerequisite.</p>	<p><b>Adopted.</b> Removed AHCWHS401 from prerequisite units.</p>
RTO, QLD	<p>Re Element 3 and Performance Criteria: how many class 10 structures, that a landscaper builds are going to having flooring systems?</p> <p>Re Knowledge Evidence in general: how many class 10 building will have beams, columns and roof trusses?</p> <p>Class 10a A private garage, carport, shed or the like.</p> <p>Class 10b A structure being a fence, mast, antenna, retaining or free standing wall, swimming pool or the like.</p> <p>Class 10c A private bushfire shelter.</p>	<p><b>Adopted.</b> <b>Element 3:</b> Removed Element 3 in toto, renumbered elements and PC's that followed.</p> <p><b>Knowledge Evidence:</b> Removed 'performance of beams', 'performance of columns', 'performance of roof trusses', 'suspended timber, metal and steel floor frames', 'tongue and groove flooring'. Changed 'suspended and slab on ground concrete floors' to 'slab on ground concrete floors'. Changed ' causes and implications of structural defects related to failure of applying structural principles to residential and commercial buildings' to 'causes and implications of structural defects related to failure of applying structural principles to class 10 buildings'.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>too much cut and paste from the CPC unit - how many proper structures have tongue and groove flooring?</p> <p>There's no way a landscaper is going to be doing this.</p> <p>The unit should be put in the bin.</p>	<p>This unit has been developed to address Class 10 buildings structural principles as these relate to the types of structures used in the landscape industry.</p>
RTO, VIC	<p>Re Application: 'All work is... legislative and regulatory requirements' - Are the building codes in the KE the only legislative and regulatory requirements? '...sustainability and biosecurity...' - Do these apply to this unit? They only appear in the application.</p>	<p><b>Adopted.</b> <b>Application:</b> Third paragraph, removed ', and sustainability and biosecurity practices'.</p>
RTO, VIC	<p>AHCLSC4XX Apply structural principles to Class 10 buildings Compared to current unit: CPCCBC4010 - Apply structural principles to residential and commercial constructions</p> <p>In regard to creating new AHC building units, we are seeking clarification regarding the following:</p> <ol style="list-style-type: none"> <li>1. Is there a need to create new AHC units?</li> <li>2. If the learner completes both the similar units as electives, will this reduce the content being learnt?</li> <li>3. Are there any licensing regulations around the units?</li> <li>4. Is there a requirement for CPCCWHS1001 Prepare to work safely in the construction industry to carry out construction work?</li> </ol>	<p>Thank you for your feedback and the following comments have been compiled to address the concerns you have raised.</p> <ol style="list-style-type: none"> <li>1. The SMEWG determined the need to create two units relating to Class 10 buildings.</li> <li>2. Not necessarily. The two units are required because of the differences in licensing requirements between the various states. This unit has been developed to address Class 10 buildings structural principles as these relate to the types of structures used in the landscape industry. CPCCBC4010 applies to residential and commercial constructions (Class 1 and 10 buildings to a maximum of two storeys, Class 2 to 9 Type C buildings) – this is way beyond what is required for the landscape industry.</li> <li>3. Yes, the licensing requirements vary between jurisdictions.</li> <li>4. It depends on the jurisdiction and may not be necessary for landscape (class 10) type construction work.</li> </ol>
<b>AHCLSC4XX Apply building codes and standards to the construction process for Class 10 buildings</b>		
RTO, QLD	<p>Re whole unit: This is basically just a cut and paste of CPCCBC4001 - why not just include that unit as an elective in qualifications.</p>	<p>Thank you for your feedback. CPCCBC4001 has been included as an elective in the Certificate IV in Landscape Management; however, CPCCBC4001 is related to Class 1 and 10 buildings. It is noted that most landscape construction work does not include Class 1 buildings, which makes this unit unrealistic and difficult to attain in the landscape industry. Therefore, AHCLSC4XX Apply building codes and standards to the construction process for Class 10 buildings has been developed to address the application of building codes and standards relevant to the landscape industry.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, QLD	<p>Re Application - first paragraph '...maximum of two storeys...'</p> <ul style="list-style-type: none"> <li>- Remove requirement for two storeys. add single story.</li> </ul> <p>Anyone building a two story structure should get a building licence.</p> <p>Re Application - second paragraph 'This unit applies to...'</p> <ul style="list-style-type: none"> <li>- This unit applies to industry professionals responsible for ensuring compliance with building codes and standards for class 10 buildings</li> </ul>	<p><b>Adopted.</b></p> <p><b>Application:</b> Changed 'two storeys' to 'one storey'.            Changed second paragraph, first sentence to 'The unit applies to individuals who apply specialist skills and knowledge to ensure compliance with building codes and standards for Class 10 buildings'.</p>
RTO, VIC	<p>Re Application:            '...and sustainability and biosecurity practices' - Sustainability is listed in the KE but not in PCs - Is biosecurity part of environmental requirements. Does it apply here?</p> <p>Re Knowledge Evidence:            'environmental...sustainability... - What are the environmental requirements? - Sustainability not in the PCs or the PE</p>	<p><b>Adopted.</b></p> <p><b>Application:</b> Third paragraph, removed: ', and sustainability and biosecurity practices'.</p> <p><b>Knowledge Evidence:</b>            Removed 'environmental requirements and sustainability principles and concepts'.</p>
RTO, VIC	<p>AHCLSC4XX Apply building codes and standards to the construction process for Class 10 buildings. Compared to current unit CPCCBC4001 - Apply building codes and standards to the construction process for Class 1 and 10 buildings</p> <p>In regard to creating new AHC building units, we are seeking clarification regarding the following:</p> <ol style="list-style-type: none"> <li>1. Is there a need to create new AHC units?</li> <li>2. If the learner completes both the similar units as electives, will this reduce the content being learnt?</li> <li>3. Are there any licensing regulations around the units?</li> <li>4. Is there a requirement for CPCCWHS1001 Prepare to work safely in the construction industry to carry out construction work?</li> </ol>	<p>Thank you for your feedback and the following comments have been compiled to address the concerns you have raised.</p> <ol style="list-style-type: none"> <li>1. The SMEWG determined the need to create two units relating to Class 10 buildings.</li> <li>2. Not necessarily. The two units are required because of the differences in licensing requirements between the various states. This unit has been developed to address Class 10 buildings structural principles as these relate to the types of structures used in the landscape industry. CPCCBC4010 applies to residential and commercial constructions (Class 1 and 10 buildings to a maximum of two storeys, Class 2 to 9 Type C buildings) – this is way beyond what is required for the landscape industry.</li> <li>3. Yes, the licensing requirements vary between jurisdictions.</li> <li>4. It depends on the jurisdiction and may not be necessary for landscape (class 10) type construction work.</li> </ol>
<b>AHCTHH4XX Develop a therapeutic horticulture design brief</b>		
Association, National #1522	<p>Re unit overall :</p> <p>TH is much more than a design landscape. TH considerations are for the person not the landscape. TH group activities or 1:1 should be explored here too. TH is a person centred activity</p>	<p><b>Adopted.</b></p> <p>Thank you for your feedback. Based on SMEWG advice, feedback regarding content for OT, PT or other allied health professionals to be passed onto Skills IQ for a unit 'Develop a Therapeutic Health Program' to</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>where the values, dignity, respect, likes/dislikes, social inclusion/exclusion, etc must all be considered for optimal outcomes of self-esteem, confidence, achievement</p> <p>Risk assessment is a big part of any TH activity as it often participants are vulnerable due to health conditions e.g., mobility, cognition, vision and hearing impairment</p> <p>should include clarification of therapeutic horticulture TH and what the benefits are to the participant of TH and what sectors is TH useful e.g., mental health, disability and aged care</p> <p>Re PC2.5 Also who will be delivering the TH activity and will goals, and outcomes be observed and recorded. Is liaison with OT PT or other allied health professionals be required.</p>	<p>be developed for allied health professionals, etc. - for potential inclusion in the Health Training Package (HLT).</p> <p>The following changes were made to the unit:</p> <p><b>Performance Criteria:</b> Added new PC 2.2: 'Conduct risk assessment based on client brief and regulatory requirements' Renumbered all PC's in element 2 that followed PC 2.2.</p> <p><b>Foundation Skills:</b> Oral communication, added: 'conduct risk assessment'.</p> <p><b>Performance Evidence:</b> Added 'conducted risk assessment' Added 'interpreted and applied local council, legislative and regulatory requirements relevant to therapeutic horticulture design'.</p> <p><b>Knowledge Evidence:</b> Added 'risk assessment' Added 'local council, legislative and regulatory requirements relevant to therapeutic horticulture design'.</p>
Association, NSW	<p>Re unit overall :</p> <p>As discussed in the panel review, there is a growing need for training in the cross-disciplines of design/horticulture and therapy services to enable people to provide TH programs. This UoC provides a good framework for a designer to provide the right environment for TH activities, but I would really like to see some cross-over or input from other training packages and qualifications [e.g., in Cert IV Leisure &amp; Health] to enable the designer to extend their scope of services. #1522's comments reflect this close relationship between the designed space and the user of the space.</p>	<p>Added 'risk assessment' Added 'local council, legislative and regulatory requirements relevant to therapeutic horticulture design'.</p> <p><b>Assessment Conditions:</b> resources, equipment and materials:, added 'client brief' specifications:, added 'local council, legislative and regulatory requirements applicable to therapeutic horticulture design'.</p> <p>This unit has been included in the AHC4XX21 Certificate IV in Landscape Design qualification and if endorsed, will be available to be imported into other relevant qualifications, where appropriate.</p>
RTO, VIC	<p>Re Application - 3rd paragraph '...health and safety in the workplace requirements, legislative and regulatory requirements, and sustainability and biosecurity practices' - Question the intent of this statement. The learner would need to know about these requirements to be able to comply with them. It is the only place it appears in the document.</p>	<p><b>Adopted.</b> <b>Application:</b> Third paragraph, removed ', and sustainability and biosecurity practices'.</p> <p><b>Performance Criteria:</b> Added new PC 2.2: 'Conduct risk assessment based on client brief and regulatory requirements'.</p> <p><b>Foundation Skills:</b> Oral Communication, added 'conduct risk assessment,'</p> <p><b>Performance Evidence:</b> Added 'conducted risk assessment' and 'interpreted and applied local council, legislative and regulatory requirements relevant to therapeutic horticulture design'</p> <p><b>Knowledge Evidence:</b></p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<p>Added 'risk assessment' and 'local council, legislative and regulatory requirements relevant to therapeutic horticulture design'.</p> <p><b>Assessment conditions:</b>            Added 'client brief' and 'Specifications: local council, legislative and regulatory requirements applicable to therapeutic horticulture design'.</p>

### Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<b>AHCLSC5XX Survey and establish site levels (formerly AHCLSC501 Survey and establish site levels)</b>		
RTO, WA	<p>Remove 'determine differences between true and magnetic North'. This is irrelevant with modern technology and should be removed. The removal of this point has been discussed amongst lecturers previously when delivering the old version of the unit in the Diploma of Landscape Design. I would like to see this removed. It was previously discussed during a SME meeting that this was also covered in other units in the Diploma of LSD through site assessment practices (doubles up).</p> <p>Re Performance Evidence: - strongly support choice of 'on at least once occasion' (as opposed to more)            RE PC2.4 Consider change to 'Analyse and record issues of levels on site plan.'</p>	<p><b>Adopted.</b></p> <p><b>Performance Criteria:</b>            Element 2 and PC's 2.1 and 2.2 removed in toto.            PC 2.4 changed to: 'Analyse and record issues of levels on site plan'</p> <p><b>Performance Evidence:</b>            Changed 'on at least two occasions' to 'on at least one occasion'.</p>