

Landscaping Project

Summary of Feedback, Responses and Actions



5 March 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. 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, via phone and email, as follows:

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

*TAS and ACT Industry associations are represented on the Subject Matter Expert Working Group (SMEWG) but did not provide direct feedback during this consultation phase

Feedback received during the 'drafts available' period for the qualifications, units of competency and skill sets that have been developed for the Landscaping Project has been positive, with minor changes and updates suggested by stakeholders. Of particular note is the conversation regarding the lack enrolments in the Certificate IV in Landscape and the Diploma of Landscape Project Management since 2015. To support a better understanding of the rationale for there being no enrolments in these two qualifications, feedback was invited via a questionnaire. A summary of feedback received from this questionnaire is included at 70 of this report.

The Industry Reference Committee sought stakeholder feedback via a questionnaire from 15 March to 15 April 2021 regarding the following components with low/no enrolments:

- *AHC42016 Certificate IV in Landscape*
- *AHC52016 Diploma of Landscape Project Management*
- *AHCLSC310 Implement a tree transplanting program*
- *AHCSS00038 Landscape Business Skill Set*
- *AHCSS00039 Landscape Design Skill Set*

- *AHCSS00040 Landscape Plant Management Skill Set*
- *AHCSS00041 Landscape Professional Practice Skill Set.*

A summary of feedback received from this questionnaire is included at 76 of this report.

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

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

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Summary of feedback on draft qualifications

AHC2XX21 Certificate II in Landscaping

General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, VIC	<p>Qualification Mapping Information: Equivalent - Review equivalence status. Amended packaging rules suggest a changed occupational outcome for the qualification and therefore not equivalent.</p>	<p>Thanks for your feedback. qualification code changed to AHC2XX21, due to change of unit codes of several core units. The occupational outcome is equivalent. previous version of the qualification did not provide an explicit description of the possible job roles for this qualification. Qualification is equivalent to previous version (AHC21616).</p>
Industry Association, QLD	<p>Certificate II Landscape Construction (Change name from Certificate II Landscaping)</p> <p>Currently all units offered within this Cert II level qualification are also contained within the Certificate II Horticulture qualification. In QLD the Department of Education Small Business & Training (DESBT) offers funding for Cert II Horticulture as an incentive to encourage this qualification to be undertaken.</p> <p>Landscape Queensland (LQ) with the support of a number of RTOs and schools has submitted to DESBT that funding should also be applied to the Cert II Landscaping qual. This request was declined based on the fact that all subjects contained in Cert II Landscaping could be undertaken via the Cert II Hort. which was already a funded qual.</p> <p>LQ has also become aware that a recent review of the Building & Construction Training Package has resulted in a Cert II Construction pathway qualification being developed. This is in addition to the existing Cert I & II Construction and provides the opportunity for course participants to be exposed to multiple trades within the one qual. Landscaping was not consulted and is not included in this new construction pathways qual largely as it is not thought of as a core construction trade and perceived to be more aligned with horticulture or gardening.</p> <p>In truth, the landscape industry, despite a plethora of backyard makeover TV shows and the best of efforts from industry advocates especially landscape industry associations from all states, there remains a lack of understanding of exactly what landscaping encompasses, in particular by Government bodies and policy makers.</p>	<p>Thanks for your feedback, based on SMEWG advice, the title and structure of the qualification is to remain unchanged. The following changes are to be made to the elective units list:</p> <p>Building & Construction (CPC) Training Package units to be added to the elective units list:</p> <ul style="list-style-type: none"> • <i>CPCCBL2002* Use bricklaying and blocklaying tools and equipment</i> • <i>CPCCCA2002* Use carpentry tools and equipment</i> • <i>CPCCCM2001 Read and interpret plans and specifications</i> • <i>CPCCCO2013* Carry out concreting to simple forms</i> • <i>CPCCST2001* Prepare for stonemasonry construction process*</i> • <i>CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> <p>Note: Some of the units above have prerequisites (see below).</p> <ul style="list-style-type: none"> • <i>CPCCBL2002* Use bricklaying and blocklaying tools and equipment - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCCA2002* Use carpentry tools and equipment - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCCO2013* Carry out concreting to simple forms - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCST2001* Prepare for stonemasonry construction process - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>These are examples of why a Landscape Construction pathway needs to be developed independent of Horticulture, Parks & Gardens and General Construction and leading to a clear Landscape Construction Career Pathway. Cert II Landscape Construction is seen as the commencement of the training pathway for our industry. This qualification will be more likely to be taken up by some of the many high schools offering construction based training, more likely to be funded by state government training departments such as DESBT in Qld and more likely to lead students on a career path in landscaping. These are all positive outcomes which will also address training gap and skills shortage issues for the industry experienced by all states and regions.</p> <p>This rebranded Certification II in Landscape Construction qualification sees the inclusion of existing landscape construction relevant CPC package units from the Building & Construction Training Package.</p> <p>The revised qualification allows flexibility for both student and trainer and maintains a balance of important horticultural units whilst distinguishing itself from the Cert II Hort. qual and encouraging students to commence the Landscape Construction Career Pathway.</p> <p>See Addendum (A) AHC2XX21 Cert II Landscape Construction</p>	<p>The following units to be removed from the elective units list:</p> <ul style="list-style-type: none"> • <i>AHCMOM213 Operate and maintain chainsaws</i> • <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> • <i>RIIMPO318F Conduct civil construction skid steer loader operations</i>

AHC3XX21 Certificate III in Landscape Construction

Comments related to Core Units

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, QLD	Wrong code - should be AHPCPM302	Thanks for your feedback, AHPCPM302 has been superseded by AHPCPM306 on www.training.gov.au .

Comments related to Elective Units – General

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, VIC	RE AHCGR1401 Construct roof gardens: Waterproofing is not on scope for landscapers	Thanks for your feedback, based on SMEWG advice, the following units are to be removed from the elective units list: <ul style="list-style-type: none"> • <i>AHCGR1401 Construct roof gardens</i> • <i>AHCGR1402 Construct vertical gardens and green facades</i>
RTO, QLD	Re AHCGR1401 Construct roof gardens: An engineer is going to need to sign off on any of these built on a rooftop. No one is going to let a landscaper sign off on it, or the waterproofing required.	Thanks for your feedback, based on SMEWG advice, the following units to be removed from the elective units list: <ul style="list-style-type: none"> • <i>AHCGR1401 Construct roof gardens</i> • <i>AHCGR1402 Construct vertical gardens and green facades</i>
RTO, WA	Re Elective units list: need to bring this back	Thanks for your feedback, your support is noted.
Industry, QLD	Implement a synthetic turf project plus implement a residential irrigation project would be useful additions to electives	Thanks for your feedback, based on SMEWG advice, the following units to be added to the elective units list: <ul style="list-style-type: none"> • Synthetic turf – <i>MSFFL3063 Install synthetic textile floor coverings to sports facilities and outdoor spaces</i> • Residential irrigation – <i>AHCIRG345 Install pressurised irrigation systems</i>
Industry, NSW	Agree with recommended additional units (synthetic turf project and residential irrigation project) and hot on the heels of the outdoor tiling project, which is overdue, I would also like to see a unit (or extension of existing unit) develop resources around cladding products and veneer systems as more landscapers are asked to build and clad walls (free standing, retaining and habitable) in a variety of materials using adhesives, angles, pins, brackets etc	Thanks for your feedback, based on SMEWG advice, the following units to be added to the elective units list: <ul style="list-style-type: none"> • Synthetic turf – <i>MSFFL3063 Install synthetic textile floor coverings to sports facilities and outdoor spaces</i> • Residential irrigation – <i>AHCIRG345 Install pressurised irrigation systems</i>
Industry Association, WA	Include AHCNAR303- Implement revegetation works (landscapers often do revegetation) and AHCMOM304- Operate machinery and equipment (use of a dingo is common).	Thanks for your feedback, based on SMEWG advice, the following unit to be added to the elective units list: <ul style="list-style-type: none"> • <i>AHCMOM304 Operate machinery and equipment</i> <p>Further consideration to be taken by the SMEWG regarding whether the unit <i>AHCNAR303 Implement revegetation works</i> to be included or not in the elective units list.</p>

General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<p>Industry Association, QLD</p>	<p>Certificate III Landscape Construction This Cert III qualification is vital to the establishment and development of trade level skills. A Cert III Landscape Construction in conjunction with the completion of an apprenticeship is the most common landscape qualification to be recognised by employers and state license regulators. Attainment of this qual sees many graduates become fulltime trade level qualified employees or commence their own businesses as licensed tradespeople. This current qualification is required to cover a huge range of structural landscaping and horticultural skills which form the basis of a landscaper's scope of works. With the changing nature of the industry including new design trends, new products, changes in construction techniques and changes in consumer demands, it makes it difficult for the student to become fully proficient in all required disciplines through the restricted content of the Cert III Landscape Construction. As arguably the most important qual in the Landscape Construction pathway, the Cert III needs to strive to meet industry requirements which we believe can be best achieved through the flexibility and balance of a Structural (Construction) Stream and a Horticultural Stream developed within the one qual. See Addendum (B) AHC3XX21 Cert III Landscape Construction After much consideration it is recommended that the total number of units increases from 15 to 19 with 4 common core and 15 electives. To achieve flexibility and allow students to choose their preferred pathway dependent on their individual needs and state regulatory requirements, electives are broken up into two streams (a) Structural Stream and (b) a Second Stream which is largely horticultural focussed. Relevant CPC package units have been identified and included which align with the disciplines undertaken within the landscape scope of works to expand on required skills, allowing state regulatory bodies the ability to justify approved license scopes based on relevant technical qualifications undertaken through this Cert III.</p>	<p>Thanks for your feedback, based on SMEWG advice, the structure of the qualification to remain unchanged, except for two additional elective units required for completion of the qualification (i.e. 17 units, 11 core and 6 electives). The following changes to be made to the elective units list:</p> <p>Building & Construction (CPC) Training Package AQF3 units to be added to the elective units list:</p> <ul style="list-style-type: none"> • <i>CPCCCA3018* Construct erect and dismantle formwork for stairs and ramps</i> • <i>CPCCCA3028* Erect and dismantle formwork for footings and slabs on ground</i> • <i>CPCCON3041* Place concrete</i> • <i>CPCCON3042* finish concrete</i> • <i>CPCCON3043* Cure concrete</i> • <i>CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> <p>The following unit to be removed from the elective units list:</p> <ul style="list-style-type: none"> • <i>AHCMOM213 Operate and maintain chainsaws</i> • <i>CPCCWHS1001 Prepare to work safely in the construction industry</i> <p>Note: Some of the units above have prerequisites (see below).</p> <ul style="list-style-type: none"> • <i>CPCCCA3018* Construct erect and dismantle formwork for stairs and ramps - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCCA3028* Erect and dismantle formwork for footings and slabs on ground - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCON3041* Place concrete - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCON3042* finish concrete - Prerequisite CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i> • <i>CPCCON3043* Cure concrete - Prerequisite CPCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</i>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<p>The following units to be removed from the elective units list:</p> <ul style="list-style-type: none"> • <i>AHCGRI401 Construct roof gardens</i> • <i>AHCGRI402 Construct vertical gardens and green facades</i>
Industry Association, QLD	<p>It is also recommended that the newly developed Outdoor Tiling Unit be incorporated into the existing AHCLSC306 Implement a paving project with a new title being – AHCLSC306 Implement a paving project and/ or an outdoor tiling program. See addendum (b1 Tile notes) AHCLSC305 Construct stone structures and features unit has been reviewed and it is recommended that it be expanded to include fixing of natural stone cladding. New unit title: AHCLSC305 Construct stone structures, cladding and features NOTE: During the review of this qual, it was strongly debated within LQ and our Education & Training Committee about the need to significantly increase the total number of units of competency from 15 to 25 or 30 whilst applying for an extension of the apprenticeship term from 3 to 4 years. After much discussion, and in balance, it was agreed that an increase to 19 units and the incorporation of a structural stream would be appropriate at this time. Further industry consultation on this issue, potentially leading to a transition to a larger number of units, should be undertaken over the next few years</p>	<p>Thanks for your feedback, based on SMEWG advice, <i>AHCLSC306 Implement a paving project</i> and <i>AHCLSC3XX Implement an outdoor tiling project</i> to remain as separate units.</p> <p><i>AHCLSC307 Implement a retaining wall project</i> to be checked regarding content related to fixing of natural stone cladding – with this content being moved to <i>AHCLSC305 Construct stone structures and features</i> (with code and title change to '<i>AHCLSC3XX Construct stone structures and features, and install stone cladding</i>')</p>
Industry, NSW	<p>The skill levels demanded by our trade (and its employers) has been growing exponentially for the last 30+ years yet it seems delivery times have been stable or heading in the other direction and it has not kept pace with the increase knowledge, skills and expectations of graduates. Funding is beyond my scope, but it shouldn't be an impediment to improving the standard for our main industry qualification.</p>	<p>Thanks for your feedback, your comments have been noted. Feedback from the SMEWG was sought regarding the structure of the qualification.</p>
Industry, QLD #1329	<p>With a 3 year apprenticeship and 15 units we are not finishing people at tradesman level. For the majority of staff this will be all the formal training they do in their lives. I agree in part with #178 and #93. We need to increase the number of electives and increase the cert. 3 to a 4 year apprenticeship.</p>	
RTO, QLD #178	<p>Carpentry has 30 units Bricklaying 27 units Concreter 20 units</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	We need at least 24 units to give students basic levels of knowledge and skills	<p>Two new units developed in consultation with SMEWG and added to qualification as Electives:</p> <ul style="list-style-type: none"> • <i>AHCLSC4XX Apply building codes and standards to the construction process for Class 10 buildings</i> • <i>AHCLSC4XX Apply structural principles to Class 10 buildings</i>
Industry Association, WA	#178 makes a good point about UoCs, however (aside from the fact that not all UoCs are created equal) carpentry, bricklaying etc are in effect combined Cert II and III qualifications. This qual is not. You could perhaps add the Cert II UoCs to these 15. This discussion exposes an issue for the industry about institutional versus apprenticeship training.	
RTO, QLD #93	Agree with #178, Landscapers are required to concrete, pave, construct brick and block work and stonework at a level = to tradesmen in those areas. More units would give student more time to learn. Probably CPC units and RII units added, rather than AHC units. CPC & RII units tend to have much better content and std's when compared to AHC.	
RTO, NSW	In regard to #1329, Apprenticeship is a nominal 4 year period with competency based completion possible at an earlier stage. In regard to #178 & #93 number of units is irrelevant. Smaller units or larger units the breadth of the unit, delivery time and time on the job are the relevant factors. If however further delivery time is being suggested then additional funding is required to make this possible.	
RTO, NSW	Re Comment #178.....Can't see benefit of adding extra core units if delivery time remains the same. Core skills are covered by current course and this proposal. It is not expected to cover every detail of trade (niche) in core units.	
RTO, QLD	15 to 20 core construction units	
RTO, QLD	add more units to the list and make it 3 from list and 1 from anywhere.	
RTO, QLD #93	I don't think there's been anywhere near enough changes to say NE.	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, WA	I agree with #93	determined to have changed when the skills and knowledge required to achieve the occupational outcome of the superseded and superseding qualifications cannot be mapped to each other.
RTO, NSW	In summary, we agree with person #93. There does not seem to be any justification for New Course Version to be Non-equivalent.	
RTO, NSW	I agree with all, there does not seem to be a valid case to declare this non-equivalent	

AHC4XX21 Certificate IV in Landscape Management

General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry Association, QLD	<p>Certificate IV Landscape Construction (Change from Certificate IV in Landscape)</p> <p>This qualification should be a steppingstone from Cert III Landscape Construction and forms a very important cog in the Landscape Construction Training Pathway. As such it should be rebranded to Cert IV Landscape Construction and should contain suitable building and construction units which provide students with relevant skills and knowledge to enable them to undertake more complex landscape construction projects. Many graduates who have attained a Cert IV level qualification within the construction industry are business owners and holders of builder or restricted builder class licenses through relevant state regulatory body. The Cert IV Landscape Construction qual needs to contain sufficient content to enable state regulatory bodies to recognise the acquired Technical Qualifications as sufficient to allow/justify licensing of a broad scope of works that encompass the construction of BCA Class 10 Non-Habitable Buildings & Structures.</p> <p>The inclusion of existing CPC package units from the Cert IV Building & Construction is strongly recommended. These units are recognisable to state construction licensing regulators and will give landscapers the skills to undertake higher level</p>	<p>Thanks for your feedback, based on SMEWG advice, the title and structure of the qualification to remain unchanged. The following changes to be made to the elective units list:</p> <p>Building & Construction (CPC) Training Package units to be added to the elective units list:</p> <ul style="list-style-type: none"> • <i>CPCBC4005 Produce labour and material schedules for ordering</i> • <i>CPCBC4012 Read and interpret plans and specifications</i> • <i>CPCBC4026 Arrange building applications and approvals</i> • <i>CPCBC4053 Apply building codes and standards to the construction process for Class 2 to 9 Type C buildings</i> <p>Note: Some of the units above are prerequisites (see below).</p> <ul style="list-style-type: none"> • <i>CPCBC4010* Apply structural principles to residential and commercial constructions - Prerequisites CPCBC4001 Apply building codes and standards to the construction process for Class 1 and 10 buildings; CPCBC4053 Apply building codes and standards to the construction process for Class 2 to 9 Type C buildings</i>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>landscape construction including the ability to coordinate and supervise a range of other trades engaged on landscape projects.</p> <p>In addition, the qualification needs to have flexibility to ensure students have the ability to undertake relevant horticultural units which suit their circumstances and the jurisdiction in which they operate.</p>	
<p>Industry Association, QLD</p> <p>See Addendum (C) AHC4XX21 Cert IV Landscape Construction The Cert IV Landscape Construction has been revised to include a number of Cert IV Building & Construction units relevant to landscape construction and used by most state licensing regulators for landscape licenses. 7 core units have been included in addition to 12 electives from two groups/streams (A) Construction Stream and (B) General stream. Total units of competency are 19. It is noted that the Cert IV Building & Construction qualification has been recently reviewed. This new qualification sees a number of changes including the reference of building classes from the National Construction code built into unit content. These updated units will no doubt be incorporated into the technical qualification requirements of state regulators in due course, so it is important from the landscape industries perspective collectively, that considerations of these changes are undertaken. As part of our considerations, it must be acknowledged that landscape construction is largely focussed on Class 10 Buildings and Structures. See addendum (C1 Building classes). On this basis the CPC package units relating to Class 1 to 10 and in particular 2 to 9 may now not be as appropriate. The review of the Landscape Training Package now provides the opportunity to develop industry specific training units which form part of the inclusions in the Landscape Construction Training Pathway. It is strongly recommended that the following CPC package units be reviewed and amended, or new units developed for inclusion in the Cert IV Landscape Construction qual and to focus on Class 10 Buildings and Structures as per the NCC Building classifications. 1. CPCCBC4001 Apply building codes and standards to the construction process for Class 1 and 10 Buildings</p>	<p>Thanks for your feedback, based on SMEWG advice, the title and structure of the qualification to remain unchanged. The following changes to be made to the elective units list:</p> <p>Building & Construction (CPC) Training Package units to be added to the elective units list:</p> <ul style="list-style-type: none"> • <i>CPCCBC4005 Produce labour and material schedules for ordering</i> • <i>CPCCBC4012 Read and interpret plans and specifications</i> • <i>CPCCBC4026 Arrange building applications and approvals</i> • <i>CPCCBC4053 Apply building codes and standards to the construction process for Class 2 to 9 Type C buildings</i> <p>Note: Some of the units above are prerequisites (see below).</p> <ul style="list-style-type: none"> • <i>CPCCBC4010* Apply structural principles to residential and commercial constructions - Prerequisites CPCCBC4001 Apply building codes and standards to the construction process for Class 1 and 10 buildings; CPCCBC4053 Apply building codes and standards to the construction process for Class 2 to 9 Type C buildings</i>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>2. CPCCBC4010 Apply structural principles to residential and commercial constructions</p> <p>3. CPCCBC4004 Identify and produce estimated costs for building and construction projects</p> <p>4. CPCCBC4006 Select, procure and store construction materials for building & construction</p> <p>It is also important to note that building codes, standards and principles within the general building & construction industry also govern many aspects of the landscape construction industry. This includes the new level IV Green Walls and Green Roofs units which are well placed to be incorporated in this revised Cert IV Landscape Construction.</p>	
RTO, NSW #1332	This qualification is great next step after achieving a trade level qualification. The reason there has been no enrolments is that no individual delivery location has developed the full suite of resources ready to deliver. I would like to see this become the required qualification to apply for a Structural Landscape license (in licensed states).	Thanks for your feedback, your comments have been noted. Feedback from the SMEWG was sought regarding the structure of the qualification.
RTO, QLD #93	There's a reason no one has enrolled in this qualification for 5 years... it holds little to no value. Tradesman should be looking at their Cert IV Building and Construction to further their careers. We don't have either on scope, so no vested interest, other than protecting students from wasting their time.	
Industry, NSW	I agree with #1332. There is currently nowhere for talented and enthusiastic landscape cert 3 graduate students to go to further their landscape construction studies. Not sure the cert 4 in building and construction (ref #93) captures the imagination (or is too daunting) for landscape tradespeople wanting to develop their own trade skills and managerial requirements, especially in the small - med landscape business world.	
RTO, QLD	This is a construction qualification just like cert 4 building construction. Diploma level should be for management. Diploma of Landscape Project Management AHC52016	
RTO, QLD	<p>This qualification is designed to meet the needs of landscapers and managers of small to medium-sized building businesses.</p> <p>The landscaper may also be the appropriately licensed person with responsibility under the relevant building licensing authority in the State or Territory. Licensing varies across States and</p>	Thanks for your feedback. Advice was sought from the SMEWG and, based on this, the title and structure of the qualification are to remain unchanged.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>Territories and additional requirements to attainment of this qualification may be required.</p> <p>Occupational titles may include: Restricted Builder (landscape construction) Landscape Construction manager.</p>	
RTO, QLD	<p>Considering the scope of works for this qualification there are not enough units here. Cert 4 building has 16 units. This is a construction unit and should at least match other construction training.</p>	<p>Thanks for your feedback. Advice was sought from the SMEWG and, based on this, the title and structure of the qualification are to remain unchanged.</p>

AHC5XX21 Diploma of Landscape Project Management

General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
Industry Association, QLD	<p>Diploma of Landscape Construction Management (Change name from Diploma of Landscape Project Management)</p> <p>As landscape industry participants progress through Cert II, III & IV learning and gaining a range of technical skills, the Diploma of Landscape Project Management also has the potential to play an important role in the Landscape Construction Pathway, rounding out the formal learning experience with the inclusions of a number of relevant high level management skills units from Building & Construction, Horticulture and Civil Construction. This qualification has the potential to be highly sought after by business owners, construction managers, project managers and supervisors from throughout the landscape industry. See Addendum (D) AHC5XX21 Diploma of Landscape Construction Management</p> <p>This revised qual has a great deal of flexibility for the learner and will assist those experienced operators to further upskill and progress into higher level managerial or supervisory positions. It is strongly recommended that this qualification be retained, rebranded and refocussed in order that it becomes an in-demand course.</p>	<p>Thanks for your feedback. Advice was sought from the SMEWG and based on this the title and structure of the qualification to remain unchanged. The following changes to be made to the elective units list:</p> <p>Building & Construction (CPC) Training Package units to be added to the elective units list:</p> <ul style="list-style-type: none"> • <i>CPCBC4008 Conduct on-site supervision of building and construction projects</i> • <i>CPCBC4009 Apply legal requirements to building and construction projects</i>
Industry Association, QLD	<p>Diploma of Landscape Project Management</p> <p>As with the Cert IV Landscape the content of this qualification is not relevant and does not provide sufficient incentive or motivation for a student to take the time or have the expense to undertake it. There are other qualifications which offer more</p>	<p>Thanks for your feedback. Advice was sought from the SMEWG and based on this the title and structure of the qualification to remain unchanged. The following changes to be made to the elective units list:</p> <p>Building & Construction (CPC) Training Package units to be added to the elective units list:</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>potential for positive career and personal development outcomes after completion.</p> <p>Again as with the Cert IV Landscape, The Dip of Landscape Project Management has the potential to play an important role in the Landscape Construction Pathway, rounding out the formal learning experience with the inclusions of a number of relevant high level management skills units from Building & Construction, Horticulture and Civil Construction. This qualification has the potential to be highly sought after by business owners, construction managers, project managers and supervisors from throughout the landscape industry.</p> <p>It is strongly recommended that this qualification be retained, rebranded and refocussed in order that it becomes an in-demand course.</p>	<ul style="list-style-type: none"> • <i>CPCCBC4008 Conduct on-site supervision of building and construction projects</i> • <i>CPCCBC4009 Apply legal requirements to building and construction projects</i>

AHC5XX21 Diploma of Landscape Design

Comments related to Core Units

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, NSW	It would be extremely useful to have C3 Horticulture or C3 Landscape Construction as a prerequisite. Units assume underpinning knowledge	Thanks for your feedback. Advice was sought from the SMEWG and based on this no entry requirements to be added to the qualification.
RTO, VIC	The new AHCDSE5xx produce drawings for landscape should be core not the level 3 unit	Thanks for your feedback, based on SMEWG advice, the new unit <i>AHCDSE5XX Produce drawings for landscape design projects using CAD software</i> to be moved from the elective units list to the core of the qualification, and <i>CUAACD302 Produce computer-aided drawings</i> to be removed from the qualification.
RTO, NSW	Agree, if there is a new CAD unit it should be core not this one. This unit (CUAACD302 Produce computer-aided drawings) becomes superfluous	
RTO, VIC	AHCLSC5XX Survey and establish site levels is already covered in Assess Sites in general and in Design for Construction of Landscape Features in depth. I would recommend this subject be an elective.	Thanks for your feedback, based on SMEWG advice, <i>AHCLSC5XX Survey and establish site levels</i> to be moved from the core to elective units list with packaging rules adjusted accordingly.
RTO, NSW	Agree, AHCLSC5XX Survey and establish site levels should not be a core unit	
RTO, VIC	I agree AHCLSC5XX Survey and establish site levels is already covered in AHCLSC504 and should not be core.	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, VIC	I think AHCLSC502 Manage landscape project should be core instead of Survey and establish site levels.	Thanks for your feedback. Advice was sought from the SMEWG and based on this <i>AHCLSC502 Manage landscape project</i> to remain as an elective unit.
RTO VIC	I believe Implement Professional Practice is a vital part of the Industry and should be a Core subject. How to market a business etc is important for a design business to succeed.	Thanks for your feedback. Advice was sought from the SMEWG and based on this <i>AHCWRK507 Implement professional practice</i> to remain as an elective unit.

Comments related to Elective Units – General

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, NSW	Would be useful to include a technical hand drawing unit along with the CAD unit. Technical drawing skills are not common across new students and very much needed	Thanks for your feedback. Advice was sought from the SMEWG and based on this <i>CUAACD303 Produce technical drawings</i> will be added to elective units list.
RTO, VIC	Clients are now showing greater interest in wellbeing or therapy gardens as well as requesting bushfire safe gardens. This should be mentioned as options in Design Specialised Landscape. Less on ethnobotany and propagation - irrelevant.	Thanks for your feedback. Advice was sought from the SMEWG and based on this <i>AHCPCM504 Design specialised landscape</i> to remain as an elective unit.

General Qualification comments

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
RTO, VIC	<p>Please find attached a folder with feedback files for the Landscape Project units with major changes and the Certificate II in Landscaping.</p> <p>A comment on the units AHCDES501 Design sustainable landscapes and AHCDES503 Assess landscape sites – the foundation skills included are very limited for a AQF level 5 unit. A number of items of knowledge evidence are vague or too broad in terms of the application for the unit. The same can be said for some of the LSC units.</p> <p>The Victorian AHC Trainers Network meeting is tomorrow so will let those present know that feedback can still be sent to you earlier in January as discussed at the consultation meeting.</p>	Thanks for your feedback, the Foundation Skills (FS) of the units have been further reviewed and FS not explicit in the PCs have now been added.
Government, WA	<p>Thank you for the opportunity to provide feedback on the draft Landscaping, Parks and Gardens Skills Standards.</p> <p>The drafts were circulated through our networks for review, however we have received no feedback to date.</p>	Thanks for your feedback, comments noted.

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>RTO, VIC</p> <p>I have taught Landscape Construction and Landscape Design since 1995, full time at Wodonga TAFE since 2005. I have been a member of the Australian Institute of Landscape Design and Management since it formed in the early 1990s, serving on their Board for a few years in the late 90's to early 2000's Here at Wodonga TAFE, we have had Certificate IV in Landscape Design and Certificate IV in Horticulture shut down on us due to low numbers over the years and increased quality control requirements and subsequent risk management for less populated courses.</p> <p>Is there a spread sheet or something available that shows the changes being made to the AHC30916 upgrade as to reasoning for change?</p> <p>Some things seem obvious and reasonable, others seem to have appeared or disappeared with no apparent reason. Other units I have seen crossing over with AHC31319 (release 2 of previous units), appear to have been totally reworded with almost the exact same meaning for no apparent reason, other than making work changing our documents.</p> <p>Some of the criteria and evidence requirements that have been added to units seem to have little thought to the practicality of implementation for assessment.</p> <p>It would be nice to have explanation to give reason that may make more sense.</p> <p>It is frustrating for students trying to get credits for units they have completed, to encounter units that are considered not equivalent, when it is only different people's opinion on what is important in the unit and nothing really changing in a unit. Sorry if this sounds like a rant, I am just passing on student frustrations experienced.</p> <p>I will endeavour to provide more specific feedback to units before the 18th.</p>	<p>Thank you for your views. An email was sent, regarding providing extra time for you to provide feedback.</p>
<p>RTO, VIC</p> <p>Thanks XX, I did give some feedback on the different Certificate II and III landscape units. Overall, I do get frustrated at the amount of rewording for what seems like the sake of change.</p>	<p>Thanks for your feedback, it has been addressed via the responses to your separate feedback received for the qualifications and units.</p>

Stakeholder Comments and Identified Issues

Consideration and Proposed Resolution

It seems like the criteria are getting longer winded and often with less clear intent. I also find there is increased focus on trivial points like someone seems to have a gripe of their staff and tool damage, so every unit has a clause on identifying and reporting unserviceable tools & equipment. this is not core importance to a paving, concrete or retaining wall project and as an assessor getting scrutinised on covering every dot point, each point needs to consider how it can be assessed. In the case of tools, if it is deemed important enough to be included, it should be worded more to allow demonstration in a knowledge question. We have been shown to map the clauses by determining if they are after the candidate to:

- demonstrate they can do the required skill - observation assessment
- demonstrate they have the required knowledge - written or verbal questions assessment
- research, collect, do something to gather evidence and submit it - project / portfolio or assignment assessment

The wording of the clauses should consider the practicality of this in either class or workplace assessment.

The other comment from units I have looked at in sports turf, chainsaw units and others, is the range of variables / assessment conditions also need to be practical and achievable. Where these used to be guidelines of a range of situations that could occur, now the auditors want to see all of them covered, so if not critical to the task, leave them out.

Summary of feedback on draft Skill Sets

AHCSS00038 Landscape Business Skill Set

No specific feedback requiring action

AHCSS00039 Landscape Design Skill Set

No specific feedback requiring action

AHCSS00040 Landscape Plant Management Skill Set

No specific feedback requiring action

AHCSS00041 Landscape Professional Practice Skill Set

No specific feedback requiring action

Summary of feedback on draft Units of Competency

New units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCDSE5XX Produce drawings for landscape design projects using CAD software		
• RTO, VIC	Add criteria: create title box to industry standards include page numbering system suitable to workplace requirements.	Thanks for your feedback, added PC 2.6; 'Create title box and page numbering system according to design drawing requirements'.
• RTO, VIC	Add criteria: Hatch render or fill selected areas.	Thanks for your feedback, added PC 3.4; 'Hatch and render or fill selected areas'.
• RTO, VIC	drawing and image files	Thanks for your feedback, changed PC 4.1 to; 'Import digital text, drawing and image files from other software applications into CAD drawings as required'
• RTO, VIC	Add criteria 5.3: Use tools to measure lengths and areas of specific elements of drawing.	Thanks for your feedback, added PC 5.3; 'Use tools to measure lengths and areas of specific elements of drawing'
• RTO, VIC	Re PCs 6.2, 6.3, 6.4 This is duplicated in export files. Possible remove 8 and include with 6 as a print option ???	Element 6 is about printing CAD drawings, whereas element 8 is about exporting files. Keep as is.
AHCLSC3XX Implement an outdoor tiling project		
• Industry Association, QLD	<p>Landscape Paving V Tiling</p> <p>The range and size of pavers now available really blur the line between a tile and paver.</p> <p>Sealers and options for adhering pavers to a base material (Pre Made glues for stone, clay etc and exterior uses), wet saws for quality cuts, dry blades for dry cuts, the common use of cement in bedding layers and wet grouting paver joints.</p> <p>But the main thing that has changed is what clients ask for and expect of a landscaper. Nobody seems to want the old way of laying pavers. Many ask for a minimum of cement mixed into bedding layer and</p>	Thanks for your feedback. Your comments have been noted.

Stakeholder Comments and Identified Issues

Consideration and Proposed Resolution

wet grouted mostly due to weed and ant problems in the past.
Most people request concrete base due to movement around pools and driveways caused by subsidence or invasion of tree roots.
Quite a few want pavers glued directly to base, in the past it a mortar mix would have been used to do this.

Now with the best practice policies most progressive Landscape Companies have, the drive to find better finishes, less warranty issues, build a better reputation and fulfil their client's requirements, offer the latest in technology research and use the different material available for the client has led Landscape Pavers to use a wider range of materials, tools, manufactured adhesives, grouts and use of sealers.

Back to Steps, Wall capping, concreting, etc.
Can a Landscaper: -lay concrete? Yes.
-Screed a bedding sand layer? Yes
-Lay pavers on a mortar bed? Yes
-Lay bricks and blocks? Using mortar to fix in place? Yes
-Waterproof the back of a retaining wall? Yes
-Fix/Glue Pavers to concrete steps? Yes
-Cut stone, clay, ceramic or concrete? Yes
-Cap a wall using a paver, tile, or other manufactured capping product or even a mortar or wet concrete cap? Yes
- Build a pond or water feature including stone facing, capping, and waterproofing the interior, including around any penetrations through the walls or floor? Yes

If we look at the Units of competency for a tiler there are 16 units. Compare that to Brick and segmented paving licence there are 21 units. Many of these units are exactly the same with more only slightly different, i.e., Handle wall and floor tiling materials (Tiler) and, Handle and prepare

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>bricklaying and block laying materials plus, Handle construction materials plus, handle concreting materials (Paver).</p> <p>If you look for other core competency units in the other units to Landscape trade, you will find that even more of these units will overlap. In short today's Landscaper can and does lay outdoor units, calling them pavers or tiles is purely academic as they are the same material laid in much the same fashion in an outdoor environment with premixed products to fix them in place Laying a tile in a kitchen or bathroom is a different story with different responsibilities and I believe that no self-respecting Landscaper wants to tile a splash back or shower cubical.</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>RE Unit title: Possibly title could be: Implement paving project using construction chemicals (adhesives and mortar admixes) and change AHCLSC306 - Implement a paving project to: Implement a flexible paving project. The word tiling can be referring to thin ceramic or stone tiles and may not include some of the thicker stone pavers that are laid on glue (common in landscape construction today).</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding combining this unit with <i>AHCLSC3XX Implement a paving project</i> and amalgamating the content of the two units, with the following advice being provided:</p> <ul style="list-style-type: none"> This was discussed earlier in the process and it was agreed that paving and outdoor tiling need to be two separate units, two units to remain separate.
<ul style="list-style-type: none"> Industry Association, NSW 	<p>Do not understand these comments. [Above]</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>The term tiling is applied to all thickness of tiles that are laid on a flexible adhesive. Screed bed requirements for the tiling are already covered in the paving unit</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>RE Unit title: I think this should be a separate UOC. It would allow more flexibility in the timing of delivery and assessment. I think the skills required to tile are far more advanced of the current flexible and rigid paving requirements in AHCLSC306. I do not believe most students have built up the necessary site skills, job exposure, dexterity, hand eye coordination to undertake this unit too early in their course in a traditional delivery with an RTO. Mistakes made in 306 are generally readily fixed,</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	mistakes made in tiling are time consuming and costing. By keeping the unit separate and delivering at a later stage in a normal delivery cycle, especially for apprentices. I think AHCSLC306 would need to be extended too much to accommodate these additional skills, and potentially complicate the assessment process and by keeping separate could give freedom, to be an elective if desired.	
• Industry Association, NSW	Agree. [With above]	
• Industry, NSW	I tend to agree that Implement an outdoor tiling program could best be delivered independently having Implement a Paving Project as a prerequisite as many of the underlying fundamentals would be covered in the paving unit pertaining to the base preparation. Particularly that we are looking at a 19- unit qualification, there is the scope and time allowance to deliver the tiling unit stand alone.	
• RTO, QLD	RE Unit Application: I think that this unit should be incorporated into AHCLSC306 Implement a paving project.	
• Industry Association, NSW	Don't agree. [With above]	
• Industry, NSW	As above. I tend to agree that Implement an outdoor tiling program could best be delivered independently having Implement a Paving Project as a prerequisite as many of the underlying fundamentals would be covered in the paving unit pertaining to the base preparation. Particularly that we are looking at a 19- unit qualification, there is the scope and time allowance to deliver the tiling unit stand alone.	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, VIC 	<p>Re Unit Application: There seems to be a need to have further industry consultation on whether this should be a separate Rigid paving unit; tiling unit or add suggested elements 2 and 3 to AHCLSC306 and require candidates to demonstrate implementing both flexible and rigid paving.</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding flexible and rigid paving, with the following advice being provided:</p> <ul style="list-style-type: none"> This unit is focussed on outdoor tiling, not paving, <i>AHCLSC3XX Implement a paving project</i> has been reviewed and content has been included to cover installation and laying of stone paving and laying rigid and flexible paving.
<ul style="list-style-type: none"> Industry Association, NSW 	<p>Not sure what this means.</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>Further discussion required</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>Determine if project comes under the Australian standards for tiles if product is a thicker stone unit. Is it a paving project not tiling??? Maybe should read interpret site plans and correct applicable Australian standard.</p>	<p>Thanks for your feedback, changed PC 1.1 to; 'Interpret site plans, specifications and Australian standards'</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>remove ameliorate and add at the end of the sentence - 'and implement appropriate controls if required'</p>	<p>Thanks for your feedback, changed PC 1.4 to; 'Identify environmental impacts of proposed works and implement controls if required'</p>
<ul style="list-style-type: none"> RTO, QLD 	<p>Cut and paste elements 2 and 3 into AHCLSC306</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding combining this unit with AHCLSC3XX Implement a paving project and amalgamating the content of the two units, with the following advice being provided:</p> <ul style="list-style-type: none"> This was discussed earlier in the process and it was agreed that paving and outdoor tiling need to be two separate units, two units to remain separate.
<ul style="list-style-type: none"> Industry Association, NSW 	<p>Don't agree [with above] – this unit should be a separate unit.</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>The most important thing to consider whether we incorporate the 2 units or deliver stand alone is how this aligns with licensing capabilities. Which delivery will best satisfy Fair Trading to ensure the landscaper is qualified as a tiler, adding a few elements into the Paving unit most likely will not cover the landscaper as a tiler should a discrepancy arise between the tradesman and the client</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	fixed to specified grade	Thanks for your feedback, changed PC 3.5 to; 'Tiles are fixed to specified grade, flush and square'.
• Industry, NSW	I think a clause in item 2 that mentions something about assessing the existing base material (new or existing concrete / cement sheeting etc) would be a worthy inclusion. Unlike flexible paving or to a lesser extent thick paving laid on mortar, there is little tolerance for a non-structural base, unless of course you install a thicker non-binding screed.	Thanks for your feedback, added PC 2.2; 'Assess existing base material where applicable', and renumbered PC's that follow.
• RTO, VIC	This looks as if taken out of kitchen and bathroom tiling unit - plumb would be applicable if the added element in Stone Structures on stone cladding was included in this unit instead.	Thanks for your feedback, changed PC 3.5 to; 'Tiles are fixed to specified grade, flush and square'
• RTO, VIC	As with other units, this clause is not always required so should be worded to 'Describe appropriate workplace procedure to identify and report....' More consideration to how criteria will be assessed needs to be given as ASQA auditing is getting more stringent on to the letter of the clause not the intent.	This is consistent with Agriculture, Horticulture Conservation and Land Management (AHC) suite of units, and so will be left as is.
• RTO, QLD	These units need FS around numeracy. Numeracy used everyday, reporting broken tools not very often.	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, interpret and use scale, interpret and calculate levels' and 'Set out geometric shapes'.
• RTO, QLD #93	would this unit be better off having the PC, PE & KE tied in with the paving unit. QBCC nominate 15 units required for a licence	Thanks for your feedback, advice from the SMEWG was sought regarding combining this unit with <i>AHCLSC3XX Implement a paving project</i> and amalgamating the content of the two units, with the following advice being provided: <ul style="list-style-type: none"> • This was discussed earlier in the process and it was agreed that paving and outdoor tiling need to be two separate units, two units to remain separate.
• Industry Association, NSW	Don't agree [with above] – this unit should be a separate unit.	
• RTO, VIC	further to #93's question, how many units will be required in the new package? which units will be core and if increasing number of units, how many nominal hours attached to units and total for qual?	Please review draft qualification regarding packaging rules. Allocation of nominal hours and funding of qualifications is a State Training Authority function.

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<ul style="list-style-type: none"> • RTO, VIC <p>1.4 Identify and ameliorate environmental impacts of proposed works - Suggest adding KE to support PC 1.4</p> <p>2.2 Tiles are set out to determine tiling pattern and identify cutting requirements according to site plans and specifications - Would a tiler need to be able to read and interpret site plans and specifications (also in PC1.1) take measurements etc.? Maybe KE needed to support this. Also, could add numerical foundation skills.</p> <p>Performance Evidence:</p> <ul style="list-style-type: none"> • calculate material and resource requirements - Numerical skills needed for this as per comment for PC 2.2. Ability to measure, calculate volume and quantities etc. <p>Knowledge Evidence:</p> <ul style="list-style-type: none"> • workplace requirements applicable to health and safety in the workplace for implementing a tiling project, including appropriate use of personal protective equipment (PPE) - And procedures as per the assessment conditions. Suggest including identifying and mitigating hazards and risks, safe work practices as per PC 1.2 	<p>Thanks for your feedback, PC's:</p> <p>PC 1.4 - Added KE added 'environmental impacts applicable to outdoor tiling projects'</p> <p>PC 2.2 linked to several KE</p> <p>Added FS Numeracy; 'Calculate quantities of material, take measurements, interpret and use scale, interpret and calculate levels' and 'Set out geometric shapes'</p> <p>PE: removed 'calculate material and resource requirements' (covered in FS Numeracy)</p> <p>KE: 'workplace requirements applicable to health and safety in the workplace for implementing a tiling project, including appropriate use of personal protective equipment (PPE)' linked to PC 1.2, PE and AC, leave as is.</p>

Revised units of competency

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCDES501 Design sustainable landscapes		
• RTO, VIC	As this unit is core it also needs to cover Urban, City and industrial projects as well. Much of the unit seems to refer to the broader landscape (farmland etc) however most of the students (LD Diploma) will be designing for domestic or commercial industrial sites.	Thanks for your feedback, application first paragraph changed to "This unit of competency describes the skills and knowledge required to design sustainable landscapes, including assessing requirements for sustainable land use, preparing an integrated design, planning implementation into design, and auditing implementation for improvement of long-term ecological sustainability of landscapes."
• RTO, VIC	"create a brief establishing the specific sustainability requirements for the design ". A generic brief may not even touch on the sustainability aspects and only cover the clients wants. The establishment of specific sustainability needs educates the client in sustainability as well.	Thanks for your feedback, PC 1.1 changed to "Consult with client to discuss the purpose and requirements of the design and create a brief establishing the specific sustainability requirements for the design."
• RTO, VIC	delete as covered in 1.1 "Identify or include the specific requirements for sustainability in the business plan or documentation".	Thanks for your feedback, PC 1.3 changed to "Identify the specific requirements for sustainability from the business plan or documentation."
• RTO, VIC	If necessary, may be seen as an escape clause to not do this criteria. Possibly should read " Identify environmental implications of a range of landscape works and research, identify and create a report to relevant personal with recommendations.	Thanks for your feedback, PC 1.5 changed to "Identify environmental implications of a range of landscape works and research, identify and report to relevant personnel with recommendations."
• RTO, VIC	This is a big ask for both students and industry professionals willing to give up their time to assist students. Perhaps it could read " Research, report and reference specific technical documents or reports regarding energy efficiencyetc."	Thanks for your feedback, PC 2.3 changed to "Research, report and reference specific technical documents or reports regarding energy efficiency and use, current and developing technologies and legislative and workplace requirements."
• RTO, VIC	put in brackets " or soil amelioration techniques " as replacing the soil may not be regarded as sustainable.	Thanks for your feedback, PC 2.6 changed to "Select plants and soils or soil ameliorant techniques for their integrated roles for the designed outcomes in the specific site conditions, system of irrigation and environmental parameters."
• RTO, VIC	Possibly add " storm water drainage systems (SUDS) " for urban sites not in a riparian area.	Thanks for your feedback, PC 3.4 changed to "Integrate protection of water resources, riparian zones or storm water drainage systems (SUDS), specified trees and existing vegetation into design plan."
• RTO, VIC	Include "ground water quality if applicable to site". This item may not be applicable in an urban setting.	Thanks for your feedback, PC 4.2 changed to "Sample and test soil and ground water quality where applicable to site and implement recommendations."

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Add "both during construction and project life in line with legislation (EPA)"	Thanks for your feedback, PC 4.3 changed to "Confirm soil conservation measures and erosion sediment controls during construction and project life according to Environmental Protection Authority (EPA) legislation."
• RTO, VIC	Include " water quality tests if applicable to site". This item may not be applicable in an urban setting.	Thanks for your feedback, PE changed from "assessed soil and water quality tests" to "assessed soil and water quality tests where applicable to site."
• RTO, VIC	Include soil amelioration techniques	Thanks for your feedback, KE changed from "types, properties and characteristics of a wide range of soils and growing media" to "types, properties and characteristics of a wide range of soils, soil amelioration techniques and growing media."
AHCDES503 Assess landscape sites		
• RTO, VIC	Included in this unit and why the unit "Survey and Establish Site Levels" should not be core. I think this statement is a copy and paste mistake.	Thanks for your feedback, application, second paragraph first sentence; changed from 'The unit applies to individuals who apply specialist skills and knowledge to surveying and establishing site levels, take personal responsibility and exercise autonomy in undertaking complex work' to 'The unit applies to individuals who apply specialist skills and knowledge to assess landscape sites, take personal responsibility and exercise autonomy in undertaking complex work.'
• RTO, VIC	include "and other legislative and regulatory requirements "	Thanks for your feedback, PC 1.7 changed to 'Identify and record covenants, legislative and regulatory requirements that could affect the project, design or report'
• RTO, VIC	Should include elements outside the site which may affect the project design (especially microclimate) including trees buildings terrain. Not quite sure how you would word this.	Thanks for your feedback, PC 3.5 changed to 'Record offsite elements including microclimates, trees, buildings and terrain that may affect project design'
• RTO, VIC	possibly use the term geolocate or triangulate the position	Thanks for your feedback, PC 3.3 changed to 'Geolocate or triangulate the position of structural elements and confirm existing services and facilities'
• RTO, VIC	Already included in 3.1 if it read "Sample, identify and record.	Thanks for your feedback, PC 3.1 changed to 'Sample and identify soil types, properties and relevant physical characteristics and record on-site inventory'
• RTO, VIC	and structural root zones	Thanks for your feedback, PC 4.2 changed to 'Determine and record tree protection zones and structural root zones'

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	possibly use the term geolocate or triangulate the position.	Thanks for your feedback, PC 4.5 is locating on the site plan, not on the site. PC to remain as is.
• RTO, VIC	Needs a numeracy skill for the surveying and calculation of existing feature locations.	Thanks for your feedback, added FS Numeracy; 'Survey and calculate locations of existing features using geolocation or triangulation'
• RTO, VIC	Add; access available survey and regulatory information online.	Thanks for your feedback, added KE; 'accessing survey and regulatory information online'
AHCDES5XX Design for construction of landscape features (formerly AHCDES504 Design for construction of landscape features)		
• RTO, VIC	<p>1.4 Draw drainage plans according to national construction standards and landscape design concept - Question rather than a comment. Is the use of national construction standards required by all states and territories or is it a code of practice/best practice?</p> <p>Performance Evidence:</p> <ul style="list-style-type: none"> • drawn plans to construction standards, client requirements and budget - Budget is mentioned but the PCs don't mention quantities/costing estimates • liaised with client and stakeholders -PC 1.1 mentions client requirements and there is a presentation to client in 3.4 but no mention of liaising with clients and no mention of stakeholders. • specified dimensions, footings, quantity and quality of materials - Quantities not mentioned in the PCs • identified and documented project timelines - This is a repeat of PC 3.2 • developed and presented design and project report.- This is a repeat of element 3 <p>Knowledge Evidence:</p> <ul style="list-style-type: none"> • materials available in the marketplace - What about quality as mentioned in PC 2.4 • principles of surveying - Would you also need to know the practice of determining site levels? <p>Assessment Conditions:</p> <ul style="list-style-type: none"> • detailed architectural and landscape design drawings - These are not mentioned in the PCs. These are in AHCDES504 (element 1) but not included in this unit. 	<p>Thanks for your feedback, PCs:</p> <p>1.4 changed to 'Draw drainage plans according to national construction codes and landscape design concept'</p> <p>PEs:</p> <p>'drawn plans to construction standards, client requirements and budget' PC 3.3 changed to 'Develop and document a final design, project budget and project report'</p> <p>'liaised with client and stakeholders' changed to 'consulted with client'</p> <p>'specified dimensions, footings, quantity and quality of materials' - linked to PC 2.2</p> <p>'identified and documented project timelines' changed to 'documented and presented project timelines, final design, project budget and project report'</p> <p>'developed and presented design and project report' – removed</p> <p>KE:</p> <p>'materials available in the marketplace' changed to 'materials available in the marketplace and their quality'</p> <p>'principles of surveying' changed to 'principles of surveying and determining site levels'</p> <p>AC:</p> <p>'detailed architectural and landscape design drawings' - removed, added 'NCC applicable to designing for construction of landscape features'.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>As this unit is not about plants at all, the dot point below should be changed to:</p> <ul style="list-style-type: none"> • Select appropriate landscape construction materials <p>However, PC 2.3 which mentions plants and I agree with the wording of this provided specific plants are not included in either delivery or assessment. Designers need to know the TYPE of plants client want, not the specific species. eg, if a client wants to plant massive trees on top of the retaining walls, then the retaining wall must be constructed with specific materials to support these trees, the materials and construction would be different if the planting was to be softwooded perennials.</p>	<p>Changed 'selected appropriate materials and plants' to 'selected appropriate landscape construction materials'.</p>
<ul style="list-style-type: none"> • Industry, NSW 	<p>I agree that at minimum of 2-3 basic concepts, each with their own distinguishing features</p> <p>Agreed, 5 features across the 2 or 3 plans must be shown</p>	
<ul style="list-style-type: none"> • RTO, VIC 	<p>Include in this (or add another element) criteria 1.1 and 1.3 from AHCLSC5xx establish site levels. and do not have establish site levels as a core.</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following change being made to this unit:</p> <ul style="list-style-type: none"> • Changed PC 1.2 to read 'Source and record survey levels, site gradients and elevations'
<ul style="list-style-type: none"> • Industry Association, NSW 	<p>Survey and establish site levels is an integral part of the developing a design and determining best materials and structures for a particular site. It is covered in 1.1 and 1.3 and if I was confident that it would be given the level of detail required, then I could accept that this Unit become an elective. However, it is my experience that it is assumed that 1.1 and 1.3 are treated 'lightly' because Survey and establish site levels is a stand-alone Unit. Historically, while Units may change, the delivery (and possibly assessment) does not change that much. Therefore, this Unit should stay as a stand-alone. Design students need to be able to survey a site Stand alone and core unit in my opinion.</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> Industry NSW 	Agreed that levels must be shown on all concept plans	
<ul style="list-style-type: none"> RTO, VIC 	Plant types and characteristics is covered in other core units e.g., Specify plants for landscapes. element should read " determine effect of plant selection on landscape features including root development, crown development and soil hydrology.	Thanks for your feedback, PC 2.3 changed to 'Determine effect of plant selection on landscape features including root development, crown development and soil hydrology'
<ul style="list-style-type: none"> RTO, VIC 	To be a more robust performance criteria I feel it should be " a minimum of five landscape features being paving, retaining walls, steps, water features and timber structures."	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following change being made to this unit: Changed PE second paragraph to read 'There must be evidence that the individual has designed for construction of landscape features on at least three occasions and including a minimum of five different construction features, and has:'
<ul style="list-style-type: none"> RTO, VIC 	Add existing site structures and vegetation.	Thanks for your feedback, PE 'identified and recorded survey levels, site gradients and elevations' changed to 'identified and recorded survey levels, site gradients, elevations, existing site structures and vegetation'
<ul style="list-style-type: none"> RTO, VIC 	Rather than report either use specifications or implementation report.	Thanks for your feedback, this is linked to PC 3.2, 3.3 and 3.4, and therefore will be left as is.
AHCDES5XX Prepare a landscape design (formerly AHCDES502 Prepare a landscape design)		
<ul style="list-style-type: none"> RTO, VIC 	<p>2.2 Record physical elements and features of the site on the base plan AND No knowledge evidence to support these PCs. - No knowledge evidence to support these PCs.</p> <p>2.4 Complete functional analysis of the existing site and record on the base plan - No knowledge evidence to support the functional analysis</p> <p>3.2 Specify hard landscaping requirements, including irrigation, demolition and removal of existing features and installation of new works - No irrigation in KE. Would most designers use specialist advice here if needed?</p> <p>3.3 Compile planting schedules for incorporation into the design plan - Is there any knowledge evidence to support this?</p>	<p>Thanks for your feedback, PC's:</p> <p>2.2 is linked to KE 'scaled concept drawing and construction plans'</p> <p>2.4 - added KE 'functional analysis techniques relevant to landscape design'</p> <p>3.2 - added KE 'hard landscaping requirements, including irrigation'</p> <p>3.3 changed KE 'plant identification, selection and culture' to 'plant identification, selection and culture, and planting schedule'</p> <p>3.4 changed to 'Apply industry practice and consistent graphic styles to the concept design'</p> <p>4.2 changed to 'Identify construction and drainage requirements, and seek specialist advice where required'</p> <p>PE: 'applied relevant workplace health and safety and environmental and biosecurity legislation, regulations and workplace procedures' - linked to PC 2.6</p>

Stakeholder Comments and Identified Issues

Consideration and Proposed Resolution

3.4 Apply industry standards and consistent graphic styles to the concept design - Is this more about industry practices rather than standards?
 4.2 Identify construction and drainage requirements - Designers may require or use specialist advice
 Performance Evidence:
 • applied relevant workplace health and safety and environmental and biosecurity legislation, regulations and workplace procedures - Not specified in PCs
 • determined survey levels, site grading and drainage requirements - Not specified in PCs
 • identified and selected plants, shrubs and trees - Trees and shrubs are plants. Should that read identified and selected plants for the landscape design?
 Knowledge Evidence:
 • an understanding of own role and the use of specialist advice, including structural engineers and hydrologists - Perhaps include something in the PCs about knowing the limits of your own role and when to bring in other professional specialists such as with engineering, drainage, irrigation etc.
 • landscape construction and engineering principles - This is very broad
 • drafting techniques - Drafting techniques for landscape plans and drawings
 • scaled concept drawing and construction plans - Scaled landscape plans and construction drawings
 • determining survey levels, site grading and drainage requirements - Is a survey carried out on site in element 2 or PC 2.5? Does this duplicate forth dot point above?
 • environmental implications of landscape project works - What does this relate to?
 • botany, plant physiology, taxonomy and nomenclature - This is vague - suggest being more specific about the requirements for a landscape designer.
 • how to identify and treat soils - As above - for application in landscape works? Does this include

'determined survey levels, site grading and drainage requirements' - linked to PC 2.2, 2.4, 2.5 and 3.2
 changed 'identified and selected plants, shrubs and trees' to 'identified and selected plants for the landscape design'

 KE:
 'an understanding of own role and the use of specialist advice, including structural engineers and hydrologists' - linked to PC 4.2
 changed 'landscape construction and engineering principles' to 'landscape construction and engineering principles relevant to landscape design'
 changed 'drafting techniques' to 'drafting techniques for landscape plans and drawings'
 changed 'scaled concept drawing and construction plans' to 'scaled concept drawings, landscape plans and construction drawings'
 'determining survey levels, site grading and drainage requirements' - linked to PC 2.2, 2.4, 2.5 and 3.2, removed 'establishment of site levels'
 'environmental implications of landscape project works' - linked to PC 2.6
 changed 'botany, plant physiology, taxonomy and nomenclature' to 'botany, plant physiology, taxonomy and nomenclature relevant to landscape design'
 changed 'how to identify and treat soils' to 'how to identify and treat soils for application in landscape work'
 workplace health and safety and environmental and biosecurity legislation, regulations and workplace procedures relevant to landscape design and construction' to remain as is, this is in relation to landscape design and construction.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>the engineering properties of soil or soil for plant culture or both?</p> <ul style="list-style-type: none"> workplace health and safety and environmental and biosecurity legislation, regulations and workplace procedures relevant to landscape design and construction- For application in landscape design? Plant selection for a design would be based on a range of factors including morphological features, cultural requirements, potential weed threat etc. 	
AHCLSC1XX Support landscape work (formerly AHCLSC101 Support landscape work)		
<ul style="list-style-type: none"> RTO, VIC 	<p>2.2 Interact with staff and customers in a professional manner -Interacting in a professional manner is not supported in KE</p> <p>2.5 Undertake landscape work in a safe and environmentally appropriate manner - There is no KE around the environmental aspects of the work</p> <p>3.1 Handle and transport materials, tools, equipment and machinery according to supervisor instructions and workplace procedures - Not included in KE</p> <p>Performance Evidence:</p> <ul style="list-style-type: none"> stored materials as directed- Handled and stored? cleaned up on completion of work - Repeat of element 4 reported work outcomes and malfunctioning, faulty, worn or damaged of tools - Repeat of PC 4.3 <p>Knowledge Evidence:</p> <ul style="list-style-type: none"> landscaping tools and equipment - Would they just have to know about tools and equipment for landscape works or know how to use/store them as well? 	<p>Thanks for your feedback, PCs:</p> <p>PC 2.2 Interact with staff and customers in a professional manner - removed</p> <p>PC 4.3 split into two PC's; '4.3 Report work outcomes and malfunctions, faults, wear or damage of tools to supervisor', and '4.4 Report work outcomes to supervisor'</p> <p>PE:</p> <p>changed 'applied safe work practices in landscape construction and maintenance' to 'applied safe and environmentally appropriate work practices in landscape construction and maintenance'</p> <p>changed 'stored materials as directed' to 'handled, transported, cleaned and stored materials, tools, equipment and machinery as directed'</p> <p>removed 'cleaned up on completion of work'</p> <p>KE:</p> <p>changed 'landscaping tools and equipment' to 'landscaping tools and equipment use, storage and maintenance'.</p>
AHCLSC202 Construct low-profile timber or modular retaining walls		
<ul style="list-style-type: none"> RTO, WA 	<p>Re Performance Evidence last dot point "reported low-profile timber or...and unserviceable tools and equipment" don't need this.</p> <p>record the procedure on the construction of the retaining wall.</p>	<p>Thanks for your feedback. This PE is linked to PC 5.4, and therefore will be left as is.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Re Application: '...skills and knowledge required to construct low-profile timber or modular retaining walls...' Should read "and" not "or"?	Thanks for your feedback, the application is linked to the title of the unit 'Construct low-profile timber or modular retaining walls', and therefore will be left as is.
• RTO, VIC	Re Knowledge Evidence "construction materials for retaining walls" Additional Knowledge evidence to include. correct placement and understanding of drainage materials.	Thanks for your feedback, added KE; 'drainage media and material use and placement.'
• RTO, VIC	Re PC 4.5 Install drainage media: Ag drain and free draining material as specified by supervisor or plan. Including connection to s/water system via s/water pit.	Thanks for your feedback, changed PC 4.5 to; 'Install drainage media and material as specified in site plan.'
AHCLSC203 Install aggregate paths		
		No specific feedback requiring action.
AHCLSC204 Lay paving		
• RTO, VIC	'tools and equipment' Needs better definition, is it hand or power tools or machinery?	Thanks for your feedback, 'tools and equipment...according to supervisor instructions', 'tools and equipment' is standard text used in AHC suite of units to cover hand and/or power tools, leave as is.
• RTO, VIC	'Construct' Assist with the construction of drainage.... May be a job for a more qualified person.	Thanks for your feedback, changed PC 3.3 to; 'Assist with construction of drainage systems according to site plan.'
• RTO, VIC	As with AHCLSC201, why are we overcomplicating the wording of the criteria? This is a Certificate II unit, the students are just starting out in the industry and yet the unit has expectations of experience. At Certificate II all criteria should stress under supervision or assist to..... Many of these clauses would fit in AHCLSC306	Thanks for your feedback, it is not necessary to state 'assist' or 'supervision' in all PC's, only where necessary for clarity within a PC (note: there are a number of PC's in this unit that have 'assist' or 'supervisor' in them). The application section of the unit describes the AQF2 level of supervision - 'under general supervision with limited autonomy or accountability'.
• RTO, WA #1324	Don't need this. We have a machinery unit.	Thanks for your feedback, this PE is linked to PC 6.4, and therefore will be left as is.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	I agree with #1324 but also at Cert II there shouldn't be a reporting expectation apart from 'report any issues with materials, timeframe or tools and equipment to the supervisor if they occur	Thanks for your feedback, this PE is linked to PC 6.4, and therefore will be left as is.
• RTO, VIC	This is over expectation for Cert II	Thanks for your feedback, removed KE; 'site layout and planning'.
• RTO, VIC	Change 'types of' to 'terminology for'	Thanks for your feedback, changed KE to; 'terminology for types of base and bedding material, edge restraints and their function'.
AHCLSC205 Install tree protection devices		
		No specific feedback requiring action.
AHCLSC2XX Assist with landscape construction work (formerly AHCLSC201 Assist with landscape construction work)		
• RTO, VIC	1.5 - take these words ('and report faulty or unsafe') out of here	Thanks for your feedback, removed PC 1.5 in toto.
• RTO, VIC	1.5 - add in after PPE - 'and report to supervisor if issues are identified'	Thanks for your feedback, removed PC 1.5 in toto.
• RTO, VIC	Re 'professional' - At cert II they are most likely just beginning their career, professionalism will take time	Thanks for your feedback, removed PC 2.2 in toto.
• RTO, VIC	I can't see why major changes have been made when the intent is the same. the old wording was simpler for a Cert II level unit. It seems that word smiths are just trying to keep themselves employed for the sake of change.	Thanks for your feedback.
• RTO, VIC	Add 'Help' or 'Assist to'	Thanks for your feedback, PE 'prepare materials, tools and equipment for landscape construction work' changed to 'prepared and used materials, tools and equipment for landscape construction work as directed.'

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	add - 'as directed'	Thanks for your feedback, removed PE 'handled materials and equipment.'
• RTO, VIC	"change to - ' Assist clean up on....'	Thanks for your feedback, PE 'cleaned up on completion of landscape work and disposed of waste' changed to 'assisted with clean up on completion of landscape work and disposed of waste.'
• RTO, VIC	If we have to change the unit then maybe include points like able to use a wheelbarrow affectively, able to mix concrete, able to assist in setting out for construction etc	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following advice being provided:</p> <ul style="list-style-type: none"> • Use of a range of tools, material and equipment such wheelbarrows, mixing cement, etc is adequately covered as part of the PE 'prepared and used materials, tools and equipment for landscape construction work as directed' and 'undertake landscape work as directed', no change required to this unit.
• Industry Association, NSW	<p>Wheelbarrow effectively - covered by applied WHS requirements</p> <p>PE: 'undertake landscape work as directed' - this dot point would include mixing concrete and setting out if applicable to the target group.</p> <p>From my experience, this Unit is often used when delivering to students who have special needs. To specify that students can mix concrete or assist in setting out would make this Unit difficult to deliver to these target groups. If the Unit is delivered appropriately and according to the assessment conditions, there will be a range of machinery and tools used to 'Assist with landscape work'.</p>	
• Industry NSW	<p>I agree, this could be written into the performance evidence clearly stating the tasks mentioned.</p> <p>Create a list of "Must demonstrate" safe and appropriate use</p>	
• RTO, WA #1324	Re 'unserviceable' - This can't be done as all tools need to be in working order to do class.	Thanks for your feedback, this is consistent with AHC suite of units, leave as is.
• RTO, VIC	I agree with #1324 but also at Cert II there shouldn't be a reporting expectation apart from 'report any issues with materials, timeframe or tools and equipment to the supervisor if they occur	Thanks for your feedback, this is consistent with AHC suite of units, leave as is.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, VIC 	This seems out of context with assisting with construction	Thanks for your feedback, removed KE 'maintenance practices for planted areas.'
<ul style="list-style-type: none"> RTO, VIC 	This also seems out of place for learning to assist in construction.	Thanks for your feedback, removed KE 'repair and maintenance of landscape features.'
<ul style="list-style-type: none"> RTO, VIC 	Possibly have list of " Must use "machinery and tools.	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following advice being provided: <ul style="list-style-type: none"> Use of a range of tools, material and equipment such wheelbarrows, mixing cement, etc is adequately covered as part of the PE 'prepared and used materials, tools and equipment for landscape construction work as directed' and 'undertake landscape work as directed', no change required to this unit.
<ul style="list-style-type: none"> RTO, NSW 	AHCLSC2XX Assist with landscape construction work - Unit update looks fine to me. I do have one slight concern and that was in the assessment conditions it states that relationships must be – Supervisor, Staff and customer. Students find it challenging at times to find people that are willing to take part in the assessments. Can the supervisor also be the staff member as well?	Thanks for your feedback, a number of the performance criteria within this unit require interaction with a supervisor, staff or customer (either real or simulated) to achieve the unit. This can either be demonstrated in a real environment or simulated using one or more people acting in these roles.
<ul style="list-style-type: none"> Industry Association, NT 	Major changes within 'AHCLSC201 Assist with landscape construction work' was supported.	Thanks for your feedback, your support is noted.
<ul style="list-style-type: none"> RTO, VIC 	Note that this is for landscape construction work but there is considerable duplication with AHLSC1XX Support landscape construction work 2.2 Interact with staff and customers in a professional manner - Not supported by KE 2.3 Follow workplace policies and procedures in relation to workplace practices, handling and disposal of materials -Not supported in KE - Assessment conditions may need policies added. Performance Evidence: • identified and reported workplace health and safety hazards - Duplicates PC 1.6	Thanks for your feedback, PCs: Removed PC 2.2 in toto. PEs: Added 'applied workplace policies and procedures relevant to assisting with landscape construction work' Removed 'identified and reported workplace health and safety hazards' Removed 'handled materials and equipment.'

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> • handled materials and equipment -In what context? <p>Knowledge Evidence:</p> <ul style="list-style-type: none"> • workplace requirements applicable to health and safety in the workplace for assisting in landscape construction work, including appropriate use of personal protective equipment (PPE) • principles and practices of landscape construction work, including: <ul style="list-style-type: none"> • basic landscape construction techniques • landscaping tools and equipment • maintenance practices for planted areas • repair and maintenance of landscape features <p>comment is - This is almost the same as AHCLSC1XX except the clean-up procedures which perhaps should be included as is in the PCs and PE. As for AHCLSC1XX - do they have to know about and use landscaping tools and equipment?</p>	<p>KEs:</p> <p>Added 'workplace policies and procedures relevant to assisting with landscape construction work'</p> <p>Removed 'maintenance practices for planted areas'</p> <p>Removed 'repair and maintenance of landscape features'</p> <p>RE: AHCLSC1XX Support landscape construction work - see changes made to this unit.</p>
AHCLSC302 Construct landscape features using concrete		
• RTO, VIC	Should there be mention of the need for structural landscape license in NSW or Builders registration in Vic - not sure of other states?	Thanks for your feedback, changed Application licensing statement to; 'State/territory licensing, legislative or certification requirements apply in some jurisdictions. Users are advised to check with the relevant regulatory authority.'
• RTO, VIC	add to 2.7- 'and to allow for ease of dismantling without damage to concrete'	Thanks for your feedback, changed PC 2.7 to; 'Install form work on site in a manner that will ensure it remains rigid during concrete pouring operations and to allow for ease of dismantling without damage to concrete.'
• RTO, QLD	Volume is listed here, but not in the foundation skills.	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, use and interpret scales' and 'Set out geometric shapes.'
• RTO, VIC	As with other units, this clause is not always required so should be worded to 'Describe appropriate workplace procedure to identify and report....' More consideration to how criteria will be assessed needs to be given as ASQA auditing is getting more stringent on to the letter of the clause not the intent.	Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, QLD 	<p>Can we have a look at the use of the word "and" in these cut and pastes.</p> <p>An ASQA auditor would want to see where they've reported unserviceability on both a tool and a piece of equipment as a minimum.</p>	<p>Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>Should this include Numeracy - to calculate material quantities, take measurements, set out geometric shapes interpret and use scale</p>	<p>Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, read and use scale rulers' and 'Set out geometric shapes.'</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>AS commented in 5.5. Move this to the knowledge evidence list and reword to 'How to report...'. I agree with other unit comments that the word 'unserviceable' should be simplified to 'damaged or missing tools...'</p>	<p>Explanation: This PE is linked to PC 5.5, and therefore will be left as is.</p>
<ul style="list-style-type: none"> Industry Association, NT 	<p>Minor changes within 'AHCLSC302 Construct landscape features using concrete' was supported, noting and increase in performance evidence in slump test, this will require additional training, agree the changes strengthen the UoC.</p>	<p>Thanks for your feedback, your support is noted.</p>
<p>AHCLSC304 Erect timber structures and features</p>		
<ul style="list-style-type: none"> RTO, QLD 	<p>Protective coatings should be applied prior to fixing.</p>	<p>Thanks for your feedback, added PC 4.2; 'Select and apply protective coatings if required'. Renumbered PC's that followed.</p>
<ul style="list-style-type: none"> RTO, QLD 	<p>Please remove and replace with Numeracy skills.</p>	<p>Thanks for your feedback: FS Oral communication – kept Added FS Numeracy; 'Calculate quantities of material, take measurements, read and use tape measures and scale rulers' and 'Set out right angles using 3:4:5 method'.</p>
<p>AHCLSC306 Implement a paving project</p>		
<ul style="list-style-type: none"> RTO, VIC 	<p>Should there be mention of the need for structural landscape license in NSW or Builders registration in Vic - not sure of other states?</p>	<p>Thanks for your feedback, changed Application licensing statement to; 'State/territory licensing, legislative or certification requirements apply in some jurisdictions. Users are advised to check with the relevant regulatory authority.'</p>
<ul style="list-style-type: none"> RTO, QLD #93 	<p>Something needs to be added to this unit to ensure people aren't signed off after throwing a few pavers onto concrete down the side of a house and filling with gravel mulch.</p> <p>Ensure they are bedding onto a mortar base with a minimum m2.</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to this unit:</p> <p>PE: Changed second paragraph to read 'There must be evidence that the individual has implemented a paving project of at least ten square metres</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> Industry Association, NSW 	<p>RE #93 comment: Agree that this could be added. ... at least 2 occasions with at least one on a solid base and one on a soft base (not sure of the correct wording here) and an area is to be a minimum of 2m2 and has:</p>	<p>on solid and flexible bases using straight and curved edges, individually or as part of a team on at least one occasion and has:'.</p>
<ul style="list-style-type: none"> Industry, NSW 	<p>I completely agree. The unit descriptor needs to be more specific and elaborate further. Element 3. Should make clear mention of screed sand bed, lay pavers using at least 2 paving patterns, lay header course and cut in paving</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>this is pretty vague, should at least state 'as per design and specification</p>	<p>Thanks for your feedback, changed PC 3.1 to; 'Construct paving according to plans and specifications.'</p>
<ul style="list-style-type: none"> RTO, QLD 	<p>no.</p>	<p>Thanks for your feedback, this FS is linked to PC 4.4, and therefore will be left as is.</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>Should this include Numeracy – to calculate material quantities, take measurements, set out geometric shapes interpret and use scale, interpret and calculate levels.</p>	<p>Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, interpret and use scale, interpret and calculate levels' and 'Set out geometric shapes'.</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>These two points are basically the same. there is no mention of installing base to design and specification, installing bedding material to level and grade, installing to specified pattern, installing appropriate edge restraints if required, measuring and cutting pavers to specified tolerances, installing jointing sand / grout</p>	<p>Thanks for your feedback: Removed PE; 'calculate material and resource requirements', 'organise work and use tools and equipment' and 'use tools and equipment to construct paving' Added PE; 'measured and cut pavers to specified tolerances', 'installed base, bedding material, jointing sand or grout, and pavers according to site plans and specification' and 'installed edge restraints and drainage if required'.</p>
<ul style="list-style-type: none"> RTO, WA #1324 	<p>Don't need this</p>	<p>Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>I agree with #1324, but if to remain, move to knowledge and reword to 'Describe appropriate procedures to report....'</p>	<p>Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	There is no mention of the knowledge of different techniques - rigid and flexible paving	Thanks for your feedback, added KE; 'techniques for laying rigid and flexible paving'.
• Industry Association, NT	Minor changes within 'AHCLSC306 Implement a paving project' was supported.	Thanks for your feedback, your support is noted.
AHCLSC307 Implement a retaining wall project		
• RTO, VIC	Should there be mention of the need for structural landscape license in NSW or Builders registration in Vic - not sure of other states?	Thanks for your feedback, changed Application licensing statement to; 'State/territory licensing, legislative or certification requirements apply in some jurisdictions. Users are advised to check with the relevant regulatory authority.'
• RTO, VIC	remove ameliorate and add at the end of the sentence - 'and implement appropriate controls if required'	Thanks for your feedback, changed PC 1.5 to; 'Identify environmental impacts of the proposed works and implement appropriate controls if required.'
• RTO, VIC	This should be - 'Calculate and create an order of all materials required to construct a retaining wall' Apprentices are not always authorized to order the materials this is a supervisor responsibility	Thanks for your feedback, PC 1.7 is about organising for the delivery of the materials not ordering the materials, and therefore will be left as is.
• RTO, VIC	2.6 should be 2.4, 2.4 and 2.5 2 should be 2.5 and 2.6	Thanks for your feedback, reordered PC 2.4, 2.5 and 2.6.
• RTO, VIC	Not all project sites have paved surfaces. Can this be changed to - 'Clean up site, remove unused material and dispose of.....'	Thanks for your feedback, changed PC 4.2 to; 'Clean up site, removed unused material and dispose of or recycle waste material from the site.'
• RTO, SA	Would suggest Numeracy and Reading are also important given the focus on reading and interpreting plans (1.1) and then ordering and organising material (1.3 and 1.7).	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, interpret and use scale, interpret and calculate levels' and 'Set out geometric shapes'.
• RTO, QLD	no	This FS is linked to PC 4.4, and therefore will be left as is.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	This is too specific - remove 'to report tool and equipment unserviceability. consider adding instead - 'to communicate with supervisor, fellow workers, suppliers and clients'	This FS is linked to PC 4.4, suggested change is not linked to PCs, and therefore will be left as is.
• RTO, VIC	Should this include Numeracy - to calculate material quantities, take measurements, set out geometric shapes interpret and use scale, interpret and calculate levels.	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, interpret and use scale, interpret and calculate levels' and 'Set out geometric shapes'.
• RTO, QLD	numeracy - needs to be added to FS in all structural units	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, interpret and use scale, interpret and calculate levels' and 'Set out geometric shapes'.
• RTO, VIC	Remove this clause or move this to the knowledge evidence list and reword to - 'describe appropriate procedure to report.....' there is not often broken tools	Thanks for your feedback, this PE is linked to PC 4.4, leave as is.
• RTO, VIC	remove - 'and profile' change to - - to specified	Thanks for your feedback, changed PE to ; 'excavated to specified soil levels'.
• Industry Association, NT	Minor changes within 'AHCLSC307 Implement a retaining wall project' was supported.	Thanks for your feedback, your support is noted.
AHCLSC308 Install metal structures and features		
		No specific feedback requiring action.
AHCLSC309 Install water features		
		No specific feedback requiring action.
AHCLSC3XX Construct brick and block structures and features (formerly AHCLSC303 Construct brick and block structures and features)		
• Industry Association, NT	Major changes within 'AHCLSC305 Construct stone structures and features' retitled to 'AHCLSC3XX Construct brick and block structures and features' was supported and noted the unit is bigger.	Thanks for your feedback, your support is noted.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	Should there be mention of the need for structural landscape license in NSW or Builders registration in Vic - not sure of other states?	Thanks for your feedback, changed Application licensing statement to; 'State/territory licensing, legislative or certification requirements apply in some jurisdictions. Users are advised to check with the relevant regulatory authority.'
• RTO, VIC	I agree, take ameliorate out and add 'and implement suitable control strategies' at the end of the sentence. (similar to the WHS statement)	Thanks for your feedback, changed PC 1.6 to; 'Identify the potential environmental impacts of proposed brick and block construction works and implement suitable control strategies'
• RTO, VIC	Add 'if applicable' as not all sites have services in the project footprint.	Thanks for your feedback, changed PC 2.1 to; 'Determine, locate and mark out services from site plan where applicable'
• RTO, NSW #1335	Ameliorate is the incorrect word - Why not say Identify the potential environmental impacts	Thanks for your feedback, changed PC 1.6 to; 'Identify the potential environmental impacts of proposed brick and block construction works and implement suitable control strategies'
• RTO, QLD	Lay damp proofing if required	Thanks for your feedback, changed PC 3.2 to; 'Lay damp proofing if required, and base course of brick or block work'
• RTO, NSW #1335	RE: PC 2.6 - Brick construction is installed on a concrete footing and not on subbase material. Please reword or refer to the prerequisite unit on Construct landscape features using concrete	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following advice being provided, and changes made to this unit:</p> <ul style="list-style-type: none"> • <i>AHCLSC302 Construct landscape features using concrete</i> is a prerequisite unit for this unit, as such the following PC's to be removed: <ul style="list-style-type: none"> ○ '2.4 Prepare subsoil by removing all debris, vegetable matter and topsoil to provide a solid foundation for construction' ○ '2.5 Place and compact sub-base to material the required finished levels'.
• Industry Association, NSW	RE #1335 comment: Not qualified to comment but to me 2.6 does not make sense as it is currently written. 2.6 Place and compact sub-base to material the required finished levels Perhaps something like: 2.6 Lay foundations and footings as required for brick and/or block work	
• Industry, NSW	I agree [With above]	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	RE: PC 2.6 - I agree with #1335, this should be place concrete to required specification and finished level	
• RTO, VIC	Add 'if required' to the end of 3.1 as they are not always required in basic landscape brickwork projects. OR add in plasticiser as an option	Thanks for your feedback, changed PC 3.1 to; 'Mix mortar to determined ratio and add bonding and colouring agents and other appropriate admixes, if required in accordance with specifications'
• RTO, QLD	RE: PC 3.4 - Some mention of cutting methods for bricks and blocks should be included as well as risk assessment for dust control.	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes made to Element 3, PC's of this unit: 3.1 Mix mortar to determined ratio and add bonding and colouring agents and other appropriate admixes, if required in accordance with specifications 3.2 Lay damp proofing if required 3.3 Establish base course of brick or block work to achieve final level heights 3.4 Lay courses of brick or block work using designated bonds in a manner that will ensure the viability and stability of the structure 3.5 Cut bricks or blocks using mechanical and hand cut method 3.6 Apply finishes to brick or block work 3.7 Apply waterproofing according to site plans and specifications 3.8 Install drainage systems according to site plans and specifications
• Industry Association, NSW	While not confident in discussing nitty gritty of hardscape construction, I feel 3.4 should contain something about cutting bricks and/ or blocks and then 3.4 becomes 3.5. Could not see any mention of cutting bricks/ blocks and feel it should be included.	
• Industry, NSW	I agree, this should be written as 3.4 Cut bricks using mechanical and hand method, and apply finishes written as 3.5	
• RTO, WA #1324	This may not always happen. Identify and report tools and equipment that are in need of repair.	Thanks for your feedback, this is consistent with AHC suite of units, leave as is.
• RTO, VIC	I agree with #1324, this can be a problem in assessing if no tools needing repair. It would be more appropriate to as student to 'Describe your workplace procedure to identify and report.....'	Thanks for your feedback, this is consistent with AHC suite of units, leave as is.
• RTO, QLD	Numeracy - order blocks, mix mortar at correct ratios	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, read and use tape measures and scale rulers' and 'Set out right angles using 3:4:5 method.'
• RTO, VIC	Should this section have numeracy skills to calculate brick and mortar quantities, using 3:4:5 method to set out right angles, reading scale and using tape measures and scale rules?	Thanks for your feedback, added FS Numeracy; 'Calculate quantities of material, take measurements, read and use tape measures and scale rulers' and 'Set out right angles using 3:4:5 method.'

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• RTO, VIC	This statements not always valid. Are we meant to break tools so the candidate can be assessed?	Thanks for your feedback, this PE is linked to PC 4.4, and therefore will be left as is.
• RTO, QLD	Specific knowledge of concrete footing, steel reinforcing should be mentioned.	Thanks for your feedback, changed KE to; 'types of concrete footings, reinforcement and core filling applicable to brick and block structures and features'.
• RTO, VIC	There is no mention of why brick bonding is important, different patterns, different joint finishing, terminology, brick dimensions, purpose of frogs / holes, different types of bricks / blocks, reason for damp course etc	Thanks for your feedback, changed KE to; 'components of mortar, including bonding and colouring agents and ratios, and their importance', and 'types of bricks and blocks and their dimensions, tolerances and applications' Added KE; 'types of brick and block patterns, joint finishing, frogs and holes, and their purpose', and 'purpose of damp courses'.
• Industry Association, VIC	General comment re 'cutting methods for bricks and blocks and risk control for dust control' This is critical with regard to recent changes to the accepted levels of silica dust on a worksite. https://www.safeworkaustralia.gov.au/changes-workplace-exposure-standard-respirable-crystalline-silica	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes made to Element 3, PC's of this unit: 3.1 Mix mortar to determined ratio and add bonding and colouring agents and other appropriate admixes, if required in accordance with specifications 3.2 Lay damp proofing if required 3.3 Establish base course of brick or block work to achieve final level heights 3.4 Lay courses of brick or block work using designated bonds in a manner that will ensure the viability and stability of the structure 3.5 Cut bricks or blocks using mechanical and hand cut method 3.6 Apply finishes to brick or block work 3.7 Apply waterproofing according to site plans and specifications 3.8 Install drainage systems according to site plans and specifications
AHCLSC3XX Construct stone structures and features, and install stone cladding (formerly AHCLSC305 Construct stone structures and features)		
• RTO, NSW	Review of existing Assessment requirements and elements/Performance Criteria Unit - Construct Stone structures and features – AHCLSC305 I have included an overall review, proposed Knowledge and performance evidence, elements, and performance criteria below. Overall review The existing unit of competence seems to be a blend of a stone and paving unit.	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to this unit: Remove Element 4 from unit and put into AHCLSC3XX Implement a paving project. See comments related to notes (under separate feedback sections above).

Stakeholder Comments and Identified Issues

Consideration and Proposed Resolution

The UOC concentrates on specific tasks in the construction of a particular stone structure, while missing out on other generic tasks that would apply to all stone structures.

The UOC concentrates particularly a coursed stone wall using mortar and then jumps to a stone paving project on a compacted base layer and sand bed. While these are some of the structures installed in our industry they are certainly not all. There is too many specific performance criteria that relate to either a stone walling or paving project, the UOC needs to be totally rewritten to allow a larger scope of stone structure/features. This would match in with the broad range of stone structures and features installed in the landscape industry. The UOC has an element (4) that is specifically relating to paving, the landscape qualification already has a paving unit, and this is not required. It almost seems like an old template was used from a paving unit and that element got left on the UOC by mistake.

A suggested range of suitable stone structures/features would be useful to aid the assessor in what would be suitable to assess leaner. E.g., stone walling (free standing or retaining), paving (steppers/pad/coping), cladding, capping (piers/walling), steps, furniture, and sculpture.

Environmental controls need to be placed through other Performance criteria – not just in element 1
WHS needs to be placed through other Performance criteria – not just in element 1
Current UOC has no mention of cutting, shaping, profiling stone – an entire new element needs to be imbedded with performance criteria relating to process.

Paving element (4) and performance criteria totally removed.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	Knowledge evidence and performance evidence to be rewritten – please see notes	
<ul style="list-style-type: none"> RTO, NSW 	<p>Suggested Elements and performance criteria Black – Original UOC Red – Proposed Element Performance criteria Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.</p> <p>1. Plan and prepare work 1.1 Interpret plans and specifications 1.2 Check the quantity and quality of materials to ensure they conform to design drawings and specifications 1.3 Select tools and equipment and check for serviceability. 1.4 Identify workplace health and safety hazards, assess risks and implement controls 1.5 Identify and report environmental implications of erecting stone structures</p> <p>2. Set out and prepare the site 2.1 Locate any services from site plans and/or site investigations 2.2 Set out position and levels of stone structure or feature according to plans and specifications 2.3 Carry out any excavations for footings or base layer to solid foundations for construction 2.4 Install any drainage system components and feed lines according to design drawings and specifications. 2.5 Prepare any footings, substrate or base materials to industry standards in preparation for stone structure or feature.</p> <p>3. Prepare stone for installation 3.1 Select correct tools and equipment for work, ensuring any environmental controls needed are in place</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to the elements and PCs:</p> <p>1. Plan and prepare work: 1.1 Interpret site plans and specifications 1.2 Identify potential hazards and risks, and implement safe working practices to manage risks 1.3 Check the quantity and quality of materials to ensure they conform to design drawings and specifications 1.4 Identify and select stone according to design specifications 1.5 Select tools and equipment required for construction work and check for safe operation 1.6 Select, fit, use and maintain personal protective equipment (PPE) applicable to the task 1.7 Identify and report environmental impacts of erecting stone structures</p> <p>2. Set out and prepare the site 2.1 Locate and mark out services from site plans and site investigations 2.2 Set out position and levels of stone structure or feature according to plans and specifications 2.3 Carry out excavations for footings or base layer 2.4 Install drainage system components and feed lines according to design drawings and specifications 2.5 Prepare footings, substrate or base material according to industry standards in preparation for stone structure or feature</p> <p>3. Prepare stone for installation 3.1 Select tools and equipment for work, ensuring all environmental controls are in place 3.2 Carry out stone cutting, shaping or surface finishing to meet plans, specifications and WHS requirements 3.3 Store prepared stone in a safe and practical space ready for installation</p> <p>4. Construct stone structure or feature 4.1 Prepare mortar, adhesives and other admixes as required according to specifications 4.2 Construct stone structure according to plans and specifications</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>3.2 Carry out any stone cutting, shaping or surface finishing to meet plans, specifications and WHS requirements.</p> <p>3.3 Store prepared stone in a safe and practical space ready for installation.</p> <p>4. Construct structure or feature</p> <p>4.1 Prepare any mortar, adhesives and other admixes as required, in accordance with specifications</p> <p>4.2 Construct stone structure to plans and specifications</p> <p>4.3 Install any waterproofing and/or drainage as per plans and specifications</p> <p>4.4 Carry out any cleaning and/or sealing of stone as per plans and specifications</p> <p>5. Check quality of work and clean-up site</p> <p>5.1 Inspect finished works to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications</p> <p>5.2 Clean-up site, remove and dispose of waste in an environmentally safe and sensitive manner</p> <p>5.3 Clean and store tools and equipment</p>	<p>4.3 Install waterproofing and drainage according to plans and specifications</p> <p>4.4 Carry out cleaning and sealing of stone according to plans and specifications</p> <p>5. Install stone cladding</p> <p>5.1 Prepare mortar, adhesives and other admixes as required according to specifications</p> <p>5.2 Place and fix prepared stone cladding according to plans and specifications</p> <p>5.3 Fit stone cladding accurately to fill gaps in the pattern within tolerances nominated within the site plan and specifications</p> <p>5.4 Finish gaps between stone cladding with mortar</p> <p>5.5 Carry out cleaning and sealing of stone cladding according to plans and specifications</p> <p>6. Check quality of work and clean-up site</p> <p>6.1 Inspect finished works to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications</p> <p>6.2 Clean-up site, remove and dispose of waste in an environmentally safe and sensitive manner according to specifications</p> <p>6.3 Clean, maintain and store tools and equipment</p> <p>6.4 Identify and report unserviceable tools and equipment according to workplace procedures</p>
<ul style="list-style-type: none"> Industry Association, NSW 	<p>While not qualified to comment on the technical aspects, I can comment on the wording!</p> <p>2. Set out and prepare the site</p> <p>2.1 Locate any services from site plans and/or site investigations</p> <p>2.2 Set out position and levels of stone structure or feature according to plans and specifications</p> <p>2.3 Carry out any excavations for footings or base layer to solid foundations for construction</p> <p>2.4 Install any drainage system components and feed lines according to design drawings and specifications</p> <p>2.5 Prepare any footings, substrate or base materials to industry standards in preparation for stone structure or feature</p> <p>3. Prepare stone for installation</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>3.1 Select correct tools and equipment for work, ensuring any all environmental controls needed are in place</p> <p>3.2 Carry out any stone cutting, shaping or surface finishing to meet plans, specifications and WHS requirements</p> <p>3.3 Store prepared stone in a safe and practical space ready for installation</p> <p>My attempt at rewriting Element 4... accepting that it may be appropriate that the old E4 and E5 be combined.</p> <p>4. Construct Install stone structure or feature</p> <p>4.1 Prepare any mortar, adhesives and other admixes as required, in accordance with specifications</p> <p>4.2 Install any waterproofing and/or drainage as per plans and specifications</p> <p>4.3 Construct Place and fix prepared stone according to plans and specifications</p> <p>4.4 Fit stone accurately to fill gaps in the pattern within tolerances nominated within the site plan and specifications</p> <p>4.5 Fill all gaps with mortar (reword this)</p> <p>4.4 4.6 Carry out any cleaning and/or sealing of stone as per plans and specifications</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>It makes perfect sense that set out, construct concrete features followed by Brick and Block delivered chronologically be a prerequisite to this unit</p> <p>I agree, the unit descriptor could be written more thoroughly and this person has put a lot of energy into the proposed changes</p>	
<ul style="list-style-type: none"> RTO, NSW 	<p>Suggested Assessment requirements</p> <p>Black – Original UOC</p> <p>Red – Proposed</p> <p>Performance Evidence</p> <p>The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to the unit PE and KE:</p> <p>PE:</p> <p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<p>must be demonstrated consistently over time and in a suitable range of contexts.</p> <p>The candidate must provide evidence that they can: Interpret plans and specifications Set out and prepare the site for works Shape and/or cut stone for installation Construct stone structure to specifications Use a range of hand and power tools safely and correctly Construct stone structure to specifications Check structure against plans and specifications Follow any Work health and Safety procedures</p> <p>Knowledge Evidence The candidate must demonstrate knowledge of: Principles and practices for constructing stone structures and features Environmental implications associated with the construction of a stone structure or feature Work health and safety while using/constructing with stone Stone types, selection, profiles and surface finishes Mortars, adhesives, admixes and sealants Stone structures/feature types and construction techniques Stone construction hand and power tools</p>	<p>There must be evidence that the individual has constructed stone structures and features using two different construction techniques, and laid stone cladding on at least one occasion and has:</p> <ul style="list-style-type: none"> • applied workplace health and safety requirements • selected, used and maintained tools and equipment required for constructing stone structures and features • interpreted site plans, design drawings and specifications • set out and prepared the site and installed drainage systems • shaped and cut stone for installation • used and repositioned hand and power tools relevant to constructing stone structures and features • constructed stone structures and features according to plans and specifications • checked structures and features according to plans and specifications • cleaned up site • reported unserviceable tools and equipment. <p>KE: An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> • workplace requirements applicable to health and safety in the workplace for constructing stone structures and features, including appropriate use of personal protective equipment (PPE) • principles and practices for constructing stone structures and features, including: • environmental implications associated with the construction of stone structures and features • stone types, selection, profiles and surface finishes • stone construction hand and power tool use • types of construction techniques, including dry stack, solid wall and veneer • types of stone cladding and construction techniques • adhesive, bonding and colouring agents and other admix components of mortar used in the construction of stone structures and features • types of stone structures and features.
<ul style="list-style-type: none"> • Industry, NSW 	<p>I agree with the proposed inclusions into the performance evidence</p> <p>I agree with the proposed inclusions into the knowledge evidence, however we need to be careful that we are not trying to turn this unit into more than it needs to be. This is a landscape unit and not a stone masonry unit</p>	
<ul style="list-style-type: none"> • RTO, NSW 	<p>Performance Evidence The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.</p>	

Stakeholder Comments and Identified Issues

Consideration and Proposed Resolution

The candidate must provide evidence that they can:

- interpret plans and specifications
- prepare the site and install drainage system
(change to – set out and prepare the site)
- set out base for paving (remove and change to – Shape and/or cut stone for installation)
- use levelling equipment (Change to - Use a range of hand and power tools safely and correctly - and reposition)
- construct stone work with correct mortar ratio
(change to - Construct stone structure to specifications)
- Add – Check structure against plans and specifications
- Add – follow any Work health and Safety procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for constructing stone structures and features
- comparative environmental implications associated with soil disturbance and the establishment of drainage systems (needs to cover entire process of works - change to environmental implications associated with the construction of a stone structure or feature)
- bonding and colouring agents and other admix components of mortar used in the construction of stone structures and features (change to - mortars, adhesives, admixes and sealants)
- stone structure construction (change to – stone structures/feature types and construction techniques)
- Add – stone types, selection, profiles and surface finishes
- Add – stone construction hand and power tools
- Add - Work health and safety while using/constructing with stone

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> Industry, NSW 	<p>I agree with the proposed inclusions into the performance evidence, however we need to be careful that we are not trying to turn this unit into more than it needs to be. This is a landscape unit and not a stone masonry unit However still support the need for the stone paving element to stay</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>Should there be mention of the need for structural landscape license in NSW or Builders registration in Vic - not sure of other states?</p>	<p>Thanks for your feedback, changed Application licensing statement to; 'State/territory licensing, legislative or certification requirements apply in some jurisdictions. Users are advised to check with the relevant regulatory authority.'</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>RE PC 1.4: I don't feel the word geology needs to be here. Different stone types could be covered in knowledge evidence</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to PC 1.4: removed "geology".</p>
<ul style="list-style-type: none"> Industry Association, NSW 	<p>RE PC1.4: Geology can be removed.</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>RE PC1.4: I agree, the learner simply needs to know what sedimentary, igneous and metamorphic rock types are and how they perform, however, I can't see where the descriptor has mentioned the word "geology"</p>	
<ul style="list-style-type: none"> RTO, NSW 	<p>RE PC 2.1: Establish a benchmark on site in relation to reduced levels on plans and specification Take and verify site levels compared to site plan Set out site to reduced levels indicated on plan in relation to benchmark</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, PC 2.1 changed to: "Locate and mark out services from site plans and site investigations".</p>
<ul style="list-style-type: none"> Industry, NSW 	<p>RE PC2.1: A little confusing, further discussions to be had during webinar to clarify</p>	
<ul style="list-style-type: none"> RTO, NSW 	<p>RE PC 2.2: Change to - Set out position and levels of stone structure or feature according to plans and specifications</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, PC 2.2 changed to: "Set out position and levels of stone structure or feature according to plans and specifications".</p>
<ul style="list-style-type: none"> Industry Association, NSW 	<p>RE PC 2.2: Agree that this is better wording</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
• Industry, NSW	RE PC 2.2: I agree	
• RTO, NSW	RE PC 2.3: Change to - Carry out any excavations for footings or base layer to solid foundations for construction	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, PC 2.3 changed to: "Carry out excavations for footings or base layer".
• Industry Association, NSW	RE PC 2.3: Agree that this is better wording	
• Industry, NSW	RE PC 2.3: I agree	
• RTO, NSW	RE PC 2.4: Install (any) drainage systems according to design drawings and specifications. (This indicates a wall or paving job, it could be a seat, cladding, stepper, or capping. The feature may not need drainage, or the structure is already built, and person is adding installing a stone feature on it) drainage is also put in at various times in the project) Change to - Install any drainage system components and feed lines according to design drawings and specifications.	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, PC 2.4 changed to: "Install drainage system components and feed lines according to design drawings and specifications".
• Industry Association, NSW	2.4: Install any drainage systems components and feed lines according to design drawings and specifications	
• Industry, NSW	RE PC 2.4: I agree, drainage is not always a requirement	
• RTO, NSW	RE PC 2.5 - This indicates it has to be a paving job – remove): Change to – Prepare any footings, substrate or base materials to industry standards in preparation for stone structure or feature.	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, PC 2.5 changed to: "Prepare footings, substrate or base material according to industry standards in preparation for stone structure or feature".

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
	<ul style="list-style-type: none"> • Select correct tools and equipment for work, ensuring any environmental controls needed are in place • Carry out any stone cutting, shaping or surface finishing to meet plans, specifications and WHS requirements. • Store prepared stone in a safe and practical space ready for installation 	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, a number of changes have been made to the elements and PC's, PC 4.1 (formerly PC 3.1) changed to: "Prepare mortar, adhesives and other admixes as required according to specifications".</p>
• Industry Association, NSW	2.5: Prepare any footings, substrate or base materials to industry standards in preparation for stone structure or feature	
• Industry, NSW	RE PC 2.5: Stone paving element should stay and not be removed, however, 2.5 should make reference to "footings"	
• RTO, QLD	RE PC 3.1: Install footings to suit project design requirements.	
• Industry, NSW	RE PC 3.1: I disagree. The descriptor is clearly referring to mortar and not the footings. The footings have been addressed in element 2.5	
• RTO, NSW	RE PC 3.1: Assumes a walling job with oxide Change to - Prepare any mortar, adhesives and other admixes as required, in accordance with specifications	
• Industry Association, NSW	3.1 Prepare any mortar, adhesives and other admixes as required, in accordance with specifications	
• Industry, NSW	RE PC 3.1: I agree to the change; the descriptor does suggest the use of colouring agents and this is generally not the case	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, NSW 	RE PC 3.2: No need for above PC (PC 3.2) as is combined in previous Add PC's (in lieu of PC 3.2): - Install any waterproofing and/or drainage as per plans and specifications - Carry out any cleaning and/or sealing of stone as per plans and specifications	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, a number of changes have been made to the elements and PC's, PC 4.2 to 4.4 (formerly PC 3.2) changed to: "4.2 Construct stone structure according to plans and specifications 4.3 Install waterproofing and drainage according to plans and specifications 4.4 Carry out cleaning and sealing of stone according to plans and specifications".
<ul style="list-style-type: none"> Industry, NSW 	RE PC 3.2: A little confusing, further discussions to be had during webinar to clarify,	
<ul style="list-style-type: none"> RTO, NSW 	RE PC 3.2: Assumes a wall – change to - install stone structure to plans and specifications	
<ul style="list-style-type: none"> Industry, NSW 	RE PC 3.2: A little confusing, further discussions to be had during webinar to clarify,	
<ul style="list-style-type: none"> RTO, NSW #1335 	RE Element 4 and PC's 4.1 to 4.6: No need for this element Remove all PC This is referring to a new unit and not construct stone structures and features as is the title of the unit	Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to this unit: Remove Element 4 from unit and put into AHCLSC3XX Implement a paving project.
<ul style="list-style-type: none"> Industry Association, NSW 	RE #1335 comment: See previous rewrite comments.	
<ul style="list-style-type: none"> Industry, NSW 	RE #1335 comment: I disagree.	
<ul style="list-style-type: none"> RTO, VIC 	RE Element 4 and PC's 4.1 to 4.6: I tend to agree with #1335, if this element stays, it should be worded to refer to flagging and or crazy pave as cut stone should be covered in the new tiling unit or Implement a Paving Project	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, NSW #1335 	RE Element 5 and PC's 5.1 to 5.2: As with element 4 this is like it should be a new unit on stone cladding	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, a number of changes have been made to the elements and PC's Element 5 to remain, with the following changes made to the PC's:</p> <p>5.1 Prepare mortar, adhesives and other admixes as required according to specifications</p> <p>5.2 Place and fix prepared stone cladding according to plans and specifications</p> <p>5.3 Fit stone cladding accurately to fill gaps in the pattern within tolerances nominated within the site plan and specifications</p> <p>5.4 Finish gaps between stone cladding with mortar</p> <p>5.5 Carry out cleaning and sealing of stone cladding according to plans and specifications.</p>
<ul style="list-style-type: none"> RTO, VIC 	RE Element 5 and PC's 5.1 to 5.2: Also agree with #1335, this element would be better fitted in the new tiling unit. Why are we making major changes to units as it disadvantages students that may have to transition to the new training package. Keep the unit 'equivalent'	
<ul style="list-style-type: none"> Industry Association, NSW 	RE #1335 comment: When this Unit is sorted, we don't need another one. This Unit should include all the options for all types of stone work – stone paving, cladding, etc	
<ul style="list-style-type: none"> Industry, NSW 	RE #1335 comment: A little confusing, further discussions to be had during webinar to clarify	
<ul style="list-style-type: none"> RTO, QLD 	RE PC 6.2: treat stone surfaces using a variety of sealers.	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit.</p> <p>PC 6.2 changed to: "Clean-up site, remove and dispose of waste in an environmentally safe and sensitive manner according to specifications".</p>
<ul style="list-style-type: none"> Industry, NSW 	RE PC 6.2: I agree.	
<ul style="list-style-type: none"> RTO, VIC 	RE PC 6.2: 'Clean and / or treat stonework...' as treating is only if specified	
<ul style="list-style-type: none"> Industry, NSW 	RE PC 6.2: I agree.	
<ul style="list-style-type: none"> RTO, WA 	Don't like this word. tools in need of repair	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, VIC 	<p>This should be 'Describe your workplace procedure for identifying and reporting....' as it is hard to assess if there are no damaged tools</p>	<p>Thanks for your feedback, this is consistent with AHC suite of units, leave as is.</p>
<ul style="list-style-type: none"> RTO, QLD 	<p>Use clear language and industry standard terminology to communicate, for example. design concepts with customers, construction problems with supervisor and team responsibilities with the team.</p>	<p>Thanks for your feedback, the suggested change does not reflect the PC's for this unit, leave as is.</p>
<ul style="list-style-type: none"> RTO, QLD 	<p>My trowel is broken, I just threw it in the bin. Surely, we are aspiring to be better than that.</p>	<p>Thanks for your feedback, this is consistent with AHC suite of units and linked to PC 6.4, leave as is.</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>Should there be numeracy skills to calculate materials, measure, set out profiles etc</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to the FS: Numeracy:</p> <ul style="list-style-type: none"> Calculate quantities of material, take measurements, read and use tape measures and scale rulers Set out right angles using 3:4:5 method
<ul style="list-style-type: none"> RTO, NSW 	<p>RE PE 'prepared the site and installed drainage systems': Set out and prepare the site for works Shape and/or cut stone for installation Construct stone structure to specifications Use a range of hand and power tools safely and correctly Construct stone structure to specifications Check structure against plans and specifications Follow any Work health and Safety procedures</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to the unit PE: An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has constructed stone structures and features using two different construction techniques, and installed stone cladding on at least one occasion and has:</p> <ul style="list-style-type: none"> applied workplace health and safety requirements selected, used and maintained tools and equipment required for constructing stone structures and features, and installing stone cladding interpreted site plans, design drawings and specifications set out and prepared the site and installed drainage systems shaped and cut stone for installation used and repositioned hand and power tools relevant to constructing stone structures and features, and installing stone cladding constructed stone structures and features, and installed stone cladding according to plans and specifications checked structures features, and cladding according to plans and specifications cleaned up site reported unserviceable tools and equipment.
<ul style="list-style-type: none"> Industry, NSW 	<p>RE PE: I agree with the inclusion of using hand and power tools into the performance evidence</p>	

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, VIC 	<p>As 6.4 above. If they have done the second dot point, this should not be necessary. Reword to demonstrate they know the correct process if there is damaged tools</p>	<p>Thanks for your feedback, this PE is linked to PC 6.4, leave as is.</p>
<ul style="list-style-type: none"> RTO, VIC 	<p>RE KE 'comparative environmental implications associated with soil disturbance and the establishment of drainage systems': Should this also include legislation around stone sources, permits involved, habitat loss etc. Also, responsible sustainable sourcing such as fuel miles.</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to the unit KE: An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> workplace requirements applicable to health and safety in the workplace for constructing stone structures and features, including appropriate use of personal protective equipment (PPE) principles and practices for constructing stone structures and features, and installing stone cladding, including: environmental implications associated with the construction of stone structures and features, and installing stone cladding stone types, selection, profiles and surface finishes stone construction and cladding installation hand and power tool use types of construction techniques, including dry stack, solid wall and veneer types of stone cladding and construction techniques adhesive, bonding and colouring agents and other admix components of mortar used in the construction of stone structures and features, and installation of stone cladding types of stone structures and features.
<ul style="list-style-type: none"> RTO, QLD 	<p>RE KE 'stone structure construction': Stone structure construction using different types of stone.</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>RE KE: Keep it simple, there is no need to go this deep. Again, this is not a stone masonry unit.</p>	
<ul style="list-style-type: none"> RTO, NSW 	<p>RE KE 'stone structure construction': This is too generic, Stone types, selection, profiles and surface finishes</p>	
<ul style="list-style-type: none"> RTO, VIC 	<p>1.1 Interpret site plans and specifications - May need foundation skills and KE to support PC 1.1 1.3 Check the quantity and quality of materials - Unclear on why. Is this included in the specifications for the job? Would calculation and measurement be involved? Numerical foundation Skills required and/or supporting KE. 2.2 Mark out the position of the structure or feature according to design drawings and specifications - Interpretation of design drawings not specified in KE 2.4 Install drainage systems according to design drawings and specifications - The interpretation of design drawings and installation of drainage systems not supported by KE. Would the students need to work out levels/know how to set levels?</p>	
		<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to the elements, PC's, FS, PE and KE:</p> <p>1. Plan and prepare work:</p> <ol style="list-style-type: none"> 1.1 Interpret site plans and specifications 1.2 Identify potential hazards and risks, and implement safe working practices to manage risks 1.3 Check the quantity and quality of materials to ensure they conform to design drawings and specifications 1.4 Identify and select stone according to design specifications 1.5 Select tools and equipment required for construction work and check for safe operation 1.6 Select, fit, use and maintain personal protective equipment (PPE) applicable to the task 1.7 Identify and report environmental impacts of erecting stone structures <p>2. Set out and prepare the site</p>

Stakeholder Comments and Identified Issues	Consideration and Proposed Resolution
<p>6.2 Clean and treat stonework surfaces in an environmentally safe and sensitive manner according to specifications -Is this supported in the KE?</p> <p>Performance Evidence:</p> <ul style="list-style-type: none"> • prepared the site and installed drainage systems - As per comment for PC 2.4 • used levelling equipment - Levelling required for a range of tasks but not specified in the PCs. Suggest include in KE. <p>Knowledge Evidence - Suggest review KE against the PCs.</p> <ul style="list-style-type: none"> • workplace requirements applicable to health and... - Should workplace procedures be included in KE as per PC 6.4? • comparative environmental implications associated with soil disturbance and the establishment of drainage systems - Does this fully support PC 1.7 	<p>2.1 Locate and mark out services from site plans and site investigations</p> <p>2.2 Set out position and levels of stone structure or feature according to plans and specifications</p> <p>2.3 Carry out excavations for footings or base layer</p> <p>2.4 Install drainage system components and feed lines according to design drawings and specifications</p> <p>2.5 Prepare footings, substrate or base material according to industry standards in preparation for stone structure or feature</p> <p>3. Prepare stone for installation</p> <p>3.1 Select tools and equipment for work, ensuring all environmental controls are in place</p> <p>3.2 Carry out stone cutting, shaping or surface finishing to meet plans, specifications and WHS requirements</p> <p>3.3 Store prepared stone in a safe and practical space ready for installation</p> <p>4. Construct stone structure or feature</p> <p>4.1 Prepare mortar, adhesives and other admixes as required according to specifications</p> <p>4.2 Construct stone structure according to plans and specifications</p> <p>4.3 Install waterproofing and drainage according to plans and specifications</p> <p>4.4 Carry out cleaning and sealing of stone according to plans and specifications</p> <p>5. Install stone cladding</p> <p>5.1 Prepare mortar, adhesives and other admixes as required according to specifications</p> <p>5.2 Place and fix prepared stone cladding according to plans and specifications</p> <p>5.3 Fit stone cladding accurately to fill gaps in the pattern within tolerances nominated within the site plan and specifications</p> <p>5.4 Finish gaps between stone cladding with mortar</p> <p>5.5 Carry out cleaning and sealing of stone cladding according to plans and specifications</p> <p>6. Check quality of work and clean-up site</p> <p>6.1 Inspect finished works to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications</p> <p>6.2 Clean-up site, remove and dispose of waste in an environmentally safe and sensitive manner according to specifications</p> <p>6.3 Clean, maintain and store tools and equipment</p>

Stakeholder Comments and Identified Issues

Consideration and Proposed Resolution

6.4 Identify and report unserviceable tools and equipment according to workplace procedures

FS:

Numeracy:

- Calculate quantities of material, take measurements, read and use tape measures and scale rulers
- Set out right angles using 3:4:5 method

PE:

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has constructed stone structures and features using two different construction techniques, and laid stone cladding on at least one occasion and has:

- applied workplace health and safety requirements
- selected, used and maintained tools and equipment required for constructing stone structures and features
- interpreted site plans, design drawings and specifications
- set out and prepared the site and installed drainage systems
- shaped and cut stone for installation
- used and repositioned hand and power tools relevant to constructing stone structures and features
- constructed stone structures and features according to plans and specifications
- checked structures and features according to plans and specifications
- cleaned up site
- reported unserviceable tools and equipment.

KE:

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace requirements applicable to health and safety in the workplace for constructing stone structures and features, including appropriate use of personal protective equipment (PPE)
- principles and practices for constructing stone structures and features, including:
 - environmental implications associated with the construction of stone structures and features
 - stone types, selection, profiles and surface finishes

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		<ul style="list-style-type: none"> stone construction hand and power tool use types of construction techniques, including dry stack, solid wall and veneer types of stone cladding and construction techniques adhesive, bonding and colouring agents and other admix components of mortar used in the construction of stone structures and features types of stone structures and features.
<ul style="list-style-type: none"> Industry Association, NT 	Major changes within 'AHCLSC305 Construct stone structures and features' retitled to 'AHCLSC3XX Construct brick and block structures and features' was supported and noted the unit is bigger.	Thanks for your feedback, your support is noted.
AHCLSC3XX Implement a tree transplanting program (formerly AHCLSC310 Implement a tree transplanting program)		
<ul style="list-style-type: none"> RTO, VIC 	<p>2.7 Implement appropriate drainage and soil improvements - No KE to support this PC</p> <p>Performance Evidence:</p> <ul style="list-style-type: none"> calculated tree mass and size for safe removal - Not specified in PCs. If calculation of tree mass is required, then should be a KE item. Also, numeracy foundation skill? <p>Knowledge Evidence:</p> <ul style="list-style-type: none"> environmental impact of tree removal and transplantation - Does this support any of the PCs directly? 	<p>Thanks for your feedback:</p> <p>Added KE; 'tree drainage and soil improvements'</p> <p>Removed PE; 'calculated tree mass and size for safe removal'</p> <p>Removed KE; 'environmental impact of tree removal and transplantation'</p>
AHCLSC3XX Set out site for construction works (formerly AHCLSC301 Set out site for construction works)		
<ul style="list-style-type: none"> RTO, NSW #1335 	Should 1.5 be named 1.4 as this number is blank?	Thanks for your feedback, fixed typo, renumbered PC 1.5 to 1.4.
<ul style="list-style-type: none"> RTO, NSW #1335 	<p>3.1 Need to change – Certificate 3 Learners will not be establishing their own Datum on worksites. A datum or assumed datum would be allocated by the designer/architect. They will however be interpreting reduced levels on a plan in relation to a benchmark.</p> <p>Some sites they may be however establishing their own benchmark in relation to the Reduced levels on a plan.</p>	Thanks for your feedback, changed PC 3.1 to; 'Identify site datum from plans and specifications to ensure all existing and proposed construction works can be linked by survey equipment'.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, NSW #1335 	4.3 Change to – Take and record site readings, verify readings are correct as per plans and specifications.	Thanks for your feedback, changed PC 4.3 to; 'Take and record site readings, and verify readings are correct according to site plans and specifications'.
<ul style="list-style-type: none"> RTO, NSW #1335 	3.2 Need to reword – terminology is not correct Change to - Find or establish a suitable benchmark for site works based on site plans, specifications	Thanks for your feedback, changed PC 3.2 to; 'Find or establish a suitable benchmark for site works according to site plans, specifications'.
<ul style="list-style-type: none"> RTO, WA #1324 	what does this mean, re calibrate. Students can't calibrate as it gets sent off for calibration.	Thanks for your feedback, 'Calibrate' isn't in the unit, no further action required.
<ul style="list-style-type: none"> RTO, VIC 	Agree with #1335, could it change from 'Establish Datum' to 'Identify site Datum from plans and specification'.	Thanks for your feedback, changed PC 3.1 to; 'Identify site datum from plans and specifications to ensure all existing and proposed construction works can be linked by survey equipment'.
<ul style="list-style-type: none"> RTO, NSW #1335 	3 Change wording Change to – establish benchmark for construction works	Thanks for your feedback, changed Element 3 to; 'Establish benchmark for construction works'.
<ul style="list-style-type: none"> RTO, VIC 	4.2 I agree with #1324 and in part with #1335, should it be reworded to 'Describe appropriate procedures you would follow if a levelling instrument is not accurate'	Thanks for your feedback, changed PC 4.2 to; 'Describe appropriate procedures to follow if a levelling instrument is not accurate'.
<ul style="list-style-type: none"> RTO, VIC 	Add 3.3 to incorporate #1335's suggestion - 'Interpret reduced levels in relation to a benchmark' Add 3.4 'Calculate differences in heights on site and or between reduced levels provided on a plan'	Thanks for your feedback, added PC 3.4 'Interpret reduced levels in relation to a benchmark'. Added PC 3.5 'Calculate differences in heights on site or between reduced levels provided on a plan'.
<ul style="list-style-type: none"> RTO, NSW #1335 	4.2 Remove – learners will not be undertaking maintenance tasks on typical levelling equipment such as laser and Automatic levels.	Thanks for your feedback, changed PC 4.2 to; 'Describe appropriate procedures to follow if a levelling instrument is not accurate'.
<ul style="list-style-type: none"> RTO, NSW #1335 	4.1 Change to - Correctly set up levelling device in a position to take, record and verify levels	Thanks for your feedback, changed PC 4.1 to; 'Set up levelling instrument in a position to take, record and verify levels'.
<ul style="list-style-type: none"> RTO, NSW #1335 	5.2 - what is the relevance of this point to industry. this does not need to be there	Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, NSW #1335 	5.3 what does work activities mean this is a generic statement about any work activities not relating to set out	Thanks for your feedback, changed PC 5.3 to; 'Record site set out work activities...etc'
<ul style="list-style-type: none"> RTO, VIC 	This would be covered in 4.2 if reworded as suggested	Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.
<ul style="list-style-type: none"> RTO, WA #1324 	Don't think they do this in industry needs to be taken out	Thanks for your feedback, this is consistent with AHC suite of units, and therefore will be left as is.
<ul style="list-style-type: none"> RTO, NSW #1335 	Add PC – Set out correct reduced levels on site in comparison to benchmark based on plans and specifications	Thanks for your feedback, added PC 3.3 'Set out correct reduced levels on site in comparison to benchmark based on plans and specifications' .
<ul style="list-style-type: none"> RTO, NSW #1335 	What is an activity record - this needs to be specific or removed.	Thanks for your feedback, changed FS Writing to; 'Use clear language and accurate industry terminology to complete work records'.
<ul style="list-style-type: none"> RTO, QLD 	This needs to be reworded. I raised it with XXX re AHCMOM215. In the instance of pro-forma reports, which most people will be using... logical structure can be misinterpreted as to what you want.	Thanks for your feedback, changed FS Writing to; 'Use clear language and accurate industry terminology to complete work records'.
<ul style="list-style-type: none"> RTO, WA #1324 	Not sure how we assess this.	Thanks for your feedback, this FS is linked to PC 5.2.
<ul style="list-style-type: none"> RTO, VIC 	Numeracy - able to calculate differences in levels, taking and reading measurements, interpreting scale and using scale rulers, reading leveling instruments, setting out geometric shapes.	Thanks for your feedback, added FS Numeracy; 'Use and interpret scale rulers, read leveling instruments, take and read measurements and calculate differences between levels' and 'Set out geometric shapes'.
<ul style="list-style-type: none"> RTO, VIC 	What is so different about this to warrant being a major upgrade? units should be kept equivalent where possible with minor improvements unless acritical need - it disadvantages students transitioning training packages	Thanks for your feedback, there have been major changes made to a number of PCs.

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, QLD #93 	<p>RIICCM208D carry out levelling operations is a much more detailed unit than this and would be better suited.</p> <p>This unit needs to be beefed up and should be a pre-requisite for all structural units... no point being able to build it if you're putting it in the wrong spot.</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following advice being provided:</p> <ul style="list-style-type: none"> AHCLSC3XX Set out site for construction works (with draft changes made to unit) is better suited to landscape construction, no change required to this unit. Making AHCLSC3XX Set out site for construction works as a prerequisite unit for all structural units would create qualification delivery and selection of elective units difficult. There would also need to be specific advice and reasons for making this unit a prerequisite. No change to structural unit prerequisite requirements.
<ul style="list-style-type: none"> Industry Association, NSW 	<p>RE #93 comment: This Unit (RIICCM208D) is 'Carry out basic Levelling' with BASIC being the word that defines this Unit. Not appropriate for the landscape construction industry.</p> <p>'Set out site for construction' is a specific Unit for the landscape industry Actually don't understand the second paragraph.....</p>	
<ul style="list-style-type: none"> Industry, NSW 	<p>I agree that the AHCLSC301 set out unit should be a prerequisite for all the structural units</p>	
<ul style="list-style-type: none"> RTO, QLD 	<p>I agree with #93 and 1. CPCCCA3002A Carry out setting out would be a cert 3 option</p>	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following advice being provided:</p> <ul style="list-style-type: none"> AHCLSC3XX Set out site for construction works (with draft changes made to unit) is better suited to landscape construction, no change required to this unit.
<ul style="list-style-type: none"> RTO, VIC 	<p>There are definitely some good points in the CPCCCA3002 unit that would be worth considering adding to this unit, however some points do not relate so well to landscape in current wording. The performance and knowledge evidence in the RIICCM208D unit would be worth considering. Not all are applicable to landscape. Consideration of how they can be assessed needs to be given</p>	
<ul style="list-style-type: none"> RTO, NSW 	<p>a range of</p>	<p>Thanks for your feedback, changed PE to; 'used several types of surveying instruments'.</p>
<ul style="list-style-type: none"> RTO, NSW 	<p>add another dot point Set out site to reduced levels indicated on plan in relation to benchmark</p>	<p>Thanks for your feedback, added PE; 'set out site to reduced levels indicated on plan in relation to benchmark'.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
<ul style="list-style-type: none"> RTO, VIC 	Maybe move this to the knowledge section as it is not always required and therefore difficult to assess	Thanks for your feedback, this PE is linked to PC 5.2 and 5.3, and therefore will be left as is.
<ul style="list-style-type: none"> RTO, WA #1324 	Don't think we need this	Thanks for your feedback, this PE is linked to PC 5.2 and 5.3, and therefore will be left as is.
<ul style="list-style-type: none"> RTO, NSW #1335 	remove datum as we do not establish these on site. Establish a benchmark on site in relation to reduced levels on plans and specification	Thanks for your feedback, changed PE to; 'established a benchmark on site in relation to reduced levels on plans and specifications'.
<ul style="list-style-type: none"> RTO, NSW #1335 	Take and verify site levels compared to site plan	Thanks for your feedback, changed PE to; 'taken and verified site levels compared to site plan'.
<ul style="list-style-type: none"> Industry Association, NT 	Major changes within 'AHCLSC301 Set out site for construction works' was supported.	Thanks for your feedback, your support is noted.
<ul style="list-style-type: none"> RTO, VIC 	<p>1.1 Interpret and compare site plans and specifications with other available plans - No KE or foundation skills to support PC 1.1. would require numerical skills. and check for safe operation...1.4 Missing PC?...1.5 Consider... Foundation Skills - This unit would need numeracy and literacy skills also Performance Evidence: <ul style="list-style-type: none"> used mathematical and geometrical principles to mark out a site for construction work - Numerical foundation skills required Knowledge Evidence: <ul style="list-style-type: none"> workplace requirements applicable to health and safety in the workplace for setting out site for construction works - Perhaps include specifics contained in PC 1.2 tools, equipment and survey instruments relevant to setting out site for sites construction works - Would they need to know how to operate in addition to knowledge of?</p>	<p>Thanks for your feedback: FS Numeracy skills added to unit PC 1.5 renumbered to 1.4 (typo) PE 'used mathematical and geometrical principles to mark out a site for construction work' - linked to added FS Numeracy skills KE 'workplace requirements applicable to health and safety in the workplace for setting out site for construction works' - linked to PC 1.2 KE 'tools, equipment and survey instruments relevant to setting out site for sites construction works' changed to 'tools, equipment and survey instruments relevant to setting out site for sites construction works and their use'.</p>

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
AHCLSC401 Supervise landscape project works		
• RTO, VIC	Re 'Identify hazards...' - Should include "document (e.g in a JSA) and implement"	Thanks for your feedback, PC 1.4 is consistent with AHC suite of units, part of assessing 'according to workplace health and safety procedures' may include documenting. Therefore it will be left as is.
• RTO, VIC	Re 'Select, fit use and maintain personal protective equipment' - As a supervisor this should read "Instruct staff in the correct use, fitting and storage of correct PPE for the individual tasks "	Thanks for your feedback, PC 1.6 is about the individual (supervisor) using the PPE, not instructing in its use, and therefore will be left as is.
• RTO, VIC	Identify and document rejected materials and send back.....	Thanks for your feedback, changed PC 2.4 to; 'Identify and document rejected material, send back to supplier and re-order'.
• RTO, VIC	Re 'Monitor work site to ensure it remains in a clean, tidy and safe condition Identify and document rejected materials and send back..... - "Monitor work site and work practices and ensure they remain compliant with work legislation and safe work practices ".	Thanks for your feedback, changed PC 3.4 to; 'Monitor work site and work practices and ensure they remain compliant with legislation and safe work practices'.
• RTO, SA	Re Foundation Skills: should also include writing - specifically 4.3 however it is also implied in other elements.	Thanks for your feedback, writing skills are explicit within the performance criteria.
AHCLSC502 Manage landscape projects		
• RTO, VIC	" and document ". Could include documents like a JSA or site fence signs etc.	Thanks for your feedback, PC 1.5 is consistent with AHC suite of units, part of assessing 'according to workplace health and safety procedures' may include documenting. Therefore it will be left as is.
• RTO, VIC	Re 'Identify emergency" - Clarify what sort of emergencies Medical , Structural damage e.g. hitting a pipe ??	Thanks for your feedback, changed PC 2.3 to; 'Identify site emergency procedures according to contract terms and conditions'.
• RTO, VIC	I think it needs a criteria specific to problem solving and decision making	Thanks for your feedback, added PC 4.3; 'Identify and solve project, staff and contractor issues as required', and renumbered PCs that follow.
AHCLSC503 Manage a tree transplanting program		

Stakeholder Comments and Identified Issues		Consideration and Proposed Resolution
		No specific feedback requiring action.
AHCLSC5XX Survey and establish site levels (formerly AHCLSC501 Survey and establish site levels)		
• RTO, VIC	Re 'Test survey equipment ' - ... for calibration	Thanks for your feedback, changed PC 1.1 to; 'Test survey equipment calibration'.
• RTO, VIC	Re '1.5 Take magnetic bearings' - Irrelevant with modern technology	<p>Thanks for your feedback, advice from the SMEWG was sought regarding this unit, with the following changes being made to this unit:</p> <ul style="list-style-type: none"> • Remove PC 1.5 and Element 2 from unit, renumber Element 3 to 2 and associated PC's. • Add the following to the KE: <ul style="list-style-type: none"> ○ 'map and plan reading, and map orientation', and 'difference between magnetic and true north'.
• Industry Association, NSW	Most people have a device such as an iPhone which has a compass and will take magnetic bearings and determine true North and magnetic North. It is critical that magnetic bearings are recorded and the difference between true and magnetic north are known. PC1.5 could read Take magnetic bearings and record on plan (something about in relation to the site)	
• Industry, NSW	No comment	
• RTO, VIC	Re '2.1 Determine differences between true and magnetic north 2.2 Calculate declination and transfer magnetic bearings to true north points on plans ' - Irrelevant with modern technology	
• RTO, VIC	Foundation Skills - Numeracy and literacy skills would be required for this unit. Performance Evidence: • read maps and plans - Is this supported by KE? KE does not mention maps, map reading or orientation. Not included in Assessment Conditions. • produced scale drawings for designs and costings - Is this the same as the s (text missing) Knowledge Evidence: • tools, equipment, and surveying instruments relevant to surveying and establishing site levels for landscape projects - And use/operation of the tools, equipment and surveying instruments?	
		<p>Thanks for your feedback:</p> <p>Numeracy skills are explicit within the performance criteria Added FS Reading; 'Identify and interpret information regarding survey items and requirements' Added KE; 'map and plan reading, and map orientation' Changed PE to; 'produced scale drawings for designs and costing' Changed KE to; 'tools, equipment, and surveying instruments relevant to surveying and establishing site levels for landscape projects and their use'.</p>

Summary of feedback received on project questionnaire

Subject matter experts, who have been reviewing the qualifications and skills standards have identified that there have been no enrolments in the *Certificate IV in Landscape* and the *Diploma of Landscape Project Management* since 2015. To support a better understanding of the lack of enrolments in these two qualifications, the experts are of the view that the industry would be better served by understanding the barriers to training, so that the qualifications can be revised to meet the outcomes of the industry. Feedback from the broader industry about any barriers to training that may exist with the current qualifications was invited.

Feedback was collected via a questionnaire. Responses to the questions will be considered by the Subject Matter Expert Working Group (SMEWG) and the Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee (CLM IRC).

The following is a summary of the feedback received regarding this questionnaire.

Stakeholder Feedback	
1. What are the barriers that you believe may be affecting enrolments into the current <i>Certificate IV in Landscape</i>?	
• Industry, SA	This course has not been offered as far as I am aware, hence no enrolments. There is interest in this course in SA, and RTO, SA XX are interested in offering it. We would like this course to remain. There is no other reasonable option to further study following the Certificate III in Landscape Construction. Most landscape constructors do not want to do the Diploma of landscape design.
• Industry NSW	The main barrier is that a tradesman is able to get his or her structural landscaping license with the cert III qualification. This means there is no incentive to study the cert IV. Anyone obtaining a license in any trade should be required to study business in more detail. The Cert III does not give adequate training to run a business and therefore we have too many tradesmen obtaining a license without the skills to run a business. If Cert IV in Landscape was required for licensing then the participation level would be much greater and the quality of tradesman working in the industry would greater.
2. Please let us know why you hold this view.	
• Industry, SA	I have spoken to many landscape construction companies in SA who are keen to invest in building the skills of their staff, and they have expressed interest in this qualification if it was offered
• Industry, NSW	I have these views with the benefit of hindsight. I have been running a residential landscaping business for 16 years and I started it with a license and Cert III qualification and without enough training in how to run a business. I had to go to SPASA to do a Cert IV in Swimming Pool building to get the education to run a business properly and that is a requirement to gain a swimming pool building license. I spent many years making basic business mistakes that I believe should have been required to be licensed.
3. What are the barriers that you believe may be affecting enrolments into the current <i>Diploma of Landscape Project Management</i>?	
• Industry, SA	This course has not been offered as far as I am aware, hence no enrolments. There is interest in this course in SA. We would like this course to remain.

Stakeholder Feedback	
	There is no other reasonable option to further study following the Certificate III in Landscape Construction. Most landscape constructors do not want to do the Diploma of landscape design
4. Please let us know why you hold this view.	
• Industry, SA	I have spoken to many landscape construction companies in SA who are keen to invest in building the skills of their staff, and they have expressed interest in this qualification if it was offered
5. Are there any other factors that the project SMEWG should be aware of regarding the <i>Landscape</i> suite of qualifications?	
• Industry, SA	As mentioned above there is a lack of options beyond the Certificate III in Landscape Construction. If the only reason for deleting the Certificate IV in Landscape and Diploma of Landscape Project Management is a lack of enrolments and the only reason for the lack of enrolments is the fact that it has never been offered surely the answer is to find an RTO to offer the qualification. It makes no sense to delete these qualifications.
6. Do you have any other comments that you would like to provide to the SMEWG?	
• Industry, SA	No answer provided to this question
Feedback received via email	
• Industry Association, NT	<p>Qualification – Landscaping</p> <ul style="list-style-type: none"> • Support received for the units within the certificate IV and Diploma of Landscaping to be incorporated into the certificate IV and Diploma of Horticulture and deletion of the Certificate IV in Landscaping and Diploma of Landscaping. • The recommendation is for the core units within the Diploma of Horticulture become AHCPM502 - Collect and classify plants, AHCPGD501 - Manage plant cultural practices, a WHS unit, AHCPMG413 - Define the pest problem, AHCSOL505 - Monitor and manage soils for the production. • The recommendation is for the core units within the Certificate IV in Horticulture to become AHCPM401 - Recommend plants and cultural practices, AHCPM402 - Develop a soil health and plant nutrition program, AHCPMG409 - Implement a pest management plan and a WHS unit. The horticulture qualifications should be strengthened to avoid the qualification steering away from the technical skills and knowledge required. • Support for the merging of the qualification will allow graduates to transfer across irrigation, nursery amenity horticulture sectors. • The recommendation is not for any specialisation added to the qualification, this will reduce the flexibility and narrow down the skills of which are transferable across sectors.
• Industry Association, QLD	<p>Enrolments in Existing Cert IV Landscape & Diploma of Landscape Project Management Cert IV Landscape</p> <p>It is our belief that the current Cert IV Landscape qualification has not been in demand, as shown by the lack of any enrolments for a number of years, due to the fact that there are no drivers or incentives for students to undertake this course. This largely horticultural focussed course does not directly lead to any further outcomes for graduates such as licensing by a regulatory body and arguably does not open up future employment progression opportunities unlike alternative courses such as the Diploma of Horticulture, which has been the preference for most. It is strongly recommended that the current Cert IV Landscape be rebranded and refocussed to form an important cog in the Landscape Construction Training Pathway aimed at higher level landscape construction in line with state builder and restricted builder license requirements. This qualification can also become perfectly placed to include the newly developed level IV Green Walls and Green Roof units and provide students with a sound knowledge of building codes and standards required to undertake these types of projects.</p>

Stakeholder Feedback

- Industry Association, QLD

1. Consultation Feedback - Landscape Training Package Review

Thank you for the opportunity to be involved in the consultation process for the review of the Landscape Training Packages. This review is considered timely and important to ensure that the skills of landscape industry participants are relevant and up to date, in line with the changing nature of this industry and in addition, that the training qualifications assist in providing clear career pathways within the broader landscape industry.

Landscape Queensland Ind. Assoc. Inc.

Landscape Queensland (LQ) is the industry's peak body in Queensland and has a strong interest in the training and development of skills for both existing and potential new entrants to the landscaping and broader industries. In this regard, LQ established an industry Education and Training subcommittee some 3 years ago supported by contractors, training professionals and industry suppliers to identify and address training related issues. We acknowledge the contribution that many of these industry participants have provided in this submission.

2. Landscape Industry Training and Career Pathways

The landscape industry in Queensland considers that the review of the National Landscape Training Package presents the industry with a great opportunity to create a clear and relevant Landscape Construction training and career path. Clearly defined structural landscaping knowledge and skills progression is required to enable industry participants to become proficient in the disciplines required by industry and in order so that they can advance through the industry with the required skill levels. Fundamental to the creation of suitable pathways, it must first be acknowledged that landscaping comprises a broad range of skills and knowledge from both the Horticultural Industry and the Building & Construction industry. It must also be acknowledged that the Building & Construction industry is highly regulated with participants bound by the need to understand and adhere to national building codes and standards, state licensing and numerous other legislative requirements dependent on the jurisdiction that the individual or business operates in. From a national training package perspective, the variance in regulatory requirements from state to state needs to be considered and can create complications to the development and delivery of relevant and therefore quality in demand training. It is vital for industry that this issue of differences in state regulatory requirements is suitably addressed in a way that allows industry participants the ability to satisfy state regulators requirements of their individual states technical qualifications for licensing purposes. This means that each individual qualification needs some flexibility and a broad choice of options and from a structural landscaping perspective, sufficient construction-based units which can be utilised to satisfy all states requirements from the least regulated to the strictest.

It is strongly recommended that a Landscape Construction Training Pathway is established and clearly defined. It is noted that both Horticulture and Parks and Gardens have a defined pathway from Cert II up whereas landscape construction, which is arguably the most regulated and has the broadest scope of works of the amenity horticulture industries, is trying to squeeze in a large number of both construction and horticultural subjects into their qualifications running the risk of students not being adequately trained within the allowable time frame and subsequently not meeting industry needs and expectations.

At this point we must make it clear that industry views both the horticultural and the building & construction sides of landscaping with equal importance. However, in a real-world scenario where businesses are trying to meet client needs and expectations, the landscape training package must allow landscapers the opportunity to take a landscape construction pathway to enable them to meet the requirements of that highly regulated industry segment.

Landscape Construction Pathway

- Cert II Landscape Construction - Introduction
- Cert III Landscape Construction – Apprenticeship - trade level qualifications

Stakeholder Feedback	
	<ul style="list-style-type: none"> • Cert IV- Landscape Construction - Builder/Restricted Builder - complex landscape construction • (building codes and standards) • Dip Landscape Construction Management – Management skills focus - Business owners, • supervisors, project managers <p>Summary</p> <p>Landscape Queensland as the peak body for the industry in Queensland appreciates the opportunity to contribute to this important review of the National Landscape Training Package. We reiterate that in order to provide industry participants with relevant skill training and knowledge that meets industry requirements and expectations, a Landscape Construction Training Pathway needs to be developed and clearly defined. LQ believes it has put forward, in our submission, a template which will enable existing landscape qualifications from Cert II through to Diploma level to be rebranded and updated in a manner which maintains the flexibility needed for individuals operating in different marketplaces and in different jurisdictions with varying regulatory obligations and requirements, whilst ensuring relevant skills and knowledge are gained to meet industry needs moving forward.</p> <p>Please feel free to contact me direct should you require any clarification or to discuss further.</p>
<ul style="list-style-type: none"> • Government, SA 	<p>Attachment A shows a number of courses which in my mind seem to be more specific.</p> <p>For horticulture qualifications to be recognised for the skills they impart, there must be compulsory skills-based modules that teach plant ID, Botany etc to a high level.</p> <p>These skills are needed for anyone to successfully undertake any of the units shown in Attachment A.</p> <p>In my view there has been a significant drop in the “plant knowledge” graduates of Cert 4 Horticulture courses have over a number of years, - TAFE provided a much better and more holistic training package than private providers who seem to be concentrating on getting people through, rather than ensuring the enhanced skills of graduates.</p> <p>Unit 4 horticulture workers are normally working in a “hands on” capacity, the management focus of these courses probably sit better in higher level qualifications, - diploma level as a minimum.</p> <p>Perhaps it is time review the idea of a base cert 4 horticulture qualification, concentrating on plant knowledge, and then specialized streams, -</p> <ul style="list-style-type: none"> • Parks and gardens • Turf • Landscaping • Horticulture/nursery <p>Given the changing nature of our public open space there should also be a significant component of CALM subjects, as most public spaces now are an amalgam of developed areas, and natural areas.</p>
<ul style="list-style-type: none"> • Industry, SA 	<p>We believe that the Certificate IV in Landscape and Diploma of Landscape Project Management should not be deleted</p> <p>These courses have not been offered as far as I am aware, hence no enrolments. There is interest in this course in SA, and RTO XX are interested in offering it.</p>

Stakeholder Feedback	
	<p>There is no other reasonable option to further study following the Certificate III in Landscape Construction. Most landscape constructors do not want to do the Diploma of landscape design.</p> <p>I have spoken to many landscape construction companies in SA who are keen to invest in building the skills of their staff, and they have expressed interest in this qualification if it was offered.</p> <p>I have attached an e mail from the RTO, SA XX manager stating that they are interested in offering the qualification If the only reason for deleting the Certificate IV in Landscape and Diploma of Landscape Project Management is a lack of enrolments and the only reason for the lack of enrolments is the fact that it has never been offered surly the answer is to find an RTO to offer the qualification.</p>
<ul style="list-style-type: none"> • RTO, SA XX 	<p>As discussed, RTO, SA XX are very interested in adding the following qualifications / skill sets to our scope of registration:</p> <ul style="list-style-type: none"> - Certificate IV in Landscape Management - Landscape Professional Practice Skill Set - Landscape Business Skill Set <p>We have had a number of discussions with employers across residential and commercial landscaping and there is a need for supervisor level training for industry.</p> <p>While we don't have any immediate plans to offer the Diploma of Landscape Project Management, we do believe there is merit in the qualification.</p> <p>We are happy to provide additional comment if required.</p>
<ul style="list-style-type: none"> • Industry Association, SA 	<p>I was intending to make a submission as well but as XX Industry, SA covers a lot of bases I will just add a few points below.</p> <p>During the time I have spent managing our Skilling South Australia funded project many of my conversations with employers centred around their need to find supervisor level staff. Many have been unsuccessful in recruiting staff at the supervisor level and are now focussing on bringing trainees in at the bottom and then upskilling and promoting existing staff. This both addresses and compounds the problem with promoted staff needing training support to help manage and supervise the new staff below them.</p> <p>With the Certificate III in Landscape Construction covering the base level competencies associated with the traineeship, the Certificate IV or Diplomas are the only real options for someone to progress with an industry specific nationally recognised qualification. The next stop after that is something like a Master of Landscape Architecture, with typically a 5 year full time study load and therefore not overly practical.</p> <p>Beyond the obvious lack of RTOs delivering the qualification there are a couple of things that might see a shift should the courses become available on the market. Firstly, the landscaping industry is growing in complexity and has become a defined profession in its own right with increasingly specific skills required to be a successful landscaper. This has generated conversation and interest in continuous professional development of which both the Certificate IV and Diploma would be well placed to support.</p> <p>Secondly, government incentivised industry support programs in recent years have had a lot of focus on traineeships and apprenticeships. This has driven a significant increase in the take up of training contracts in our industry. Recently government incentives have now provided opportunities for businesses to upskill and develop existing staff. Unfortunately, without an RTO delivering the Certificate IV or Diploma many businesses can't take advantage of this as effectively as they would like.</p>

Stakeholder Feedback

- Industry, QLD

I am a member of Landscape Queensland and have volunteered to be part of the Training Package Review.

I have my certificate IV in training and assessment along with a QBCC licence for Builder restricted to Landscape Construction plus Urban Irrigation and Concrete restricted to outdoor.

I would have my Diploma in Landscape Construction if I had been able to find someone to put me through or Recognition of Prior Learning (RPL) the course.

I have searched many times over the past 10 years and have not found anyone showing this course as an option as it stands for Building and Construction of Landscapes. I have found a Diploma of Horticulture but again no one really offers it as an accessible course.

This would be one of the reasons that no one has enrolled in either Cert IV or Diploma courses along with the relevance to the current industry needs.

I believe that we have a duty and a need to upgrade these courses as per Landscape Queensland's submissions. This industry is growing, changing, and developing constantly with new developments in materials, construction methods and range of work types. Newcomers to the Industry need to learn the basic construction methods across a really wide range of skill sets. While the more experienced need to keep developing skills, while maintaining existing skills, learning new ideas, skills, designs and concepts while adapting and using alternative methods and materials as trends come and go and new materials and methods are brought into the industry.

I believe that we would be doing an injustice to the people who have brought the Landscape industry this far through hard work, developing new and better processes, bringing the reputation of the industry to new heights through the architectural and constructional skills and ideas of the industry leaders.

If we can't pass these learned skills on efficiently the industry will suffer as will clients and trades people.

The best way to grow and develop this industry is to teach newcomers the current skills of the industry and give them something to aim for in recognition of current skills and a desire for further development. Existing practitioners need to further develop skills and grow in the industry, be recognized for their skills in all levels and be able to pass on those skills.

This can only be achieved by increasing and redefining the teaching packages that are used, not by deleting of teaching packages and processes.

Summary of feedback received on Industry Reference Committee questionnaire

A priority for Skills Ministers in 2021 is to ensure employers' and learners' needs can be met through the VET system by reducing the complexity of the training system and improving accessibility of training. One of the key considerations is whether there is a need for formal training of skills through the VET system to achieve competency in the job role.

Enrolment numbers are a key piece of evidence to indicate the need for formal VET training. There may be a number of explanations for low enrolment numbers in a unit of competency, skill set or qualification, and the AISC are asking industry to confirm whether low enrolment numbers are an indication of lack of industry need, or whether there may be reasons for keeping the relevant skill in the formal training system in spite of low enrolment numbers.

Initially, a cut-off point for specific review of units has been set at fewer than 42 enrolments in each of the last three years.

Several of the units, skill sets and qualifications being reviewed as part of this project have been identified as meeting this criteria between 2015 – 2019.

The Australian Industry and Skills Committee (AISC) will consider industry viewpoints for maintaining these, backed up by evidence of future enrolments as reasons for them to be retained.

To help guide the AISC decision, the Industry Reference Committee (IRC) sought stakeholder feedback regarding the following factors

- Whether units proposed for retention are core to qualifications being retained?
- Are there linkages with industrial and legislative arrangements?
- Are enrolments expected to increase in the near future? And if so, why?
- Is there employment growth in the skills outlined in the unit/qualifications? And if so, why?
- Is there another specialist requirement to keep the unit/qualification?

Feedback was collected via a questionnaire. Responses to the questions will be considered by the Subject Matter Expert Working Group and the Amenity Horticulture, Landscaping, Conservation & Land Management Industry Reference Committee.

The following is a summary of the feedback received regarding this questionnaire.

Stakeholder Feedback	
<p>Questions:</p> <ol style="list-style-type: none"> 1. In my opinion, AHC42016 Certificate IV in Landscape should be: Deleted Retained 2. Please provide reasons for your answer 3. Are enrolments expected to increase in the near future? Please give reasons for your answer. 4. Is there employment growth in the skills outlined in the AHC42016 Certificate IV in Landscape? Please give reasons for your answer. 5. Is there another specialist requirement to keep the AHC42016 Certificate IV in Landscape? Please give reasons for your answer. 6. Is this AHC42016 Certificate IV in Landscape linked to industrial and legislative arrangements? Please provide your comments/examples. 	
<ul style="list-style-type: none"> • Industry, QLD 	<p>Retain</p> <p>I can only put my best foot forward here and also make some comment on XXX behalf if she is unable to reply. I know XXX spent a lot of energy trying to get the C1V in Landscape off the ground in previous years, however I believe a change in government at the time may have put a stop to the progress of this being taken up and delivered by RTO's. I personally would love to see the ignition of the C1V in Landscape as a pathway for landscape tradesmen and would not like to see this unit (sic) deleted.</p>
<ul style="list-style-type: none"> • RTO, NSW 	<p>Retain</p> <p>This qualification should be used for licensing purposes similar to a plumber. I believe this was the intention of the landscape industry body when it first got released</p> <p>Re increase in enrolments - Depends on the above. There is no requirement to have this course hence no enrolments</p> <p>Re employment growth - There will be if it is a requirement of licensing</p> <p>Re specialist requirement - There will be if it is a requirement of licensing</p> <p>Re linked to industrial/legislative - Not yet but if a requirements of licensing then perhaps yes.</p>
<ul style="list-style-type: none"> • RTO, SA 	<p>Retain</p> <p>There is a clear need for skilled Site Supervisors within the Landscape Construction industry in South Australia. Employers aren't able to find skilled people which is in part due to the lack of formal skills training and training pathways available. Construction Training Academy (CTA) are a new RTO, we were established by Outside Ideas in 2020 because they, along with a number of other key employers in residential and commercial landscaping, weren't happy with the quality of training available. We currently have the Cert III in Landscape Construction on our scope and we're in the process of adding the Certificate IV. We have developers and trainers ready to go once we have the approval from ASQA to deliver. We have had overwhelming support from industry – the lack of enrolments in this qualification are not reflective of the relevance or need for the qualification, employers simply haven't been able to enrol because there aren't any RTO's with the qualification on scope.</p> <p>Re increase in enrolments - Yes. We strongly believe the need for this qualification has not been properly tested in industry. Once the qualification is made available to employers, we expect to see a strong uptake which we believe will continue to build with the qualification becoming part of the 'normal' learning pathway for apprentices and employees who show leadership potential. We have expressions of interest from employers (including Outside Ideas, Landscape Plus, Habitat Landscapes, AHLG along with support from Master Landscapes Association SA) to fill the first qualification intake once we have it added to our scope. We then plan on scheduling another 3 intakes in the first year (24-40 students in total).</p> <p>Re employment growth - Yes, the industry is growing, with the government is supporting the growth through incentives to increase the number of apprentices businesses take on. As businesses grow there will naturally be a need for leaders, people who have project management and people management skills alongside more specialised technical skills and knowledge. The Certificate IV caters to this need perfectly.</p>

Stakeholder Feedback	
	<p>Re specialist requirement - This qualification provides a clear learning pathway to the Diploma. Our intention, once we establish the Certificate IV, is to then look at adding the Diploma to provide an articulation pathway to strengthen the leadership capability within industry. Re linked to industrial/legislative - NA</p>
<ul style="list-style-type: none"> • Industry Association, SA 	<p>Retain</p> <p>The Landscaping industry requires the ability to upskill existing landscapers with the Certificate IV. In SA, enrolments in this course have been zero as it has not been provided by RTOs, however this is likely to change in the near future. Re increase in enrolments - Yes. A new local RTO to planning to offer this course ASAP. Re employment growth - Yes. Upskilling in business management and supervisory skills Re specialist requirement - NA Re linked to industrial/legislative - NA</p>
<ul style="list-style-type: none"> • RTO, WA 	<p>Delete</p> <p>The current AHC42016 Certificate IV in Landscape (Group A Electives - Landscape design stream) is directed primarily at providing post-trade skills and knowledge for landscapers in the role of supervisors or team leaders as opposed to landscape designers. AHC42020 Design stream elective units contain only one general technical drawing unit (CUAACD303 Produce technical drawings). AHC42020 contains two diploma level design units (AHCGR1501 Design roof gardens and AHCGR1502 Design vertical gardens and green facades). While these diploma units cover aspects of design, they are specifically aligned towards designing installations in roof gardens and vertical gardens. They do not allow students to learn design skills needed when completing designs for alternate locations such as parks, recreational spaces, residential areas, etc. These diploma units also include the estimation of costs for design projects and site preparation planning. In WA, graduates employed by larger design organisations the role of the landscape designer is to solely produce designs based on a project brief. For those graduates who are self-employed, industry feedback has identified that very few engage in estimation or installation planning type work; these additional tasks are completed by contracted installation staff and or site supervisors. The other elective units in AHC42020 design stream relate to: - budgeting and the sourcing of goods and contractors – in WA this is not a primary role for landscape designers. - researching and project reporting – these units involve researching and developing project reports including budgets, timelines and resource allocations. In WA industry consultation has identified that these skills are not a normal requirement for landscape designers. - supervision of irrigation installation – this unit includes the planning and establishment of irrigation systems as well as fault finding of installed systems. In WA, industry feedback has identified that this is not a primary role for landscape designers. While this unit has no prerequisites, it is felt that students without prior irrigation experience would be unable to effectively supervise the installation and maintenance of irrigation systems. - Sampling and interpretation of soils – this unit covers the sampling and identification of different soil types, determination of soil suitability for plant growth as well as the interpretation of testing results to determine soil suitability for specific use areas. In WA, Industry consultation has identified this is not a primary role for landscape designers. This type of work is completed by contracted installation staff and or site supervisors. WA are in the process of re-accrediting the current accredited course. This information was provided to XXX at Skills Impacts on 11/2/2021. Details of attempts to work with Victoria with their accredited course were also explained in this email. Re increase in enrolments - This qualification is not used in WA - WA has an accredited course - 52772WA (Certificate IV in Landscape Design). Enrolment numbers are expected to be consistent in this accredited course in WA. Re employment growth - AHC42016 is not used in WA as it does not provide suitable skills for Landscape designers seeking employment in WA</p> <p>Re specialist requirement - no - WA have an accredited course for Landscape designers Re linked to industrial/legislative - No</p>

Stakeholder Feedback	
<ul style="list-style-type: none"> • Industry Association, QLD 	<p>Retain</p> <p>LQ have already commented in our previous submission outlining our belief as to why CERT IV Landscape & Dip Landscape Project Management have had little uptake to date. The Unit of Competency and the Skills Sets below look worthwhile particularly if used to beef up horticultural skills and knowledge if an individual has been more exposed to the structural disciplines of the trade during their training.</p> <p>I tend to think that you are unlikely to receive a great deal of feedback or evidence from the broader industry on this topic within the required timeframe. The current workload of the industry and upcoming Easter and school holidays won't help to meet the 15th April deadline for responses either.</p> <p>I would suggest that a letter jointly signed by all State Landscaping Associations referencing the National Landscape Training package review and advising our belief that the proposed changes in the review, if accepted by the IRC, will meet industry needs and see an uptake in the qualifications proposed for deletion moving forward. We could include the fact that industry stakeholders would be disappointed that the AISC would remove these qualifications based solely on historical data particularly after the time and effort that has been put in by industry to the current review and update of these qualifications in order that they are now more relevant to industry requirements and form a key training pathway.</p> <p>I'd be interested to see if all states would support this joint response. If not, I fear that two crucial qualifications in the landscape training pathway, Cert IV & Diploma, will be deleted and much of the review work to date a waste.</p>
<ul style="list-style-type: none"> • Industry, SA 	<p>Retain</p> <p>If it was offered in SA it is a much better option than the current overpriced Landscape Design Course, there is nothing inbetween Landscape Construction and Landscape Design, which is only offered as a Diploma and way out of budget.</p> <p>Re increase in enrolments - If a better option was offered here yes, it is much needed for Landscapers to be able to understand the design and implement the construction.</p> <p>Re employment growth - As long as the government do what they say and make it so the back yard "landscaper" can't go in and do a full Landscaping job without any credentials or licences, and undercut larger companies trying to do the right thing, training and paying their people while still running the business.</p> <p>Re specialist requirement – Design</p> <p>Re linked to industrial/legislative - No idea</p>
<ul style="list-style-type: none"> • Industry, SA 	<p>Retain</p> <p>Skill set shortages industry wide. Next generation of leaders are not coming through.</p> <p>Re increase in enrolments - Yes in my opinion but a industry approach is needed to see the numbers.</p> <p>Re employment growth - I having a growing work force , the industry needs to support cert IV in landscape and front line leaders are in great shortage.</p> <p>Re specialist requirement - Frontline leaders</p> <p>Re linked to industrial/legislative - Nil</p>

Stakeholder Feedback

Questions:

1. In my opinion, AHC52016 Diploma of Landscape Project Management should be: **Deleted** **Retained**
2. Please provide reasons for your answer
3. Are enrolments expected to increase in the near future? Please give reasons for your answer.
4. Is there employment growth in the skills outlined in the AHC52016 Diploma of Landscape Project Management? Please give reasons for your answer.
5. Is there another specialist requirement to keep the AHC52016 Diploma of Landscape Project Management? Please give reasons for your answer.
6. Is this AHC52016 Diploma of Landscape Project Management linked to industrial and legislative arrangements? Please provide your comments/examples.

<ul style="list-style-type: none"> • RTO, NSW 	<p>Retain This course is actually more applicably to a landscaper wanting to upskill than the Landscape Design Diploma. No enrolments because it is not supported by Smart and Skilled, and no one is going to pay \$10.00+ for it. Also scope process rules it out for most RTOs including TAFENSW</p> <p>Re increase in enrolments - Yes if included on the Smart and Skilled list because again a cert 3 landscaper may not want to do the design diploma and design landscapes rather learn more how to run a business and other business acumen. At the moment if they want to upskill they have no choice other than the Design Diploma</p> <p>Re employment growth - As above. Students may not want to design using CAD because they either lack computer or design skills, so they are disadvantaged because there is no other course available to them</p> <p>Re specialist requirement - As above. It is good alternative. But agree, no enrolments because not on smart and skilled and the scope process makes it difficult for any RTO to achieve / gain scope</p> <p>Re linked to industrial/legislative - No</p>
<ul style="list-style-type: none"> • RTO, SA 	<p>Retain Refer to previous comments on the Certificate IV. We believe the uptake of this qualification will take longer however once the Certificate IV in established we believe this will create a clear learning pathway to the Diploma.</p> <p>Re increase in enrolments - Refer to previous comments on the Certificate IV. Considering the qualification isn't on the scope of any RTO in Australia it is unlikely it will increase in the near future. Having said that, our intention is to add the qualification to our scope once we have established the Certificate IV. If the qualification were to be removed it will limit the learning pathway available to industry.</p> <p>Re employment growth - Refer to previous comments on the Certificate IV.</p> <p>Re specialist requirement – NA</p> <p>Re linked to industrial/legislative - NA</p>
<ul style="list-style-type: none"> • Industry Association, SA 	<p>Retain No answers given Re increase in enrolments – Re employment growth – Re specialist requirement – Re linked to industrial/legislative -</p>

Stakeholder Feedback	
<ul style="list-style-type: none"> • RTO, WA 	<p>Delete</p> <p>There is minimal demand for this qualification in WA. This qualification is not delivered by South Metro TAFE.</p> <p>Re increase in enrolments – NA</p> <p>Re employment growth – NA</p> <p>Re specialist requirement – NA</p> <p>Re linked to industrial/legislative - NA</p>
<ul style="list-style-type: none"> • Industry Association, QLD 	<p>Retain</p> <p>LQ have already commented in our previous submission outlining our belief as to why CERT IV Landscape & Dip Landscape Project Management have had little uptake to date. The Unit of Competency and the Skills Sets below look worthwhile particularly if used to beef up horticultural skills and knowledge if an individual has been more exposed to the structural disciplines of the trade during their training.</p> <p>I tend to think that you are unlikely to receive a great deal of feedback or evidence from the broader industry on this topic within the required timeframe. The current workload of the industry and upcoming Easter and school holidays won't help to meet the 15th April deadline for responses either.</p> <p>I would suggest that a letter jointly signed by all State Landscaping Associations referencing the National Landscape Training package review and advising our belief that the proposed changes in the review, if accepted by the IRC, will meet industry needs and see an uptake in the qualifications proposed for deletion moving forward. We could include the fact that industry stakeholders would be disappointed that the AISC would remove these qualifications based solely on historical data particularly after the time and effort that has been put in by industry to the current review and update of these qualifications in order that they are now more relevant to industry requirements and form a key training pathway.</p> <p>I'd be interested to see if all states would support this joint response. If not, I fear that two crucial qualifications in the landscape training pathway, Cert IV & Diploma, will be deleted and much of the review work to date a waste.</p>
<ul style="list-style-type: none"> • Industry, SA 	<p>Delete</p> <p>This should be part of the previous course {Cert IV}</p> <p>Re increase in enrolments – No</p> <p>Re employment growth - yes but not as a one off skill, many companies need multi skilled people to afford to run a business. This would only apply to larger commercial situations or Councils</p> <p>Re specialist requirement – Councils</p> <p>Re linked to industrial/legislative - Not sure</p>
<ul style="list-style-type: none"> • Industry, QLD 	<p>NA</p> <p>I'm a little in the dark on this qualification and it is above my own qualification level, so I can't make an educated decision. If I recall correctly, we worked on this qualification in the recent review. Was there any feedback given from the public?</p>
<ul style="list-style-type: none"> • Industry, SA 	<p>Retain</p> <p>Up skilling of Project Managers or leaders within the industry.</p> <p>Re increase in enrolments - Expect numbers will be low as this is not as sort after compared to from line leaders.</p> <p>Re employment growth - Some growth, but small in SA</p> <p>Re specialist requirement - Front line leadership</p> <p>Re linked to industrial/legislative – No</p>

Stakeholder Feedback

Questions:

1. In my opinion, AHCLSC310 Implement a tree transplanting program should be: **Deleted Retained**
2. Please provide reasons for your answer
3. Are enrolments expected to increase in the near future? Please give reasons for your answer.
4. Is there employment growth in the skills outlined in the AHCLSC310 Implement a tree transplanting program? Please give reasons for your answer.
5. Is there another specialist requirement to keep the AHCLSC310 Implement a tree transplanting program? Please give reasons for your answer.
6. Is this AHCLSC310 Implement a tree transplanting program linked to industrial and legislative arrangements? Please provide your comments/examples.

• Industry, QLD

Retain

I would like to see this unit left available. The unit makes no reference to the size of the tree, therefore this really does align to any landscape site where there are existing mature gardens, particularly in cool climate areas where transplanting is a big part of stage 1 demolition and excavation works. There is a lot of value in transplanting small-medium trees on site.

Questions:

1. In my opinion, AHCSS00038 Landscape Business Skill Set should be: **Deleted Retained**
2. Please provide reasons for your answer
3. Are enrolments expected to increase in the near future? Please give reasons for your answer.
4. Is there employment growth in the skills outlined in the AHCSS00038 Landscape Business Skill Set? Please give reasons for your answer.
5. Is there another specialist requirement to keep the AHCSS00038 Landscape Business Skill Set? Please give reasons for your answer.
6. Is this AHCSS00038 Landscape Business Skill Set linked to industrial and legislative arrangements? Please provide your comments/examples.

• Industry, QLD

Delete

This skill set was quite similar to what you had to achieve in order to get your landscaping license back in the 90's post C111 Landscape qual. I thought it was great back then, however times have changed, and I support this being deleted. One on one business coaching has now seemingly superseded this.

I'm in support of deleting all these skills sets. Skills sets seem to come and go with available and relevant funding, and these are unlikely to be taken up anytime soon.

Questions:

1. In my opinion, AHCSS00039 Landscape Design Skill Set should be: **Deleted Retained**
2. Please provide reasons for your answer
3. Are enrolments expected to increase in the near future? Please give reasons for your answer.
4. Is there employment growth in the skills outlined in the AHCSS00039 Landscape Design Skill Set? Please give reasons for your answer.
5. Is there another specialist requirement to keep the AHCSS00039 Landscape Design Skill Set? Please give reasons for your answer.
6. Is this AHCSS00039 Landscape Design Skill Set linked to industrial and legislative arrangements? Please provide your comments/examples.

• Industry, QLD

Delete

I'm in support of deleting all these skills sets. Skills sets seem to come and go with available and relevant funding, and these are unlikely to be taken up anytime soon.

Stakeholder Feedback

Questions:

1. In my opinion, AHCSS00040 Landscape Plant Management Skill Set should be: **Deleted Retained**
2. Please provide reasons for your answer
3. Are enrolments expected to increase in the near future? Please give reasons for your answer.
4. Is there employment growth in the skills outlined in the AHCSS00040 Landscape Plant Management Skill Set? Please give reasons for your answer.
5. Is there another specialist requirement to keep the AHCSS00040 Landscape Plant Management Skill Set? Please give reasons for your answer.
6. Is this AHCSS00040 Landscape Plant Management Skill Set linked to industrial and legislative arrangements? Please provide your comments/examples.

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|-----------------|---|
| • Industry, QLD | Delete
I'm in support of deleting all these skills sets. Skills sets seem to come and go with available and relevant funding, and these are unlikely to be taken up anytime soon. |
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Questions:

1. In my opinion, AHCSS00041 Landscape Professional Practice Skill Set should be: **Deleted Retained**
2. Please provide reasons for your answer
3. Are enrolments expected to increase in the near future? Please give reasons for your answer.
4. Is there employment growth in the skills outlined in the AHCSS00041 Landscape Professional Practice Skill Set? Please give reasons for your answer.
5. Is there another specialist requirement to keep the AHCSS00041 Landscape Professional Practice Skill Set? Please give reasons for your answer.
6. Is this AHCSS00041 Landscape Professional Practice Skill Set linked to industrial and legislative arrangements? Please provide your comments/examples.

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|-----------------|---|
| • Industry, QLD | Delete
I'm in support of deleting all these skills sets. Skills sets seem to come and go with available and relevant funding, and these are unlikely to be taken up anytime soon. |
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