Food

**Case for endorsement**

**AHC Agriculture, Horticulture and Conservation and Land Management Training Package**

**Version 5.0**

Arboriculture

**Submitted by Skills Impact**

**on behalf of**

**Amenity Horticulture, Landscaping,**

**Conservation and Land Management IRC**

**November 2019**

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# A. Administrative details

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

## Organisational details

This submission is made by the Amenity Horticulture, Landscaping, Conservation and Land Management Industry Reference Committee

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

## Component details

The Case for Endorsement is based on the outcomes of a project to review the Arboriculture sector components in the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package V5.0.*

It comprises 5 qualifications, 39 units of competency and their associated assessment requirements and 3 skill sets as part of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package V5.0*. In addition,1 qualification and 5 units of competency are proposed for deletion

Please refer to **Appendix 1 Components for endorsement** for full details of all components.

## Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2018–2019/001 was approved on 3 August 2018. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

* Arboriculture:
  + Update 6 qualifications
  + Update 42 units of competency.
  + Develop 3 – 5 new units
  + Develop 3 – 5 new skill sets

# B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC. The components submitted for endorsement have been reviewed as part of an Arboriculture project.

## Decision being sought

This submission puts forward the Case for Endorsement for the proposed Arboriculture sector components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0.* to be endorsed by the Australian Industry and Skills Committee.

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**, and comprise:

* 5 revised qualifications
* 1 qualification proposed for deletion
* 37 revised and 2 new units of competency
* 5 units of competency proposed for deletion
* 3 new skill sets (non-endorsed components)

In addition to the components proposed for endorsement, minor updates will be completed to 4 qualifications to update the codes of elective units listed in the qualifications.

*AHC51316 Diploma of Pest Management* currently has no enrolments and is not on scope with any Registered Training Organisation (RTO) but has errors that have not been rectified in the past. This qualification has undergone minor updates to the Elective Groups in response to a request from Steve Honeywood, Education Officer, Conservation and Land Management Industry Qualifications, Tocal College, NSW Department of Primary Industries. The changes implemented are to ensure the qualification is suitable for industry and will enable RTOs to bring this qualification onto scope knowing it is fit for purpose. More information on the preferred selection of units for this qualification and industry approved units that can be imported into the qualification is provided in the Companion Volume Implementation Guide for use by any RTO that adds this qualification to their Scope of Registration. Further issues with this qualification will be resolved during the current Conservation and Land Management project, which is expected to go to the AISC for consideration in October 2020.

In consultation with Pest Management staff from NSW Authorised control Officer (ACO) accreditation process, NSW Feral Animal Aerial Shooting Team (FAAST), National Wild dog Program and the National Training Providers Network the following changes to the electives were made:

* Removal of *AHCBUS606 Develop a monitoring, evaluation and reporting program* and *AHCBUS607 Implement a monitoring, evaluation and reporting program* as these were replaced by *AHCNRM602 Develop a monitoring, evaluation and reporting program* and *AHCNRM603 Implement a monitoring, evaluation and reporting program* but incorrectly left in the qualification. This minor change will prevent RTOs being able to train and assess 2 units yet award 4 units of competency.

Refer to **Appendix 3: Minor updates** for details.

## Work undertaken and why

**Skill description:** Arborists work in private and government positions to foster the economic, ecological, environmental, health and social benefits of trees. They operate in range of environments including domestic, commercial, community, rural and natural. Arborists provide professional care and management of trees in conservation and tree preservation roles, tree maintenance, and the diverse operations of vegetation management, power line clearance, professional tree management and urban forestry. Consulting arborists conduct professional consulting, expert witness, research and academic roles in diagnostic testing, tree assessment, urban forestry and management of trees in utility easements.

The main roles identified within this sector include:

* Ground-based tree workers who work under supervision to operate tools and equipment used to fell small trees, prune trees and process tree materials. They may assist arborists with ropes and rigging, and by processing tree components felled by arborists. This role is reflected in the Certificate II in Arboriculture.
* Trade level arborists that use highly developed technical skills to perform a range of arboriculture activities including, shaping and canopy management, tree health and remediation, environmental and habitat development, to tree dismantling and removal. Trade level arborists roles are reflected in the Certificate III in Arboriculture, and may specialise in one or more of the following:
  + Climbing arborists who essentially work in the tree using specialised climbing equipment to access and perform work in the canopy of trees.
  + Elevated work platform arborists who use mechanical lift equipment to access and position themselves in the tree canopy to perform work.
  + Crane arborists. This is an emerging specialisation where an arborists use cranes to access and perform arboricultural work in the tree canopy. The arborist coordinates the work with the crane operator.
  + Environment arborists. This is new sector where arborists are employed to support environmental work in the creation of habitat and refuges in trees
  + Arborist works coordinator who coordinates the day to day work of team members on site.
* Consulting arborists and tree managers. These roles are reflected in the Diploma of Arboriculture. Consulting arborists assess trees and produce reports and documentation attesting to the health and risks related to trees and make recommendations. They may be self-employed or work for tree care companies. Tree managers may work in large arborist organisations, local government and other government agencies and use their technical knowledge as well as managerial capabilities to ensure arboriculture programs and work is undertaken safely and performed to the expected quality.
* Senior consulting arborists and senior tree managers. These roles are reflected in the Advanced Diploma of Arboriculture, apply advanced and paraprofessional knowledge and skills to manage trees in the context of society and infrastructure, including:
  + integration of design, planning and tree diagnostics
  + urban forest performance and operational management
  + development of strategies and policy for arboriculture within a legislative and regulatory framework.
* Specialist senior consulting arborists, senior technical and research arborists. These highly specialised roles are reflected in the Graduate Diploma of Arboriculture, and typically involve research skills to design, implement and evaluate scientific experiments for sectors for the arboriculture industry. These skills may also be used by consulting arborists that are involved in complex legal matters, as well as senior municipal arborists who manage urban forests.

**Driver for this project:** The Case for Change for the Arboriculture project states that arborists are currently on the National Skills Needs List and, with falling training enrolment numbers (for Certificates II and III), employers are facing severe challenges in attracting skilled staff. The arborist workforce is aging and, with fewer qualified applicants to take up specialist roles, such as climbing arborists, businesses’ services are contracting. Some jobs have been filled by sourcing a number of arborists skilled workers from overseas but there are many vacancies that cannot be filled by suitably qualified workers. Expert members of the Amenity Horticulture, Landscape, Conservation and Land Management Industry Reference Committee (IRC) identified that enrolments in the arboriculture qualifications are unlikely to rise unless significant barriers to training are removed, both for learners and registered training organisations (RTOs). A major focus of this project was to remove the following barriers to enrolments and delivery, identified in in Case for Change from the arboriculture qualifications and units of competency:

* rigid entry requirements for existing Advanced Diploma and the Graduate Diploma
* unnecessary prerequisites for some units
* a log record of 200 hours for each of the two existing climbing units

Other significant drivers for the project were to ensure the revised arboriculture qualifications and units reflected real job roles and work functions. The industry incudes many high risk activities and it was important to enhance workplace health and safety in the revised units of competency, as well as aligning the performance required by the revised units with industry standards and best practice.

**Work undertaken:** A Subject Matter Expert (SME) working group that included representatives from various sub-sectors and associations of arboriculture across Australia was formed to provide technical advice. The group had 18 SMEs to reflect the diversity of stakeholders and the range of job roles across this industry and met twice in October 2018. The group was divided in two, which allowed the SMEs to focus on the job roles they deemed that they were an expert in.

One group focused on Certificate II, III and IV and the other group on the Diploma, Advanced Diploma and Graduate Diploma, with some SMEs choosing to be involved in both groups. Each of the groups met for another four meetings between November 2018 and May 2019. In total, the project team engaged with the SMEs over 10 separate meetings to develop the draft qualifications, skill sets and units of competency. The process included two releases of the draft components for broader stakeholder feedback.

The work undertaken included carrying out a detailed workforce functional analysis (WFA) with the SMEs to identify the current roles and work functions in arboriculture. The findings of the WFA were compared to the existing arboriculture qualifications and units to identify the qualifications, skill sets and units of competency required by the industry. This body of work has resulted in the deletion of one qualification, the redesign of five existing qualifications, revision of 37 units of competency, and the creation of two new units of competency and three new skill sets.

**Certificate II in Arboriculture**

Enrolments in the existing Certificate II in Arboriculturehave dropped considerably over recent years (340 in 2014 to 82 in 2017). The revised Certificate II in Arboriculturehas been radically redesigned in consultation with industry to become a more effective entry pathway and ‘taster’ qualification that can be successfully completed by senior secondary school students to attract workers into the industry. It has been reduced from 20 to 11 units (all core). These core units provide the skills and knowledge required specified by industry to operate as a ground-based tree worker across the industry, as the functions of the role do not vary across employers. The reduced qualification size should also make it more appealing to be delivered as part of a VET in Schools program. It has been specifically designed to focus on practical skills (use of tools, equipment and machinery), in order to produce highly employable ground-based tree workers, and also to better engage with learners in secondary schools.

**Certificate III in Arboriculture**

Enrolments in the existing Certificate III in Arboriculture have also declined over recent years (1801 in 2014 to 1623 in 2017). The Certificate III in Arboriculture has been redesigned and has been decreased from 23 to 18 units (9 core and 9 electives) by amalgamating units, removing prerequisite units and other units that industry advised did not add value. In addition to the existing Climbing and Elevated Work Platform specialisations, three new specialisations have been included to cover - Crane, Environmental and Works Coordinator, that has resulted in a trade qualification that now accurately reflects the breadth and depth of skills required by the arboriculture industry. The qualification packaging rules also requires at least one specialisation to be selected and allows for up to three to be achieved. It now truly reflects real industry roles and work functions and has been strongly supported by industry across Australia.

Two new units have also been created *AHCARB324 Use cranes to access and dismantle trees* and *AHCARB325 Manage trees to create and maintain habitat refuges* to reflect these new and emerging skills required by the industry.

On top of the SME meetings mentioned above, selected SMEs met on another three separate occasions to develop and fine tune the revised Certificate III and its related units of competency. The Performance Evidence in the Assessment Requirements in many of the existing arboriculture units (coded AHCARB) on training.gov.au are generally a copy and paste of the unit’s Performance Criteria. A significant and painstaking part of the Certificate III consultation involved many discussions with industry SMEs to redesign the Performance Evidence to include typical ‘capstone’ tasks that provide sufficient volume and frequency of evidence to make sound decisions on competency. This approach has also resulted in the removal the log record of 200 hours for each of the two existing climbing units in the revised versions of these units. These log records were identified as barriers to completion in the Case for Change.

**Minimum Industry Standards**

A key industry association, Arboriculture Australia Ltd. has worked with industry organisations and experts to create and maintain Minimum Industry Standards (MISs) for arboriculture industry work tasks and/or processes. These MISs have been reviewed and validated by the industry nationally and are an accurate representation of the Minimum Standard expected for a task; however, it should be noted that they are not a comprehensive list of methods and/or equipment to use. As part of the consultation processes with the SME working groups, a reference to the Minimum Industry Standards has been added in 12 of the units of competency (two level 2 and 10 level 3) being put forward for endorsement. These references are within the unit Application and the Assessment Requirements (i.e. - Performance Evidence, Knowledge Evidence and Assessment Conditions). Below is an example taken from the Application of the revised *AHCARB317 Dismantle Trees*:

‘The arboriculture industry requires that all tree dismantling work is undertaken according to current industry standards, including Minimum Industry Standard MIS303 Tree Dismantling and other relevant Minimum Industry Standards.’

There has been wide consultation regarding the reference to the MIS in selected units and there is overwhelming support for their use in the units. Please refer to the letters of support in **Appendix 3** for examples. A *Companion Volume User Guide: Arboriculture* has been created to provide implementation advice to RTOs on the training and assessment of the revised and new units of competency, which includes advice on the MIS. The following statement is included in the Assessment Conditions in the Assessment Requirements of all the revised and new arboriculture units:

‘Training and assessment strategies must show evidence of the use of guidance provided in the *Companion Volume User Guide: Arboriculture*.’

This User Guide and the reference to it in the Assessment Conditions were requested by industry to support best practice in training and assessment of the units of competency covered by the project and follows the same rationale for this reference as can be seen in the already endorsed Farrier, Veterinary Nursing and Safety in Equine units of competency.

**Certificate IV in Arboriculture (proposed for deletion)**

Based on the WFA with the SMEs and subsequent consultations with industry, *AHC41916 Certificate IV in Arboriculture* is proposed for deletion. Industry advised the qualification is not required and were surprised it was introduced by AgriFood Industry Skills Council as part of a 2015 project. Wodonga Institute of TAFE is the only RTO to have the qualification on scope and only had 7 enrolments in 2017 and has advised the project team that it will no longer be offering the qualification. The current Certificate IV has five arboriculture units that reflect an AQF level 4 outcome. Following industry advice, *AHCARB405 Perform geospatial data collection* is proposed for deletion and the other four units below have been reviewed and made available in the redesigned Certificate III, to support the Arborist Works Coordinator specialisation:

* *AHCARB406 Verify pruning specifications*
* *AHCARB407 Supervise and audit tree operations*
* *AHCARB408 Perform ground-based tree defect evaluation*
* *AHCARB409 Conduct a safety audit*

In response to stakeholder feedback that there will likely be tradespeople that may want to access these units outside of the Certificate III, the four units have been packaged into the new *AHCSS00105 Arborist Works Coordinator* *Skill Set*. This skill set adds an additional pathway for trade level arborists that may seek to move into supervisory roles that exist in some of the larger arboriculture companies and within local government. In addition, it is still possible to achieve all of the revised level 4 AHCARB units above as part of a Certificate IV, by undertaking *AHC40416 Certificate IV in Horticulture*, which allows four units aligned to AQF level 4 to be imported as part of the electives in the qualification.

**Diploma of Arboriculture**

The revised Diploma of Arboriculture has had entry requirements added which are three units from the Certificate III that provide a foundation of arborist skills and knowledge. The Diploma has also had changes in the mix of core and electives to better reflect industry needs. The revised core also includes two existing level 6 units that have been redesigned as level 5 units.

The entry requirement issue was robustly debated by the SMEs with some debating that a Certificate III in Arboriculture is required to ensure that prospective learners can successfully complete the revised Diploma. They consider individuals must have attained sufficient practical tree skills and knowledge in order for them to be able to provide sound advice when employed as a Consultant or Tree Manager. This concern is reflected in the Case for Change that states “arborists are not regulated, and so certified companies are losing business to inadequately qualified traders, whose lack of knowledge undermines the industry and can be harmful to trees, plants and the wider environment.”

As the industry is keen to attract people from related sectors such as Amenity Horticulture and Forestry, the SMEs did warn of the dangers of allowing people without sufficient tree care experience to complete a Diploma and become self-employed consultants. After a great deal of discussion on this matter, the SMEs agreed that the following entry requirement would be sufficient to provide a sound foundation of arborist skills and knowledge prior to commencing the revised Diploma:

To commence this qualification an individual must have achieved the following units of competency or their equivalent:

* *AHCARB314 Implement a tree maintenance program*
* *AHCARB316 Perform pruning operations*
* *AHCARB323 Identify trees.*

It should be noted that the three units above are in the core of the revised Certificate III and have also been packaged in to the new *AHCSS00104 Introduction to Arboriculture Skill Set*. People undertaking this skill set from non-arboriculture backgrounds may choose to enrol in the Diploma or decide to complete the Certificate III prior to embarking on the Diploma. Whichever pathway an individual decides to take, industry will now have the confidence that these individuals have the necessary skills and experience to be competent consultants or tree managers.

**New skill sets**

In addition to the two new skill sets already mentioned to attract and upskill workers, *AHCSS00103 Basic tree worker skill set* has been created to equip people to access entry level work and to provide pathways into the Certificate II in Arboriculture and Certificate III in Arboriculture. The skill set includes the skills to operate chainsaws to cut and trim felled trees, remove tree materials and control traffic in support of ground-based arboricultural work teams.

**Advanced Diploma of Arboriculture and Graduate Diploma of Arboriculture**

There have been no enrolments in the existing *AHC60516 Advanced Diploma of Arboriculture* and *AHC80116 Graduate Diploma of Arboriculture* qualifications since their release in 2016, largely due to the restrictive structure and rigid wording of the entry requirement in each qualification. The SMEs advised that industry practitioners have expressed a need for these qualifications, but the way the entry requirements are currently structured they have had a negative effect on the uptake of these qualifications by RTOs and prospective learners. There are currently no RTOs that offer or the Advanced Diploma and only one RTO has the Graduate Diploma on its Scope of Registration.

*AHC60516 Advanced Diploma of Arboriculture* has *AHC50516 Diploma of Arboriculture* as the entry requirement. Allowing for a one year transition time for RTOs to put AHC50616 on scope, and a 1 – 2 year completion time for the Diploma, graduates eligible to enrol on in AHC60516 would not have begun to emerge until late 2018. However, since there are no RTOs with AHC60516 on scope, this qualification remains inaccessible.

In a similar fashion, *AHC80116 Graduate Diploma of Arboriculture* requires *AHC60516 Advanced Diploma of Arboriculture* as the entry requirement. Despite there being one RTO with this qualification on scope, there will not be eligible learners until an RTO offers *AHC60516 Advanced Diploma of Arboriculture*.

The SMEs advised that industry practitioners have expressed a need for these qualifications. For example, the University of Melbourne offers a Graduate Certificate in Arboriculture that has been running successfully for almost a decade, with at least 35 enrolments per year. In comparison to the AHC level 6 and 8 arboriculture qualifications, the entry requirements for the university’s Graduate Certificate in Arboriculture are very flexible, and include several options:

* an undergraduate degree, or
* a relevant TAFE or Higher Education Advanced Diploma or equivalent and three years documented relevant work experience or equivalent, or
* relevant TAFE Diploma and four and a half years relevant, documented work experience, or equivalent, or
* at least six years of documented relevant work experience, including at least three years in a demonstrated supervisory role.

Therefore, the main change to the revised Advanced Diploma of Arboriculture and Graduate Diploma of Arboriculture has been to ensure the entry requirements are more flexible. As advised by the SMEs, the entry requirements for the revised Advanced Diploma are:

* a diploma of arboriculture

or

* a diploma or higher qualification in a field related to arboriculture plus 2 years current work experience as a consulting arborist or a municipal tree manager.

As advised by the SMEs, the entry requirements for the revised Graduate Diploma are:

* an advanced diploma of arboriculture

or

* an advanced diploma or higher qualification in a field related to arboriculture plus 3 years current work experience as a consulting arborist or a municipal tree manager.

For both qualifications, advice will be provided in the Companion Volume Implementation Guide and the Companion Volume User Guide: Arboriculture, to explain that a field related to arboriculture for these entry requirements include, but is not limited to: agronomy, arboriculture, biology, biomechanics, botany, conservation and land management, ecology, economics, engineering, entomology, environmental science, forestry, landscape architecture, mycology and soil science.

**Prerequisites removed**

Based on the WFA and subsequent industry consultations, the following thirteen units have had their prerequisite units removed:

* *AHCARB211 Apply treatments to trees*
* *AHCARB212 Operate and maintain stump grinding machines*
* *AHCARB213 Perform ground-based rigging*
* *AHCARB314 Implement a tree maintenance program*
* *AHCARB315 Inspect trees for access and work*
* *AHCARB316 Perform pruning operations*
* *AHCARB317 Dismantle trees*
* *AHCARB318 Undertake aerial rescue*
* *AHCARB319 Use arborist climbing techniques*
* *AHCARB322 Access trees for inspection*
* *AHCARB407 Supervise and audit tree operations*
* *AHCARB408 Perform a ground-based tree defect evaluation*
* *AHCARB513 Examine and assess trees*

**Units proposed for deletion**

Based on the WFA and subsequent and subsequent industry consultations, the following three units are proposed for deletion as they are no longer needed by industry.

* *AHCARB209 Assist with aerial rescue from the ground*
* *AHCARB210 Work effectively in the arboriculture industry*
* *AHCARB405 Perform geospatial data collection*

**Reduction in units of competency**

Based on industry feedback, two units have been removed from the system. Some of their outcomes embedded into and been mapped across to other revised units:

* *AHCARB310 Perform aerial rigging now maps to AHCARB317 Dismantle trees*
* *AHCARB311 Tie, dress, set and finish arborist knots* now maps to *AHCARB213 Perform ground-based rigging, AHCARB317 Dismantle trees, AHCARB318 Undertake aerial rescue* and *AHCARB319 Use arborist climbing techniques*.

**Industry validation forums**

Two validation forums were held as part of this project: one in Sydney on 15 May 2019 and another in Alice Springs on 19 May 2019. The forum in Alice Springs was held as part of Arboriculture Australia’s national conference. Each forum provided industry with an opportunity to review, discuss and validate all the components being put forward for endorsement and for deletion. The forum in Sydney comprised of 7 representatives, including three representatives of the Tree Contractors Association of Australia. The forum in Alice Springs had 36 participants from across Australia. Participants in both forums provided constructive feedback on the components and their support for their endorsement. The letters of support in **Appendix 2** from some of the leading stakeholders shows their appreciation of the opportunity to discuss the revised components in detail and provide feedback during the validation forums.

**Decision being sought:** The following Arboriculture sector components to be endorsed as part of the Case for Endorsement of the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0:*

* 5 revised qualifications
* 37 revised and 2 new units of competency:
* 3 new skill sets (non-endorsed component)
* **1 qualification proposed for deletion** - *AHC41916 Certificate IV in Arboriculture*
* **3 units of competency proposed for deletion**
* **2 units of competency removed from the system.**

# C. Evidence of Industry support

This section provides evidence that the Arboriculture sector components of *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0* is supported by industry.

## Support by IRC(s)

Members of the Amenity Horticulture, Landscaping, Conservation and Land Management IRC recorded their support for this submission in the Minutes of Meeting held on 10 July 2019.

Please refer to Section I. IRC support for written evidence of support.

## Consultation with stakeholders

During the development and review of the training package components, the following communication strategies were used for consultation with stakeholders.

* A project page was set up on the Skills Impact website at the start of the project with information about the project, together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest so that they received email alerts about the particular project of interest, for example, public consultation workshops, and opportunities to provide feedback on draft materials. A links to the project page is provided below.

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

* 10 subject matter expert meetings (face-to-face or via webinar/teleconference).
* Public consultation and feedback workshops were held in Launceston, Melbourne, Brisbane, Sydney, Canberra, Darwin, Perth and Adelaide. See table below with attendance data.
* A national public consultation webinar was held to cater for stakeholders that could not attend the face to face workshops.
* Emails and newsletters were sent to state and territory training authorities (STAs/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project’s progress.
* Draft materials were hosted on the Skills Impact website on two separate occasions. The first was a four-week period from 8 February - 11 March 2019, with an additional two-week period from 26 April - 12 May 2019 for validation of final drafts. Stakeholders were able to provide feedback via a feedback hub, online questionnaires, emails or telephone calls.
* Communications were sent out by members on the Industry Reference Committee via their industry networks.
* 151 Registered Training Organisations (RTOs) that have existing arboriculture units on their Scope of Registration were emailed about the project to:
* invite them to register to receive project updates
* seek feedback on the draft components
* invite them to participate in face-to-face consultation workshops and the consultation webinar project updates.
* Stakeholders on Skills Impact’s data base for the AHC Training Package were emailed with project updates.
* A presentation was given at the annual Arboriculture Australia conference in Alice Springs on 19 May 2019.
* Industry validation forums were held in Sydney and Alice Springs with a total of 43 participants.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Feedback providers** | | | | | **Consultation workshop** | **Webinar Participants** |
| **State** | **RTO** | **Industry** | **Govt** | **Total** |
| **ACT** |  |  |  |  | 2 |  |
| **NSW** | 8 | 10 |  | 18 | 11 | 2 |
| **NT** |  | 3 |  | 1 | 8 |  |
| **QLD** | 4 | 2 |  | 6 | 9 | 3 |
| **SA** | 2 | 1 |  | 3 | 12 |  |
| **TAS** |  | 1 |  | 1 | 4 |  |
| **VIC** |  | 4 | 3 | 7 | 12 |  |
| **WA** | 3 | 2 | 1 | 6 | 11 | 1 |
| **Totals** | 17 | 24 | 4 | 42 | 69 | 5 |

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

## State/Territory and key stakeholder engagement

Workshops and webinars were conducted throughout Australia to gain industry feedback on all aspects of the Arboriculture qualifications, skill sets and units of competency, including the components proposed for deletion.

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

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

## Reports by exception

There are two reports by exception concerning specifically the references to the Minimum Industry Standards (MIS) that occur in 12 of the 39 Arboriculture units that have been submitted for endorsement. Concerns regarding the MIS were raised by the State Training Authority (STA) in New South Wales and Victoria.

As stated on page 7 within this Case for Endorsement, the main industry association, Arboriculture Australia Ltd has worked with industry organisations and experts to create and maintain Minimum Industry Standards (MISs) for the arboriculture industry work tasks and/or processes. These MISs have been reviewed and validated by the industry nationally and with all major arboriculture associations in each state and territory. The MISs are an accurate representation of the Minimum Standard expected for a task; however, it should be noted that they are not a comprehensive list of methods and/or equipment to use. As part of the consultation processes with the SME working groups, a reference to the Minimum Industry Standards has been added in 12 of the units of competency (two level 2 and 10 level 3) being put forward for endorsement. These references are within the unit Application and the Assessment Requirements (i.e. - Performance Evidence, Knowledge Evidence and Assessment Conditions). Below is an example taken from the Application of the revised AHCARB317 Dismantle Trees:

‘The arboriculture industry requires that all tree dismantling work is undertaken according to current industry standards, including Minimum Industry Standard MIS303 Tree Dismantling and other relevant Minimum Industry Standards.’

There has been wide consultation regarding the reference to the MIS in selected units and there is overwhelming support for their use in the units. Please refer to the letters of support in Appendix 3 for examples.

The STA in Victoria wrote to Skills Impact on 4 September 2019 with the following comments -

It has come to my attention that there are a number of units within the Arboriculture Case for Endorsement that include a requirement to assess against “Minimum Industry Standards” developed and administered by Arboriculture Australia. Unfortunately, this was overlooked in our response.

The inclusion of these standards within Units of Competency is not supported by Victoria as the endorsed units of competency determine the industry standard of performance outcomes, skills and knowledge.

It seems that:

* The Minimum Industry Standards that are mandated in units of competency proposed for endorsement in Release 4 are ‘owned by industry and administered by Arboriculture Australia’, according to the Arboriculture Australia website
* Arboriculture Australia is a membership organisation with no statutory or legislative authority.
* While it refers to itself as a peak body it is one of several arboriculture organisations
* These standards are not publicly available.

Any essential components of these “Minimum Industry Standards” need to be written into the Units of Competency – the nationally agreed industry standard of performance.

The STA in New South Wales wrote to Skills Impact on 9 September 2019 with the following comments -

NSW does not support the case for endorsement.

We are concerned about the inclusion of references to the 'Minimum Industry Standards' (MIS), which are administered by Arboriculture Australia, in eleven (11) of the units of competency (UoCs) in the case for endorsement.

The central concern is that external standards (the MIS) are being drawn upon extensively in the UoCs. A UoC should contain all the relevant guidance/requirements around occupational standards. NSW does not support a UoC referring to an external set of standards, particularly where: (1) there is no regulatory or legislative standing for them (as is the case here); and (2) those standards are privately developed, not freely accessible and are owned by a private organisation. We note that the owners of these standards is Arboriculture Australia, which is represented on the Industry Reference Committee (IRC) by Mr Craig Hallam.

There is also a lack of visibility on the MIS, as NSW has not seen them, and they have not been shared as part of the case for endorsement. As such, NSW is unable to fully assess the UoCs which include reference to the MIS and is therefore unable to support the case for endorsement in its current form.

The process by which those standards are being incorporated into the UoCs is also not appropriate (that is, by a separate commercial product with no formal oversight from government or regulators and which is owned and controlled by an independent, private organisation).

If the MIS are of benefit to training products and the delivery of those training products, then we recommend that the SSO 'Skills Impact' explores how it could incorporate relevant content from the MIS into the UoCs themselves.

In response to the STAs concerns.

* Arboriculture Australia Ltd is a not for profit national organisation recognised as the peak industry body by each of the eight state and territory industry bodies. The following industry bodies recognise Arboriculture Australia as the peak industry body:

|  |  |
| --- | --- |
| Queensland | Queensland Arboricultural Association |
| New South Wales | NSW Arb |
| Victoria | Victorian Tree Industry Organisation |
| ACT | Australian Capital Tree Community |
| Tasmania | Tasmanian Arboricultural Organisation |
| South Australia | South Australian Society of Arboriculture |
| Northern Territory | Northern Territory Arboricultural Association |
| Western Australia | Tree Guild of Western Australia |

* Representatives from all of these organisations have worked with Arboriculture Australia to produce the MIS, primarily to promote safe work practices for arborists due to the high-risk nature of their work. The MIS are endorsed by all of the above organisations, and the documents carry their logo as a mark of that ratification.
* 17 of the 19 RTOs that currently have the Certificate III in Arboriculture on their scope of Registration have already purchased and use the MIS and will receive free updates of the MIS they have purchased as and when MIS are upgraded and released.
* Arboriculture Australia Ltd is striving to make the MIS as affordable as possible to all that want to purchase them and are aiming to have the MIS referenced in the units available as a PDF for approximately $4 per MIS per year, something it believes all prospective learners can afford.
* The MIS are widely used in industry, so it is likely the employer of most apprentices already has the MIS.
* The MIS are available from Arboriculture Australia in hard copy, as well as from other retailers. (e.g. from [Vermeer Australia](https://www.vermeer.com.au/product/arborist-gear/books-and-learning-material/arborist-ropes-minimum-industry-standards-book)). Arboriculture Australia has commissioned an electronic platform to enable easier and cheaper access and to allow regular updating when equipment or regulations are improved. This platform will allow for electronic access to the MIS from early 2020.
* Skills Point (TAFE NSW) has purchased licences for the MIS that enable the NSW TAFE system to provide the MIS to their learners without any cost to the learner
* There are precedents of endorsed units of competency that reference standards such as Australian Standards. For example, the current endorsed *AHCARB303 Perform pruning operations* references *AS 4373 Pruning of amenity trees* in the Application, Performance Criteria, Performance Evidence and Knowledge Evidence.
* The reference to the MIS does not breach any of the Standards for Training Packages 2012 and quality assurance advice from two independent QA panel members did not raise any concerns with the reference to the MIS in the units of competency and deemed them compliant as well as supporting **Quality Principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements**, see page 75 of this document.
* 29 respondents provided feedback on the reference to the MIS in the units of competency. 22 respondents, most of whom represent industry support the MIS. The other 7 (mostly private RTOs) do not support the MIS.

|  |  |
| --- | --- |
| **The positive comments are from** |  |
| Industry | 17 |
| RTOs | 5 |
| **Total** | **22** |

|  |  |
| --- | --- |
| **The negative comments are from** |  |
| Private RTOs | 3 |
| TAFE | 1 |
| Gov | 3 |
| **Total** | **7** |

* The reference to the MIS in the units of competency was well publicised during all of the consultations throughout the project and is overwhelmingly supported by industry, and industry will not be accepting of their removal on the basis of the reasons stipulated by the two STAs for not supporting this body of work.
* The Minimum Industry Standards allow the arboricultural industry to describe, in detailed industry terminology, how to perform arboricultural tasks. These are written to a level of technical detail that it would not be possible to replicate within the units of competency.
* The SMEWG for the arboriculture project included members of the Tree Contractors Association Australia, TAFE NSW, The Arborist Network, Tree Wise Men and Institute of Australian Consulting Arboriculturist and three industry and one RTO representative from Victoria. These SME members totally support the reference to the MIS in the units.

**Addendum**

Following further consultation between Skills Impact and both NSW and VIC STAs during the week of 23 – 27 September, both STAs reconfirmed that they would not support this project going to the AISC whilst any references remained in the units of competency regarding the MIS.

Therefore, on this basis Skills Impact consulted with the Amenity Horticulture, Landscaping, Conservation and Land Management IRC representative, Mr Craig Hallam. This has resulted in the removal of any reference to the MIS in the 12 units of competency and replaced with a standard statement in the revised units of competency application that states: *“The arboriculture industry requires that all work is undertaken according to current national recognised industry standards.”*

Furthermore, references to the MIS have been removed from the Performance Evidence, Knowledge Evidence and Assessment Conditions with again a standard statement stating that *“work is required to be performed according to current national recognised industry standards”*, individuals must have knowledge of “*current national recognised industry standards”* and be provided with a copy of “*current national recognised industry standards”* for assessment purposes.

Information is further provided in both the ***Companion Volume Implementation Guide Release 4, Part 1: Overview*** and ***Companion Volume User Guide: Arboriculture*** that details current recognised national industry standards, which includes reference to various Australian Standards (AS), a guide to managing risks of tree trimming and removal work as published by Safe Work Australia and the MIS.

Also, removal of all references to Companion Volume User Guide: Arboriculture within the Assessment Conditions in all units of competency has been carried out at the request of the VIC STA.

It is believed that these actions have now addressed the concerns raised by both VIC and NSW STAs. An updated Quality Assurance report has also been inserted at **Appendix 4: Quality assurance report** which has noted that this is version two of the report and acknowledges the removal of any references made to the MIS within the units of competency.

On the 8 October 2019 both VIC and NSW were asked to comment on the proposed changes made to the units of competency and the following responses were received:

**VIC State Training Authority Response 11 October 2019**

1. Victoria is unable to provide support for the Case for Endorsement proceeding to the AISC for approval as the issue of including reference to industry standard remains unresolved.

Replacement of Arboriculture Minimum Industry Standards in Units of Competency

I note that references to the Arboriculture Australia Minimum Industry Standards have been replaced with references to ‘current national recognised industry standards. Victoria does not support this amendment as the unit of competency is the nationally recognised industry standard and should detail the industry agreed outcomes. If the IRC believes the units of competency do not adequately reflect current industry standards of performance then the IRC can revise the units accordingly.

Inserting a blanket statement referring to current national recognised industry standards is too broad and there is no clarity on who or what recognises these national industry standards.

As an example the unit Use cranes to dismantle trees includes 6 references to ‘industry recognised standards’. These references are included in the application, performance criteria, performance and knowledge evidence and the assessment conditions.

The knowledge evidence inclusion means that students would need to be assessed on their knowledge of current national recognised industry standards for tree dismantling work when no such nationally recognised standard exists.

A search for ‘industry standards for dismantling trees’ gives the following results (in part):

* Safe Work Australia guide on managing risks with tree trimming and removal work
* Workplace Health and Safety Queensland Guide for tree trimming and removal work – crane access method
* Arboriculture Australia Tree Dismantling Minimum Industry Standards book (commercially available)
* SafeWork NSW Tree Work (arboriculture).
* Tree Fallers Manual Forestworks (commercially available).

1. Removal of reference to Companion Volume User Guide: Arboriculture within the Assessment Conditions

Thank you for removing references to the Companion Volume User Guide: Arboriculture from the Assessment Conditions in units of competency. This issue is now resolved.

**NSW State Training Authority Response 29 October 2019**

Thank you for providing us with the updated Case for Endorsement on the Arboriculture project within the *AHC Agriculture, Horticulture & Conservation & Land Management Training Package Version 4.0.*

I note that you have removed reference to Arboriculture Australia's Minimum Industry Standards (MIS) from the Units of Competency. However, in place of the MIS, the Units of Competency now refer to 'current national recognised industry standards'. It is unclear what is meant by this, which may lead to uncertainty or inconsistency among RTOs regarding how the units should be delivered. In turn, it may create issues for ASQA assessing RTO compliance or put RTOs at risk of being deemed non-compliant as a result of their interpretation or application of 'current national recognised industry standards'.  
  
Given this issue, NSW is not able to support the case for endorsement at this stage and we recommend removing all references to any recognised industry standards. If this change is made, NSW will be able to support the case for endorsement.  
  
In principle, NSW supports finding ways to make training products more dynamic and responsive to industry needs. New approaches would need to ensure that the appropriate governance arrangements are observed and that relevant stakeholders can engage in the design of training products. The AISC would need to be satisfied that where there are differing industry perspectives that these have been adequately considered.

**Amenity Horticulture, Landscaping, Conservation and Land Management IRC Response 13 November 2019**

The Amenity Horticulture, Landscaping and Conservation & Land Management IRC considered the Case for Endorsement for the Arboriculture qualifications with the inclusion of the Arboriculture Australia Minimum Industry Standards (AAMIS) in a number of Units of Competency. The IRC is acutely aware that there have been deaths in this industry, including this year, and that the updated training needs to be made available as soon as possible to meet the best possible standards for safety. The IRC considered the strong evidence of widespread industry support, including from industry participants not associated with Arboriculture Australia, which is included in the Case for Endorsement.

After careful consideration, the IRC approved the Case for Endorsement with the AAMIS for submission to the AISC. The IRC then became aware that after the formal closing date for responses from State Training authorities, two STA lodged written concerns about the inclusion of the AAMIS. Since that time, Members of the IRC and the Subject Matter Expert Working Group have worked to come up with compromises that may satisfy both the needs of Industry and the STA concerns. However, each time a suggestion that compromises the original Case for Endorsement proposals was put forward, the suggestion was rejected by an STA, with the rationales for opposition changing as each concern was addressed. The IRC has made inquiries and noted that there are references to standards in other Units of Competency and believes the AAMIS has been developed with robust consultation and widespread industry support.

The IRC maintains that the best solution is the original Case for Endorsement, and we now request that the original Case for Endorsement, including units that refer to the AAMIS, be considered for approval by the AISC.

**Amenity Horticulture, Landscaping, Conservation and Land Management IRC Response 7 January 2020**

Following the AISC Meeting on the 3 December 2019, the AISC requested the IRC give consideration to incorporating the Minimum Industry Standards in the relevant units of competency for the proposed Certificates II to IV.

The Amenity Horticulture, Landscaping and Conservation & Land Management IRC has considered this feedback and feels that incorporating the MIS within the units of competency will add extra complexity through the addition of the micro-level of detail required to be incorporated within the affected units of competency. It is further felt that the eleven (11) units of competency would also become more susceptible to being out of date sooner and require a full review every time the standards are updated in order for these changes to be reflected in the units of competency themselves. This would therefore add an extra layer of complexity to the changes made in the standards to ensure that current students are being taught the most up-to-date industry best practices. This could only be done through a full review of the units of competency that would incur additional costs and time in terms of speed to market to reflect these changes in the training offered through TAFE, private and enterprise RTOs. Current industry employers and employees through their industry associations, both nationally and state based have invested a great deal of time and effort to make their industry as safe as possible through the creation of the Minimum Industry Standards and are keen to keep current and future personnel within their industry safe and trained to the highest standards through a VET system that is proactive rather than reactive.

By writing the units more simply and referencing industry standards within the units of competency ensures units of competency maintain their currency for longer and are less prone to changes in work procedures. The IRC would therefore like the AISC to review the changes made to the eleven (11) units and the additional information that has been included in the accompanying Companion Volume Implementation Guide Part 1, which explains fully what is deemed as current national recognised industry standards. An extract of this additional information from the Companion Volume can be seen below:

The following is an example of a statement contained within the application of one of the arboriculture units of competency whereby; “*The arboriculture industry requires that all tree work operations is undertaken according to current national recognised industry standards*.”

The industry defines "*current national recognised industry standards*" as those standards that have completed a current industry validation process and have a system and process in place for regular reviews to be conducted.

The national peak industry body, Arboriculture Australia Ltd. has worked with industry organisations and experts in each state and territory to create and maintain current national recognised industry standards, known as Minimum Industry Standards (MIS) for arboriculture industry work tasks and/or processes.

These MIS have been through an industry validation process involving review by subject matter experts and state and territory industry bodies and are an accurate representation of the minimum standard expected for a task. RTOs must ensure that their training and assessment strategies meet or exceed the level described in these standards, and that terminology and practices align with those described in the relevant MIS.

A small number of Australian Standards apply to arborist work. Safe Work Australia have also published the Guide to Managing Risks of Tree Trimming and Removal Work. Where appropriate, Australian Standards have been referenced by their code in selected units of competency. In some units, there is a broader reference to ‘current national recognised industry standards’ – this is deliberate to ensure users check and follow the standards that apply.

Finally, Arboriculture Australia Ltd. have reiterated that the MIS will be made freely available to all current and future RTOs that have the Arboriculture qualifications on scope to ensure these standards are available for use during both training and assessment of the individuals. It should also be noted that there is no requirement for current students to acquire copies of any MIS. However, should they wish to do so, they may purchase copies or ask their employer to obtain copies of the MIS for their use within the workplace.

# D. Industry expectations about training delivery

This section explains the advice provided in the Companion Volume Implementation Guide for the *AHC Agriculture, Horticulture and Conservation, and Land Management Training Package Version 5.0*, together with recommendations for delivery of qualifications as traineeships/apprenticeships.

## Companion Volume Implementation Guide

The companion volume details information that covers key industry expectations about:

* qualifications suitable for vocational education and training delivered to secondary students
* qualifications suitable for delivery as apprenticeships or traineeships
* amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge
* key legislative requirements
* essential knowledge requirements.

In addition to the Implementation Guide, a **Companion Volume User Guide:** **Arboriculture** has been created to provide further advice for users of the Arboriculture sector components.

The advice in the User Guide includes many recommendations from industry regarding best practice for training and assessment of the Arboriculture qualifications and units, with information on accessing industry supported resources to assist RTOs and learner, including information on:

* Selecting specialisations in the Certificate III in Arboriculture
* Sequencing for the delivery and assessment of units in the Certificate III in Arboriculture
* Entry requirements in the post trade qualifications
* Health and safety
* Professional development for Arboriculture trainers and assessor
* Industry expectations for volume of learning
* Industry engagement
* Suggestions for Integrated/holistic delivery of some units of competency
* Prerequisite units
* Australian Standards and Minimum Industry Standards (MIS)
* Definitions
* Links to Arboriculture industry associations

## Delivery as apprenticeship/traineeship

AHC30819 Certificate III in Arboriculture is suitable and recommended for delivery as either a traineeship or apprenticeship.

AHC20519 Certificate II in Arboriculture may be suitable for delivery as a pre-apprenticehsip.

# E. Implementation of the training package components

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

## Meeting occupational and licensing requirements

The arboriculture industry is affected by a range of legislative requirements for the ownership and impact of trees in our society and may involve state, territory or local government regulations involving the tree for their heritage, cultural, environmental, conservation and aesthetic values. It is important that when implementing training and assessment in different environments that the individuals are made aware of the significance and regulatory compliance requirements for the trees on which they are working.

In the revised Arboriculture units that relate to physical tree work, the following statement has been added to the unit’s application: “Legislation, regulations and by-laws relating to the treatment and removal of trees apply in some states and territories.”

There are also imported units in the revised Certificate III of Arboriculture that that include chemical use, and RTOs will need to check their local regulatory requirements when storing, handling and applying chemicals related to tree treatments.

## Implementation issues and management strategies

The training and assessment of the Certificate II and the Certificate III in Arboriculture requires a great deal of applied knowledge and practical demonstration, which can only be achieved through exposure to and use of hand and power tools, specialist equipment and machinery operation in a real tree work environment that includes access to trees for shaping and felling. RTO’s wishing to deliver this training must consider the size and complexity of such an undertaking, and especially the health and safety requirements for learners. It is envisaged the secondary schools that offer the Certificate II will likely auspice or partner with RTOs that specialise in arboriculture, thereby ensuring that best practice in training and assessment is achieved, as well as safety for all concerned.

## Further implementation advice

A few stakeholders have questioned the rationale for adding the Arborist Works Coordinator as a specialisation within the revised Certificate III in Arboriculture, detailing that it may be too early in the development of a tradesperson to offer such a specialisation. The majority of industry stakeholders stated that the specialisation fits well within the Certificate III but recommended it be trained and assessed only after the apprentice has completed the nine core units in the qualification. This approach will allow the individual to attain 1 – 2 years of practical experience and development of critical skills before taking on the Arborist Works Coordinator specialisation. The same logic applies to the sequencing of learning before attempting the units in the Crane Arborist specialisation. More advice on this is provided in the *Companion Volume Implementation Guide* and *Companion Volume User Guide: Arboriculture*.

# F. Quality assurance reports

Skills Impact declares that the proposed components of *AHC Agriculture, Horticulture and Conservation and Land Management Training Package V5.0* meets the requirements of the *Standards for Training Packages 2012* and the *Training Package Development and Endorsement Process Policy*.

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

|  |  |
| --- | --- |
| **Principle** | **Evidenced by:** |
| 1. Reflect identified workforce outcomes | * Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and/or Case for Change, or demonstrate other evidence of industry needs * Training package components are compliant with the *Standards for Training Packages 2012*, the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy* * Evidence that the training package components respond to Ministers’ policy initiatives, in particular the CISC 2015 training package reforms * Open and inclusive consultation and validation commensurate with scope and impact has been conducted |
| 2. Support portability of skills and competencies including reflecting licensing and regulatory requirements | * Packaging rules, qualifications framework, and pathways support movement within and across sectors * Identification of skill sets that respond to client needs * Other national and international standards for skills are considered * Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies |
| 3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry | Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC |
| 4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces | Qualifications can be applied in a range of contexts, such as vocational education and training delivered to secondary students, apprenticeships and traineeships  Provide multiple entry and exit points  Pre-requisite units of competency are used only when required |
| 5. Facilitate recognition of an individual’s skills and knowledge and support movement between the school, vocational education and higher education sectors | Qualifications in this training package support the progression of an individual through school and vocational education sectors, and information about progression is provided in the Implementation Guide  Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications |
| 6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements | Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package  Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth  Compliance with the TGA/National Register requirements for publication |

The declaration and statement of evidence is confirmed by the independent Quality Report which is provided in Appendix **4: Quality Report**.

The *AHC Agriculture, Horticulture and Conservation and Land Management Companion Volume Implementation Guide* and *Companion Volume User Guide: Arboriculture* has been quality assured through Skills Impact’s quality processes and is available.

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

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages.

The existing *AHC41916 Certificate IV in Arboriculture* is proposed for deletion as industry advised it is no longer required. The following three units are proposed for deletion as they are no longer needed by industry.

* *AHCARB209 Assist with aerial rescue from the ground*
* *AHCARB210 Work effectively in the arboriculture industry*
* *AHCARB405 Perform geospatial data collection.*

The following two units have been removed from the system. Some of their content embedded into other revised units as part of this project.

* *AHCARB310 Perform aerial rigging*
* *AHCARB311 Tie, dress, set and finish arborist knots.*

The revised five Arboricultural qualifications cover AQF levels 2 to 8 allowing for the development of skills that reflect real job roles and work tasks. These qualifications work together to support a person to enter the industry and to develop a career at the highest level.

The revised Certificate II is smaller and more focussed on practical skills to create a simpler pathway into the industry and the revised Certificate III is also smaller and has three new specialisations added that reflect new and emerging trade skills. Three new skill sets have been created and these have been designed to create employment pathways into the industry, to upskill existing arborists or as pathways into full qualifications within the industry.

The listed units in the revised Arboriculture qualifications include:

* several electives from other sectors of the AHC Training Package that will enable learners to gain credit into other AHC qualifications
* core or elective units from the BSB, CPC, CPP, FWP, LGA, UET and RII Training Packages that will enable learners to gain credits into other qualifications contained within these Training Packages.

# H. Evidence of completion

Skills Impact confirms that the proposed components of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0* has been completed according to the work assigned by the AISC in the Case for Change and the subsequent Activity Order.

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

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2012*.

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

# I. IRC support

The Amenity Horticulture, Landscaping, Conservation and Land Management IRC support the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Amenity Horticulture, Landscaping, Conservation and Land Management IRC by its appointed Chair.

|  |  |
| --- | --- |
| Name of Chair: | Esther Ngang |
| Signature of Chair: |  |
| Date: | 8th October, 2019 |

# Appendix 1: Components for endorsement

## a. List of qualification titles and codes

| Qualifications in the AHC - Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0 | |
| --- | --- |
| Code | Title |
| AHC20519 | Certificate II in Arboriculture |
| AHC30819 | Certificate III in Arboriculture |
| AHC50519 | Diploma of Arboriculture |
| AHC60519 | Advanced Diploma of Arboriculture |
| AHC80119 | Graduate Diploma of Arboriculture |

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

| Units of competency in the AHC - Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0 | |
| --- | --- |
| Code | Title |
| AHCARB211 | Apply treatments to trees |
| AHCARB212 | Operate and maintain stump grinding machines |
| AHCARB213 | Perform ground-based rigging |
| AHCARB214 | Recognise trees |
| AHCARB314 | Implement a tree maintenance program |
| AHCARB315 | Inspect trees for access and work |
| AHCARB316 | Perform pruning operations |
| AHCARB317 | Dismantle trees |
| AHCARB318 | Undertake aerial rescue |
| AHCARB319 | Use arborist climbing techniques |
| AHCARB320 | Install tree support systems |
| AHCARB321 | Implement a tree protection program |
| AHCARB322 | Access trees for inspection |
| AHCARB323 | Identify trees |
| AHCARB324 | Use cranes to access and dismantle trees |
| AHCARB325 | Manage trees to create and maintain habitat refuges |
| AHCARB406 | Verify pruning specifications |
| AHCARB407 | Supervise and audit tree operations |
| AHCARB408 | Perform a ground-based tree defect evaluation |
| AHCARB409 | Conduct a safety audit |
| AHCARB508 | Identify, select and specify trees |
| AHCARB509 | Develop an arboricultural impact assessment report |
| AHCARB510 | Specify and audit tree work |
| AHCARB511 | Prepare arborist reports |
| AHCARB512 | Generate tree plans using computer-aided design software |
| AHCARB513 | Examine and assess trees |
| AHCARB514 | Diagnose tree diseases |
| AHCARB608 | Interpret diagnostic test results |
| AHCARB609 | Measure and improve the performance of urban forests |
| AHCARB610 | Provide consultation in a legal framework |
| AHCARB611 | Develop an operational tree management plan |
| AHCARB612 | Review and develop strategic tree policy |
| AHCARB804 | Analyse tree structure and biomechanics |
| AHCARB805 | Perform mycology assays |
| AHCARB806 | Research urban forest performance |
| AHCARB807 | Conduct an entomology research project |
| AHCARB808 | Contextualise diagnostic tests |
| AHCARB809 | Develop an urban forest management framework |
| AHCARB810 | Analyse edaphic interactions of trees and structures |

**c. Skill sets (not for endorsement)**

| Skill sets in the AHC - Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0 | |
| --- | --- |
| Code | Title |
| AHCSS00103 | Basic Tree Worker Skill Set |
| AHCSS00104 | Introduction to Arboriculture Skill Set |
| AHCSS00105 | Arborist Works Coordinator Skill Set |

## c. Mapping information

**Qualifications**

| **Mapping of qualifications for AHC Agriculture, Horticulture, Landscaping, Conservation and Land Management Training Package Version 5.0** | | | |
| --- | --- | --- | --- |
| **Code and title (previous version)** | **Code and title (current version)** | **Comments** | **Equivalence statement** |
| AHC20516 Certificate II in Arboriculture | AHC20519Certificate II in Arboriculture | Total number of units required to achieve the qualification decreased from 20 to 11, all of which are core | No equivalent qualification |
| AHC30816 Certificate III in Arboriculture | AHC30819 Certificate III in Arboriculture | Total number of units required to achieve the qualification decreased from 23 to 18  Changes to packaging rules, core and elective units  New specialisations added | No equivalent qualification |
| AHC41916 Certificate IV in Arboriculture  Release 1 | Not applicable | Deleted | Not applicable |
| AHC50516 Diploma of Arboriculture | AHC50519 Diploma of Arboriculture | Entry requirements added  Changes to the units listed in the core and electives  Changes to packaging rules, with the core increased from 7 to 8 units and the electives reduced from 3 to 2 units. | No equivalent qualification |
| AHC60516 Advanced Diploma of Arboriculture | AHC60519 Advanced Diploma of Arboriculture | Entry requirements changed  Packaging rules, core and electives units changed | No equivalent qualification |
| AHC80116 Graduate Diploma of Arboriculture  Release 2 | AHC80119 Graduate Diploma of Arboriculture  Release 3 | Changes to packaging rules, core and elective units | Equivalent qualification |

**Skill Sets**

| **Skill sets Mapping of skill sets for AHC Agriculture, Horticulture, Landscaping, Conservation and Land Management Training Package Version 5.0** | | | |
| --- | --- | --- | --- |
| **Code and title (previous version)** | **Code and title (current version)** | **Comments** | **Equivalence statement** |
| Not applicable | AHCSS00103 Basic Tree Worker Skill Set | New skill set | Not applicable |
| Not applicable | AHCSS00104 Introduction to Arboriculture Skill Set | New skill set | Not applicable |
| Not applicable | AHCSS00105 Arborist Works Coordinator Skill Set | New skill set | Not applicable |

**Units of competency**

| **Mapping of units of competency for AHC Agricultural, Horticulture and Conservation and Land Management Training Package Version 5.0** | | | |
| --- | --- | --- | --- |
| **Code and title (previous version)** | **Code and title (current version)** | **Comments** | **Equivalence statement** |
| AHCARB201 Apply a range of treatments to trees | AHCARB211 Apply treatments to trees | Title changed  Prerequisite unit removed  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB206 Operate and maintain stump grinding machines | AHCARB212 Operate and maintain stump grinding machines | Prerequisite units removed  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB207 Perform ground based rigging | AHCARB213 Perform ground-based rigging | Prerequisite unit removed  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB208 Recognise trees | AHCARB214 Recognise trees | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB209 Assist with aerial rescue from the ground | Not applicable | Deleted | Not applicable |
| AHCARB210 Work effectively in the arboriculture industry | Not applicable | Deleted | Not applicable |
| AHCARB301 Implement a tree maintenance program | AHCARB314 Implement a tree maintenance program | Prerequisite units removed  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB302 Inspect trees for access and work | AHCARB315 Inspect trees for access and work | Prerequisite unit removed  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB303 Perform pruning operations | AHCARB316 Perform pruning operations | Prerequisite units removed  Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB305 Dismantle trees | AHCARB317 Dismantle trees | Redesigned unit that includes content from AHCARB305 Dismantle trees and AHCARB310 Perform aerial rigging | No equivalent unit |
| AHCARB306 Undertake aerial rescue | AHCARB318 Undertake aerial rescue | Prerequisite units changed  Element added  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB307 Undertake advanced tree climbing | AHCARB319 Use arborist climbing techniques | Title changed  Prerequisite units removed  Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB308 Install cable and bracing | AHCARB320 Install tree support systems | Title changed  Element added  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB309 Implement a tree protection program | AHCARB321 Implement a tree protection program | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB310 Perform aerial rigging | AHCARB317 Dismantle trees | Some content included in AHCARB317 Dismantle trees | No equivalent unit |
| AHCARB311 Tie, dress, set and finish arborist knots | AHCARB213 Perform ground-based rigging | Content included in the following units:   * AHCARB213 Perform ground-based rigging, * AHCARB317 Dismantle trees * AHCARB318 Undertake aerial rescue * AHCARB319 Use arborist climbing techniques | No equivalent unit |
| AHCARB311 Tie, dress, set and finish arborist knots | AHCARB317 Dismantle trees | Content included in the following units:   * AHCARB213 Perform ground-based rigging, * AHCARB317 Dismantle trees * AHCARB318 Undertake aerial rescue * AHCARB319 Use arborist climbing techniques | No equivalent unit |
| AHCARB311 Tie, dress, set and finish arborist knots | AHCARB318 Undertake aerial rescue | Content included in the following units:   * AHCARB213 Perform ground-based rigging, * AHCARB317 Dismantle trees * AHCARB318 Undertake aerial rescue * AHCARB319 Use arborist climbing techniques | No equivalent unit |
| AHCARB311 Tie, dress, set and finish arborist knots | AHCARB319 Use arborist climbing techniques | Content included in the following units:   * AHCARB213 Perform ground-based rigging, * AHCARB317 Dismantle trees * AHCARB318 Undertake aerial rescue * AHCARB319 Use arborist climbing techniques | No equivalent unit |
| AHCARB312 Use Standard climbing techniques | AHCARB322 Access trees for inspection | Title changed  Prerequisite unit removed  Performance criteria clarified  Foundation skills added Assessment requirements updated | Equivalent unit |
| AHCARB313 Identify trees | AHCARB323 Identify trees | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| Not Applicable | AHCARB324 Use cranes to access and dismantle trees | New Unit | Not applicable |
| Not Applicable | AHCARB325 Manage trees to create and maintain habitat refuges | New Unit | Not applicable |
| AHCARB401 Verify pruning specifications | AHCARB406 Verify pruning specifications | Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB402 Supervise and audit tree operations | AHCARB407 Supervise and audit tree operations | Prerequisite units removed  Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB403 Perform a ground-based tree defect evaluation | AHCARB408 Perform a ground-based tree defect evaluation | Prerequisite units removed  Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB404 Conduct a safety audit | AHCARB409 Conduct a safety audit | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB405 Perform geospatial data collection | Not applicable | Deleted | Not applicable |
| AHCARB502 Identify, select and specify trees | AHCARB508 Identify, select and specify trees | Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB504 Develop an arboricultural impact assessment report | AHCARB509 Develop an arboricultural impact assessment report | Prerequisite unit removed  Element added Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB505 Document and audit tree work | AHCARB510 Specify and audit tree work | Element added  Performance criteria clarified  Foundation skills added  Assessment requirements updated | No equivalent unit |
| AHCARB506 Prepare arborist reports | AHCARB511 Prepare arborist reports | Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB507 Generate tree plans using computer-aided design software | AHCARB512 Generate tree plans using computer-aided design software | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB601 Examine and assess trees | AHCARB513 Examine and assess trees | Code changed to reflect AQF alignment  Prerequisite units removed  Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB602 Diagnose tree diseases | AHCARB514 Diagnose tree diseases | Code changed to reflect AQF alignment  Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB603 Interpret diagnostic test results | AHCARB608 Interpret diagnostic test results | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB604 Measure and improve the performance of urban forests | AHCARB609 Measure and improve the performance of urban forests | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB605 Provide consultation in a legal framework | AHCARB610 Provide consultation in a legal framework | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB606 Develop an operational tree management plan | AHCARB611 Develop an operational tree management plan | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB607 Review and develop strategic tree policy | AHCARB612 Review and develop strategic tree policy | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB701 Analyse tree biomechanics | AHCARB804 Analyse tree structure and biomechanics | Code changed to reflect AQF alignment  Title changed  Elements and performance criteria for clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB702 Analyse mycology cultures | AHCARB805 Perform mycology assays | Code changed to reflect AQF alignment  Elements and performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB703 Research urban forest performance | AHCARB806 Research urban forest performance | Code changed to reflect AQF alignment  Elements and performance criteria for clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB704 Conduct an entomology research project | AHCARB807 Conduct an entomology research project | Code changed to reflect AQF alignment  Elements and performance criteria modified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB801 Contextualise diagnostic tests | AHCARB808 Contextualise diagnostic tests | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB802 Develop an urban forest management framework | AHCARB809 Develop an urban forest management framework | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |
| AHCARB803 Analyse edaphic interactions of trees and structures | AHCARB810 Analyse edaphic interactions of trees and structures | Performance criteria clarified  Foundation skills added  Assessment requirements updated | Equivalent unit |

## d. Credit arrangements

| **Credit arrangements for AHC Agriculture, Horticulture, Landscaping, Conservation and Land Management Training Package V5.0** | | |
| --- | --- | --- |
| **Qualification Code** | **Qualification Title** | **Credit Arrangement Details** |
| AHC20519 | Certificate II in Arboriculture | At the time of endorsement of this training package, no national credit arrangements exist. |
| AHC30819 | Certificate III in Arboriculture | At the time of endorsement of this training package, no national credit arrangements exist. |
| AHC50519 | Diploma of Arboriculture | At the time of endorsement of this training package, no national credit arrangements exist. |
| AHC60519 | Advanced Diploma of Arboriculture | At the time of endorsement of this training package, no national credit arrangements exist. |
| AHC80119 | Graduate Diploma of Arboriculture | At the time of endorsement of this training package, no national credit arrangements exist. |

# Appendix 2: Industry support

## Industry Feedback – Arboriculture

## Arboriculture Subject Matter Expert Working Group (six meetings between October 2018 and May 2019)

| Name | Position | | Organisation |
| --- | --- | --- | --- |
| Anthony van Zeeventer | Urban forest management team leader | Darwin City Council, NT | |
| Bill Sullivan | Consulting Arborist | Bill Sullivan Consulting Arborist, NT | |
| Craig Hallam | Managing Director and Chair of Arboriculture Australia Ltd. | Arboriculture Australia, National / VIC | |
| Damian Torre | State Manager Western Australia | Eastern Tree Services, WA | |
| Dan Mcardle | Consulting Arborist | McArdle & Sons Pro Tree Service and the Tree Contractors Association Australia, NSW | |
| Dr. Greg Moore | Lecturer | The University of Melbourne, VIC | |
| Henk Morgan | Arborist | Evergreen Tree Care Brisbane, QLD | |
| Jim Mcardle | Consulting Arborist and President | Tree Contractors Association Australia, National/NSW | |
| Joe Harris | Arborist | Into Trees, TAS | |
| John Douglas | Teacher | TAFE NSW | |
| Karl Morrow | Teacher | Melbourne Polytechnic, VIC | |
| Kiah Martin | Arborist | TreeStyle Pty Ltd, VIC | |
| Mark Hartley | Consulting Arborist | The Arborist Network, NSW and Arboriculture Australia | |
| Michael Palamountain | Consulting Arborist | Tree Environs, SA | |
| Peter Castor | Director and Consulting Arborist | Tree Wise Men and Institute of Australian Consulting Arboriculturists, NSW | |
| Rodney Fraser | Senior Arborist / Operations Manager | Citiwide, VIC | |
| Russell Shepherd\* | Arborist and Vice President | Assured Tree Care and Victorian Tree Industry Association, VIC | |
| Tony Cockram | Senior Arboricultural Planning Officer | City of Gold Coast, QLD | |
| Tom Vassallo | Industry Skills Standards Manager | Skills Impact | |
| Ron Barrow | Contractor for Skills Impact | Nestor Consulting contracted by Skills Impact | |

\* Only attended the first meeting

## Arboriculture Consultation Workshop – Launceston 8 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Joe Harris | Into Trees |
| Paul Suidgeest | VFT4C |
| Paul Denholm | Island Veg |
| James Hugget | TAS TAFE |

## Arboriculture Consultation Workshop – Melbourne 11 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Fiona Brown | City of Melbourne |
| Craig Hallam | Enspec |
| Ryan O’Mara | Energy Safe Victoria |
| Christian Knipp | Energy Safe Victoria |
| Martha Esparon | Active Tree Services |
| Graeme Hughes | Melbourne Polytechnic |
| George Costaras | AAT Tree Services |
| Stewart Detez | Swinburne University |
| Lynda Green | Australian Apprenticeships and traineeships Information Service |
| Adam Tozer | Holmesglen |
| Frank Somerville | Swinburne |
| Tim Michau | Tag Consulting |

## Arboriculture Consultation Workshop – Brisbane 12 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Heidi Chaffin | Training For Trees |
| Peter Chaffin | Training For Trees |
| Craig Hallam | Enspec |
| Ben Inman | Trees are Cool |
| Tony Jansen | City Tree Services |
| Craig Reid | The Tree Advisory Centre |
| Leslie Soos | MTO Group & HS Business Sector School |
| Jamie Boston | Treescape |
| Roger Rankine | Independent Arb |
| Paul Jave | Queensland Arboricultural Association |

## Arboriculture Consultation Workshop – Sydney 13 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Tony Momi | Padstow TAFE NSW |
| David Lovell | Padstow TAFE NSW |
| John Douglas | Padstow TAFE NSW |
| Craig Hallam | Enspec |
| Michael Roach | Trained Up. Pty Ltd |
| Cliff Lee-Leong | Trained Up. Pty Ltd |
| Wayne Hooper | TAFE NSW |
| Greg Penkow | TAFE NSW |
| John Atkins | TAFE NSW – North Region |
| Andrew Hendy | TAFE NSW |
| Geoff Nugent | TAFE NSW |
| Hugh Millington | Private Contractor |

## Arboriculture Consultation Workshop – Canberra 14 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Rod Hall | Wodonga TAFE |
| Andre Sneyers | ACT Government |

## Arboriculture Consultation Workshop – Darwin 19 February 2019

|  |  |
| --- | --- |
| Debbie Knight | ISACNT |
| Daniel Wilson | Sully Pty Ltd |
| Bill Sullivan | Sully Pty Ltd |
| Richard Kensan | NTAA |
| Jamie Moseley | COD |
| Amy Griesbach | City of Darwin |
| Anthony Van Zee Venter | City of Darwin |
| Pauline Halse | ISACNT |

## Arboriculture Consultation Workshop – Perth 20 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Beth Moir | Arbor Guy |
| Mick Bryne | CPD Trees |
| Robert Bodenstaff | Arbor Centre |
| Mark Short | City of Baywater |
| Alex Isaac | City of Canning |
| Damian Torre | Eastern Tree Services |
| Thomas Smith | Classic Tree Services |
| Guy Gadge | Arbor Guy |
| Paul Etheredge | Food, Fibre & Timber Industries Training Council |
| Pascaline Owers | SM TAFE |
| Brett Bain | SM TAFE |

## Arboriculture Consultation Workshop – Adelaide 21 February 2019

| **Participants** | **Organisation** |
| --- | --- |
| Michael Palamountain | Tree Environs |
| Tom Stevens | Bushwood Training Academy |
| Tom Flemming | Embark Arb Services |
| Silvia Zola-Coulson | Arb Educational Services |
| Timothy Spurling | TAFE SA |
| Jason Williams | Arborman |
| Marcus Lodge | Arborman |
| Michael Ramsden | Treesystems |
| Kevin Knowles | Aro Educational Services |
| Colin Thornton | Treevolution |
| Louise Bennett | Arboriculture Australia |
| Roxanne Price | Arboriculture Australia |

**Arboriculture Consultation Webinar – 1pm - 2pm 25 February 2018**

| **Participant** | **Organisation** |
| --- | --- |
| Frances Parnell | State Training Authority, WA |
| David Priem | TAFE NSW |
| Hans Porada | TAFE NSW |
| Ian McLeod | Industry Training, RTO QLD |
| Jonathan Hobbs | Arborist QLD |
| Peter Taylor | Cairns City Council, QLD |

**Arboriculture Consultation Draft Feedback Hub Contributors**

| **Name** | **Organisation** | **State** |
| --- | --- | --- |
| Andrew Hendy | TAFE NSW | NSW |
| Brett Bain | South Metropolitan TAFE | WA |
| Chris Morris | Arborist | VIC |
| Chris O'Connor | Nursery & Garden Industry Australia | NSW |
| David Gowenlock | Seasoned Trees | NSW |
| Geoff Nugent | Department of Education - TAFE Northern Sydney Institute | NSW |
| Heidi Chaffin | Training for Trees | QLD |
| Hugh Millington | Hugh The Arborist | NSW |
| Ivana Stravs | TAFE NSW | NSW |
| Michael Byrne | CPD Tree Services | WA |
| Nick Juniper | Food & Primary Skills Victoria | VIC |
| Pascaline Owers | South Metropolitan TAFE | WA |
| Paul Etheredge | Food, Fibre & Timber Industries Training Council, WA | WA |
| Peter Chaffin | Training For Trees | QLD |
| Peter Tutt | A Plus Training Solutions | WA |
| Tom Stevens | Bushwood Training Academy | SA |
| Wayne Hooper | TAFE NSW | NSW |

**Arboriculture Consultation Draft Email Feedback Contributors**

| **Name** | **Organisation** | **State** |
| --- | --- | --- |
| Richard Kenyon | Remote Trees | NT |
| "Sam Sweeney | Supervisor - Cardinia Open Space" | VIC |
| Terry Hall | Terry Hall Tree Services | NSW |
| Wayne Back | Above All Tree Services | NSW |
| Will Dunn | Master Tree Care | SA |
| Damian Harbrow | Rockhampton Regional Council | QLD |
|  |  |  |

**Arboriculture Consultation Validation Survey respondents**

| **Name** | **Organisation** | **State** |
| --- | --- | --- |
| Heidi Chaffin | Training for Trees | QLD |
| Robert Hall | Box Hill Institute | VIC |

**Arboriculture Consultation Validation email respondents**

| **Name** | **Organisation** | **State** |
| --- | --- | --- |
| Anne Wiltshire and Belinda Watson-Noblet | Curriculum Maintenance Manager for the Victorian STA | VIC |
| Shane Eeles | Utilities, Engineering, Electrical & Automotive Training Council | WA |
| Frances Parnell | State Training Authority | WA |
| Paul Etheridge | Food, Fibre & Timber Industries Training Council | WA |
| Stephen Weatherley | Arbortrim | VIC |
| Dan Mcardle | Tree contractors Association of Australia | NSW |
| Debbie Knight | Industry Skills Advisory Council | NT |

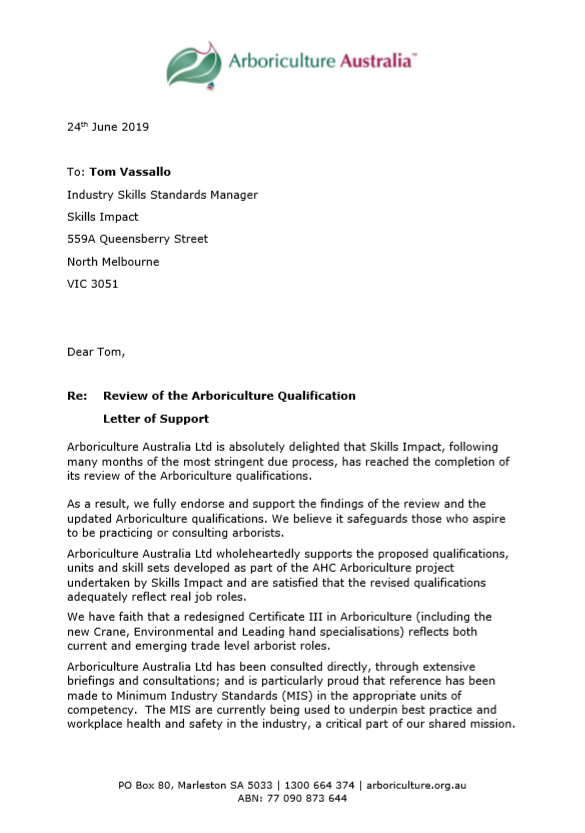
**Arboriculture Validation Forum Participants, Sydney – 15 May 2019**

|  |  |  |
| --- | --- | --- |
| **Name** | **Position** | **Organisation** |
| Jim Mcardle | President | Tree Contractors Association of Australia (TCAA) |
| Gregor Van Emmerik | Director and Board Member | Agile Arbor and TCCA |
| Glen Dwyer | A & A Arbor Tree Services and Executive committee member | Agile Arbor and TCCA |
| Wayne Hooper | Teacher | TAFE NSW (Ryde) |
| Andrew Hendy | Teacher | TAFE NSW (Richmond) |
| Geoff Nugent | Teacher | TAFE NSW (Ryde) |
| John Douglas | Head Teacher | TAFE NSW (Ryde) |

**Arboriculture Validation Forum Participants, Alice Springs – 19 May 2019**

| **Name** | **Position** | **Organisation** |
| --- | --- | --- |
| Emma Barr | Senior Consulting Arborist/Project Manager | Homewood Consulting |
| Anthony Randall | GEMCO Arborist Mentor | South 32 |
| Tim Spurling | Coordinator Arboriculture & Horticulture | TAFE SA |
| Dan Tulen | Advisor Line Clearance Assurance | Energy Safe Victoria |
| James Maund | CEO | Arbortrim |
| Robert Buick | Business Development Manager | Arbortrim |
| Ian McKenzie | President | Institute of Australian Consulting Arboriculturists (IACA) |
| Glenyss Laws | Consulting Arborist | Glenyss Laws Consulting and IACA |
| Gary Wright | Manager Line Clearance Assurance | Energy Safe Victoria |
| Lloyd Hetrick | Consulting Arborist |  |
| Michael Jones | Managing Director | Urban Forest Training and Consultancy |
| Trevor Gardiner | CEO | Thoughtplanters (Australia) Pty Ltd |
| Dane Pickering | Director | Aussie Tree Services |
| Shane Cavanagh | Managing Director | Tree Care Machinery |
| Peter Chaffin | Director of Training | Training For Trees Pty Ltd |
| Brett Moir | General Manager | Arbor Guy |
| Guy Badger | Director | Arbor Guy |
| Tristan Bradshaw | Owner | Bradshaw Consulting Arborists |
| Kiah Martin | Arborist | TreeStyle |
| Joe Harris | Arborist | Into Trees |
| Karl Morrow | Trainer/Assessor | Melbourne Polytechnic |
| Mark Hartley | Senior Consultant | Arborist Network |
| Craig Hallam | Chair | Arboriculture Australia |
| Greg Moore | Lecturer | University of Melbourne |
| Thomas Stevens | Trainer/Assessor | BTA |
| Michael Sullings | Tree Management Officer | City of Sydney |
| Michael Ramsden | CEO/Trainer | Tree Systems |
| Penny Houben | Business Development Manager | Arbortrim |
| Jamie Boston | Trainer | Treescape |
| James Gigliotti | Arborist Trainer | Arboressence |
| Adelina Carnevale | Managing Director | DNA Training Solutions |
| Alexandra Parratt | Training Manager | DNA Training Solutions |
| Graham Parsons | Arboricultural Supervisor | Brisbane City Council |
| Nicholas Ford | Business Owner/Consultant | Canopy Tree Pty Ltd |
| Rod Fraser | Operations Manager | Citywide Service Solutions |
| Sam Sweeney | Operations Supervisor | Citywide Service Solutions |
|  |  |  |

## Letters of support











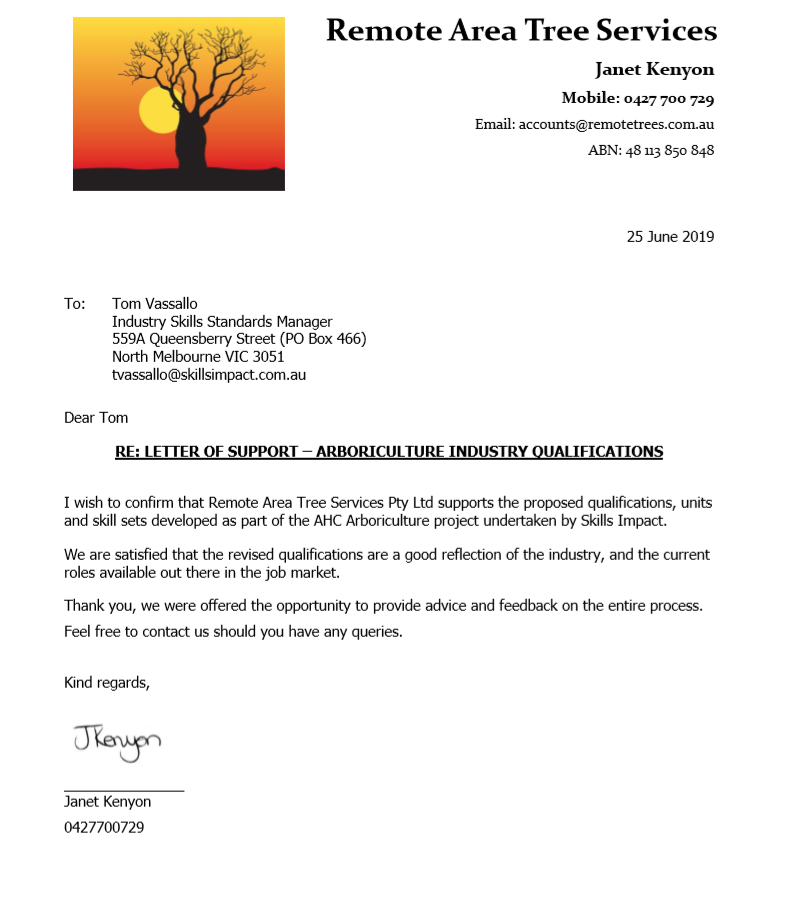


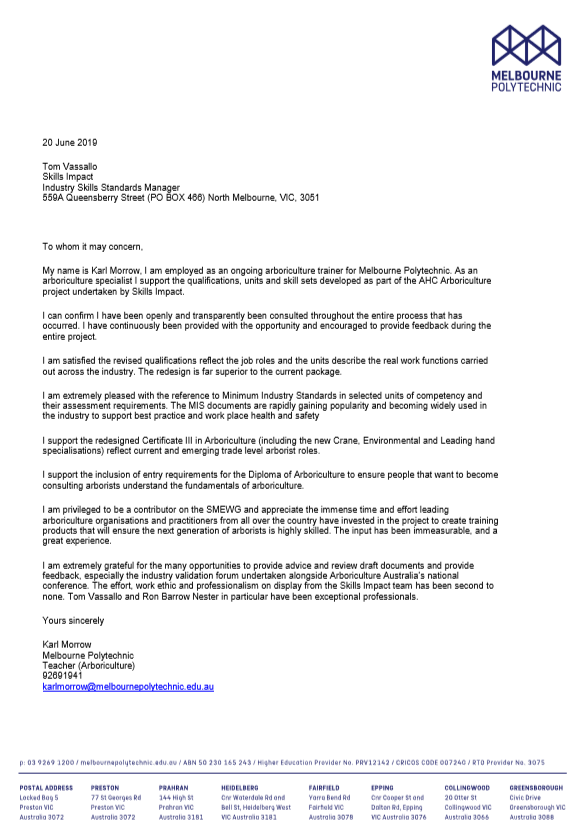
 























# Appendix 3: Minor updates

The IRC approved the following changes as minor updates. These components are not submitted for endorsement but will be released as part of the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package V5.0.*

**Qualification**

| **Mapping of qualifications from *AHC Agriculture, Horticulture and Conservation and Land Management Training Package V5.0.*** | | | |
| --- | --- | --- | --- |
| **Code and title previous version** | **Code and title current version Code** | **Comments** | **Equivalence statement** |
| AHC20416 Certificate II in Horticulture  Release 3 | AHC20416 Certificate II in Horticulture  Release 4 | Updated elective unit codes | Equivalent qualification |
| AHC21616 Certificate II in Landscaping  Release 1 | AHC21616 Certificate II in Landscaping  Release 2 | Updated elective unit codes | Equivalent qualification |
| AHC33416 Certificate III in Seed Production Release 1 | AHC33416 Certificate III in Seed Production Release 2 | Updated elective unit codes | Equivalent qualification |
| AHC50416 Diploma of Horticulture  Release 2 | AHC50416 Diploma of Horticulture  Release 3 | Updated elective unit codes | Equivalent qualification |
| AHC50616 Diploma of Landscape Design  Release 1 | AHC50616 Diploma of Landscape Design  Release 2 | Updated elective unit codes | Equivalent qualification |
| AHC50916 Diploma of Retail Nursery Management  Release 1 | AHC50916 Diploma of Retail Nursery Management  Release 2 | Updated elective unit codes | Equivalent qualification |
| AHC51316 Diploma of Pest Management  Release 4 | AHC51316 Diploma of Pest Management  Release 5 | Duplicated business units removed  Elective unit codes and titles updated | Equivalent qualification |

**Appendix 4: Quality assurance report**

# Section 1 – Cover page

| Information required | Detail |
| --- | --- |
| Training Package title and code | **AHC Agriculture, Horticulture, Conservation and Land Management Training Package V5.0** |
| Number of new qualifications and their titles[[1]](#footnote-1) | **0** |
| Number of revised qualifications and their titles | 5  AHC20519 Certificate II in Arboriculture  AHC30819 Certificate III in Arboriculture  AHC50519 Diploma of Arboriculture  AHC60519 Advanced Diploma of Arboriculture  AHC80119 Graduate Diploma of Arboriculture |
| Number of new units of competency and their titles | 2  AHCARB324 Use cranes to access and dismantle trees  AHCARB327 Manage trees to create and maintain habitat refuges |
| Number of revised units of competency and their titles | 37  (See Attachment 1) |
| Confirmation that the panel member is independent of:   * the Training Package or Training Package components review (‘Yes’ or ‘No’) * development and/or validation activities associated with the Case for Endorsement   (‘Yes’ or ‘No’)   * undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (‘Yes’ or ‘No’) | I confirm that I, Maree Thorne, am independent of:   * the Training Package or Training Package components review (YES) * development and/or validation activities associated with the Case for Endorsement   (YES)   * undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (YES) |
| Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012* | The Training Package components in the Case for Endorsement comprising five revised qualifications, two new and 37 revised units of competency and their associated assessment requirements as part of the *AHC Agriculture, Horticulture, Conservation and Land Management Training Package V5.0* are compliant with the *Standards for Training Packages 2012.* |
| Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy* | The Training Package components in the Case for Endorsement are compliant with the *Training Package Products Policy.* |
| Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy* | The Training Package components in the Case for Endorsement are compliant with the *Training Package Development and Endorsement Process Policy.* |
| Panel member’s view about whether:   * the evidence of consultation and validation process being fit for purpose and commensurate with the scope * estimated impact of the proposed changes is sufficient and convincing | It is the panel member’s view that evidence of the consultation and validation processes undertaken by the developer are fit for purpose and commensurate with the scope of the Case for Endorsement (CfE).  The estimated impact of the proposed changes is sufficiently outlined in the CfE. |
| Name of panel member completing Quality Report | **Maree Thorne** |
| Date of completion of the Quality Report | **Initial: 11 August 2019**  **Revised: 8 October 2019** |

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

| Standards for Training Packages | Standard met  ‘yes’ or ‘no’ | Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports) |
| --- | --- | --- |
| Standard 1  Training Packages consist of the following:   1. AISC endorsed components:  * qualifications * units of competency * assessment requirements (associated with each unit of competency) * credit arrangements  1. One or more quality assured companion volumes | ***Yes*** | The proposed components of the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0 meet the requirements of Standard 1.  The Training Package components in the Case for Endorsement (CfE) include:   * five revised qualifications, and * two new and 37 revised units of competency, each with associated assessment requirements.   The CfE specifies that no credit arrangements exist for the Agriculture, Horticulture and Conservation and Land Management Training Package (AHC) qualifications at the time of development.  The AHC Training Package V5.0 Companion Volume Implementation Guide (CVIG) Parts 1 and 2, provide implementation advice including mapping of equivalency and changes and have been quality assured in this process.  An additional companion volume *User Guide: Arboriculture* has also been quality assured. |
| Standard 2  Training Package developers comply with the *Training Package Products Policy* | ***Yes*** | Skills Impact has complied with the requirements of the *Standards for Training Packages 2012* for the five revised qualifications, as well as the two new and 37 revised units of competency.  Supporting evidence includes:   * Compliance with coding and titling of qualifications and units of competency. Where units of competency have undergone review with changes to performance criteria, knowledge or performance evidence or assessment conditions, codes have been changed to reflect * Three of the AHC qualifications reviewed specify an entry requirement, with information in the CVIG and Arboriculture specific user guide providing a rationale for the requirement and clarity around ‘associated qualifications’ * Where prerequisite units apply to elective units in qualifications, the packaging rules enable these and the prerequisites are listed in the qualifications * The AHC CVIG V5.0 includes guidance to ensure that learners are not discriminated against and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to Disability Standards for Education, 2005. * The CVIGs outlines how Foundation Skills have been addressed in units of competency and emphasises that RTOs must consider them as part of the training and assessment for each unit. * Pathway advice is included in the Companion Volume Implementation Guide (CVIG), as is clear information about qualification and unit mapping to inform users of changes to both equivalent and not equivalent qualifications and units. * The availability of three new skill sets provides additional flexibility and pathway options for individuals and learners. |
| Standard 3  Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy* | ***Yes*** | The CfE provides detailed information about Skills Impact’s development and endorsement processes of the draft components, including alignment to and compliance with ASIC’s Activity Order.  The CfE outlines details of consultation undertaken and communication strategies. Evidence of contributing personnel, listed in Appendices, supports evidence of consultation undertaken throughout the development process with stakeholders, including   * engagement via Subject Matter Experts (SME) working groups, * undertaking workforce functional analyses (WFA), * public consultation and feedback workshops and webinars, * email and newsletter communication with a range of industry stakeholders and training organisations, * participation at and presentation of project information at industry events and * with the relevant Industry Reference Committees.   Consultation and validation strategies inclusive of online project information and online feedback platforms support provision of range of opportunities for engagement with industry and other relevant stakeholders in the development and validation processes.  Project(s) information on the Skills Impact website supports invitations to contribute to and assist in development, as well as provide updates of changes made throughout the development and validation processes. Summaries of feedback, responses and actions for both projects are available on the Skills Impact website and were referred to in the quality assurance process to validate stakeholder agreement.  Caution regarding mandating the inclusion and use of non-legislated Minimum Industry Standards (MIS) developed by an industry association, rather than a regulator, in components was provided during development, however advice provided was unequivocal industry and IRC support, including in letters of support provided, for inclusion and therefore accepted in the initial QA process. Subsequent STA opposition to the inclusion, and the removal of reference to these standards has been noted in version 2 of this report. |
| Standard 4  Units of competency specify the standards of performance required in the workplace | ***Yes*** | All units of competency have been reviewed to ensure they specify the standards of performance required in the workplace. |
| Standard 5    The structure of units of competency complies with the unit of competency template | ***Yes*** | The structure of all 39 (two new and 37 revised) units of competency comply with the unit of competency template. |
| Standard 6  Assessment requirements specify the evidence and required conditions for assessment | ***Yes*** | All Assessment requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment.  Detailed reference to volume and or frequency of Performance Evidence is stated. Assessment Conditions in relation to how evidence may be gathered, provision of necessary resources for meeting assessment requirements and assessor requirements have been included within the units of competency.  A number of units of competency, due to the performance to be demonstrated, require access to real tree or arborist work environments. Information in the CfE advises that:  *RTO’s wishing to deliver this training must consider the size and complexity of such an undertaking, and especially the health and safety requirements for learners* |
| Standard 7  Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template | ***Yes*** | All units of competency have associated assessment requirements, the structures of which comply with the assessment requirements template and the *Standards for Training Packages 2012.* |
| Standard 8  Qualifications comply with the Australian Qualifications Framework specification for that qualification type | ***Yes*** | The QA process confirmed qualification packaging rules specified requirements to ensure AQF outcomes for qualifications are met with the wording:  *Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.*  The CfE details work undertaken in development ‘*included carrying out a detailed workforce functional analysis (WFA) with the SMEs to identify the current roles and work functions in arboriculture’* and alignment of the outcomes to the qualification types. |
| Standard 9  The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template | ***Yes*** | The structure of the information for the five qualifications complies with the qualification template. |
| Standard 10  Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template | ***Yes*** | The CfE and AHC CVIG indicate that no national credit arrangements exist at this time for any of the proposed qualifications. |
| Standard 11  A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template. | ***Yes*** | The training package components in this submission are accompanied by the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Companion Volume Implementation Guide Version 5.0 (Parts 1 and 2)  The AHC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and to the proposed endorsed components. |
| Standard 12  Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required. | ***Yes*** | An additional companion volume *User Guide: Arboriculture* is produced to provide additional information specifically about the arboriculture components. |

# Section 3 – Compliance with the training package quality principles

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

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

|  |  |  |
| --- | --- | --- |
| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| Driven by industry needs | Yes | The CfE resulting from the Case for Change clearly specifies industry rationales and imperatives for the resulting changes, which are reflected in the revised components for endorsement.  Letters of support included in the CfE from arboriculture associations, employers and RTOs indicate that the changes made (inclusion of industry minimum standards, review of entry requirements into higher level qualifications, specialisation options for Certificate III) as well as the level of consultation throughout the development are strongly supported by industry.  See comment in Standard 3 above re removal of industry minimum standards from components. |
| Compliant and responds to government policy initiatives  Training package component  responds to the COAG Industry and Skills Council’s (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:   * ensure obsolete and superfluous qualifications are removed from the system * ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices * ensure that the training system better supports individuals to move easily from one related occupation to another * improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors * foster greater recognition of skill sets | Yes | The endorsed components respond to the COAG Industry and Skills Council’s (CISC) training package reforms, specifically:   * **foster greater recognition of skill sets**   The endorsed components will be supported by three new skill sets.   * **ensure obsolete and superfluous qualifications are removed from the system**   The Case for Endorsement proposes deletion of one qualification (AHC41916 Certificate IV in Arboriculture) and the deletion and or removal from the system of five units of competency, which are considered either obsolete or where skills and knowledge have been incorporated into other revised units.   * **ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices**   The endorsed components are supported by an additional Companion Volume: User Guide - Arboriculture to support industry expectations of training delivery and assessment including the application of entry requirements and industry recommendations regarding the sequencing of specialist skills and knowledge. |
| Reflect contemporary work organisation and job profiles incorporating a future orientation | Yes | The CfE identifies that a significant focus of the development project was to align qualifications and performance requirements of the workforce with the training package components, through workforce analysis. Feedback in the Letters of Support in the CfE support the specialisations for specific industry roles within the Certificate III in Arboriculture. |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Support movement of skills within and across organisations and sectors | Yes | Three new skill sets including a skill set that provides foundation skills as an entry requirement to the Diploma of Arboriculture for non-arboriculture entrants, broadening of entry requirements into higher level qualifications to include ‘associated’ industry qualifications and a range of elective options, including imported units in most qualifications support movement of skills. |
| Promote national and international portability | Yes | Proposed endorsed components and the accompanying companion volumes promote and reference national standards (Australian Standards) and codes of practice where applicable. |
| Reflect regulatory requirements and licensing | Yes | The CfE and companion volumes identifies, with statements in qualifications and individual units of competency where relevant, that varying ‘legislation, regulations and by-laws relating to the treatment and removal of trees apply in some States and Territories’, as well as the use of cranes and chemicals and users are required to check requirements in their jurisdictions for the work being undertaken. |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Reflect national consensus | Yes | The CfE evidences a national consultation process providing stakeholders with opportunities to participate via a number of communication channels (SMEs, email and online feedback channels, direct engagement via workshops and consultation forums in eight locations, and face to face validation sessions) to capture feedback on the endorsed components throughout the duration of the review.  Reference is made in the CfE (and confirmed on the project website) to components being published for periods of time at each stage, including validation to confirm draft components.  The CfE Appendix 2 reflects a range of respondent stakeholders. |
| Recognise convergence and connectivity of skills | Yes | Units listed in the qualifications include imported units from FWP and other nationally endorsed training packages where appropriate (HLT, CPC, TLI, UET, RII, BSB, CPP and LGA) |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Meet the diversity of individual and employer needs | Yes | Four of the five revised qualifications enable a broad range of elective options, with the Certificate III enabling specialisations to meet individual and employer needs.  The developer has confirmed industry’s determination that the core units of the Certificate II meet the broad and consistent job requirements for an individual at this level and are applicable to the range of employment contexts for an entry level ground-based tree worker across the industry. |
| Support equitable access and progression of learners | Yes | Two of the five reviewed qualification have no entry requirements. Of the three which do, a skill set comprised of units of competency from the Certificate III in Arboriculture has been developed to meet foundation arboriculture skills to enable pathway from the Certificate III and or entry to non-arboriculture entrants, and other ‘arboriculture’ related higher-level qualifications have been incorporated as permissible entry requirements in the higher-level qualifications.  Prerequisite units of competency have been minimised in the AHCARB units, and where necessary are achievable in the packaging rules. |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Support learner transition between education sectors | Yes | As stated in the Equity Report:  *The implementation guide outlines the multiple pathways to gain qualifications including training and assessment pathway, recognition of prior learning pathway or combinations of each pathway to complete a qualification.*  *The AHC20519 Certificate II in Arboriculture allows for VET delivery to secondary school students and the AHC30819 Certificate III in Arboriculture is recommended for delivery as either a traineeship or apprenticeship. The AHC80119 Graduate Diploma of Arboriculture may provide a pathway* [from, or] *to higher education programs* although the CfE indicates that no formal national credit arrangements exist at this time for any of the proposed qualifications. |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the *Training Package Development and Endorsement Process Policy* |
| --- | --- | --- |
| Support implementation across a range of settings | Yes | Industry advice about delivery is provided via the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 5.0 Companion Volume Implementation Guide (CVIG) in two parts, which has been quality assured and is ready for publication at the same time as the Training Package. An additional companion volume *User Guide: Arboriculture* further supports implementation.  The CVIGs provide comprehensive advice about delivery requirements including reasonable adjustments, foundation skills, and progressions and pathways between qualifications. |
| Support sound assessment practice | Yes | The draft Units of Competency and associated Assessment Requirements include references to volume and frequency of Performance Evidence and include Assessment Conditions specifying necessary resources, equipment and allowable contexts for assessment. |
| Support implementation | Yes | The developer has confirmed that recommendations for changes made in the QA process have been considered and that all components are ready for publication in compliance with the TGA requirements for publication. |

AHCARB211 Apply treatments to trees

AHCARB212 Operate and maintain stump grinding machines

AHCARB213 Perform ground-based rigging

AHCARB214 Recognise trees

AHCARB314 Implement a tree maintenance program

AHCARB315 Inspect trees for access and work

AHCARB316 Perform pruning operations

AHCARB317 Dismantle trees

AHCARB318 Undertake aerial rescue

AHCARB309 Implement a tree protection program

AHCARB321 Install tree support systems

AHCARB323 Identify trees

AHCARB319 Use arborist climbing techniques

AHCARB322 Access trees for inspection

AHCARB406 Verify pruning specifications

AHCARB407 Supervise and audit tree operations

AHCARB408 Perform a ground-based tree defect evaluation

AHCARB409 Conduct a safety audit

AHCARB508 Identify, select and specify trees

AHCARB509 Develop an arboricultural impact assessment report

AHCARB511 Prepare arborist reports

AHCARB512 Generate tree plans using computer-aided design software

AHCARB510 Specify and audit tree work

AHCARB513 Examine and assess trees

AHCARB514 Diagnose tree diseases

AHCARB608 Interpret diagnostic test results

AHCARB609 Measure and improve the performance of urban forests

AHCARB610 Provide consultation in a legal framework

AHCARB611 Develop an operational tree management plan

AHCARB612 Review and develop strategic tree policy

AHCARB808 Contextualise diagnostic tests

AHCARB809 Develop an urban forest management framework

AHCARB810 Analyse edaphic interactions of trees and structures

AHCARB807 Conduct an entomology research project

AHCARB804 Analyse tree structure and biomechanics

AHCARB805 Perform mycology assays

AHCARB806 Research urban forest performance

1. When the number of training products is high the t*itles can be presented as an attached list.* [↑](#footnote-ref-1)