Composting & Organic Production and Permaculture

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 9.0 Case for Endorsement – Part 2 of 4

Agriculture and Production Horticulture
Industry Reference Committee
And
Amenity Horticulture, Landscaping and Conservation and
Land Management
Industry Reference Committee
Skills Impact - Skills Services Organisation

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1. Administrative details of the Case for Endorsement

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

The *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 9.0* Case for Endorsement comprises projects for the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package Unit Sector Approach, Stage 3*, and has been split into four parts:
- Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates
- Part 2 – Composting & Organic Production and Permaculture
- Part 3 – Intensive Livestock Production
- Part 4 – Respect for Country Job Skills

This document is Part 2 – Composting and Organic Production and Permaculture

1.1 Case for Change details

The Case for Change (Reference number: Skills Impact/TPD/2020-21-005) for *AHC Agriculture and Horticulture Training Package Unit Sector Approach, Stage 3* was approved on 22 June 2021. The requirements set by the Australian Industry and Skills Committee (AISC) for all projects in this Stage 3 review in relation to the training package development work for the AHC Agriculture, Horticulture and Conservation and Land Management Training Package are:
- Review 208 units of competency
- Develop up to 25 new units of competency
- Review 26 qualifications
- Review 21 skill sets
- Develop up to 5 new skill sets.

1.2 Timeframes and delays

The Composting & Organic Production and Permaculture Project was delivered in accordance with the agreed timeframe. Acceptance by the Commonwealth of the Case for Endorsement is scheduled for 31 December 2022.

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

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

These projects are part of the Year 3 Unit Sector Approach for reviewing sectors within the *AHC Agriculture, Horticulture and Conservation and Land management Training package*. Key drivers for the *Permaculture, Organic Production and Composting Projects* include reviewing and updating the permaculture, organic and composting sector qualifications, skill sets and units, to meet current industry needs. Skills are defined for planning and designing sustainable environments and growing produce, with a focus on how to provide for human needs in a way that works with nature's processes and ecology.

Key messages from industry stakeholders and subsequent changes to training package components, separated into the categories of Permaculture (PER), Organic Production (ORG) and Composting (COM), include:

Permaculture
- Support for the revision and retention of five permaculture qualifications (Cert I to Diploma) with core skills reflected and clearly defined at each level.
- Strong support for a consolidation of common skills:

- cross-sector units and units from other parent training packages have been included in PER qualifications as elective choices where appropriate.
- four PER units of competency have been merged to two, to better reflect job tasks and reduce duplication.
- five PER units of competency proposed for deletion as no longer meeting a specific industry need.
- changes to the indicative Australian Qualification Framework (AQF) level of some permaculture (PER) units, including three adjusted from levels five to six which has allowed for the creation of a new *Advanced Permaculture Skill Set* which can provide potential pathway to higher education.
- Strong support to improve the breadth of permaculture training delivery, which has seen:
  - 15 PER units included as electives in Certificates I to Diploma in Agriculture to broaden exposure and facilitate uptake of training.
  - three reviewed permaculture units at indicative AQF level I are recommended to be included in a newly developed *Introduction to Permaculture Skill Set*. These units are included as electives in the revised *Certificate I in Agriculture* qualification, as well as core units in a revised *Certificate I in Permaculture.*
  - the assessor requirements of all permaculture units of competency were amended to remove requirements that assessors must hold a nationally accredited Certificate III (or higher) in Permaculture and/or have completed a Permaculture Design Course (PDC) and/or have completed a Permaculture Demonstrator Skill Set. This will remove potential barriers faced by training organisations in sourcing qualified trainers and assessors for permaculture-based programs. Additional guidance for RTOs to engage trainers and assessors will be included in an updated version of the AHC *Companion Volume Implementation Guide* to be released along with the newly endorsed permaculture qualifications and units.
  - 12 new skills sets have been developed to cater for a defined industry need related to permaculture fundamentals, including structure, water systems, design and planning community governance and developing strategic plans for permaculture projects.

Organic Production
- Support for moving Organic Farming skills into Agriculture qualifications:
  - *Certificate IV in Organic Farming* and *Diploma of Organic Farming* were identified as having low enrolment numbers and are proposed to be replaced with newly created organic production specialisations in the *Certificate IV in Agriculture* and *Diploma of Agriculture* (included as part of the Ag and Horticulture Core Skills Project – see AHC V9 CfE Part 1). The new specialisations will allow learners to select specialist organic (ORG) units from an elective grouping and undertake core competencies in Workplace Health and Safety (WHS) and Environmental Sustainability.
  - The integration of specialisations focussing on organic production practices in Agriculture qualifications (Cert IV and Diploma), aims to improve viability of training delivery and support a goal to increase enrolments in vocational education and training in the organics sector.
- Support for the retention and revision of all 14 ORG units of competency, and for their inclusion in appropriately levelled Agriculture qualifications. Those units in the *Certificate IV in Agriculture* and the *Diploma of Agriculture* have been included in the newly created *Organic Production* specialisation in each qualification.
- Three organic production skill sets were revised, and industry support was provided for a newly created skill set, *Organic Certification Skill Set* to cover the skills required to plan, manage, and oversee certification of organic or biodynamic farms and farm produce.

Composting
- Support for the deletion of *AHC32216 Certificate III in Commercial Composting* based on low enrolments and industry feedback that skills for the management of waste described in this qualification are better aligned to the *CPP30719 Certificate III in Waste Management (Waste processing).*
- Support for five new skill sets targeted at micro-sectors of the composting industry, replacing the need for the *Certificate III in Commercial Composting.*
- Support for retention and revision of all six COM units of competency and for their inclusion in Cert II, III and IV in Agriculture qualifications to broaden exposure to, and delivery of, composting practices in teaching and learning across the VET sector.

Case for Change Requirements – AHC unit sector stage 3	Components for Endorsement in AHC V9 CfE for the Composting & Organic Production and Permaculture Project

• Review 208 units of competency
• Develop up to 25 new units of competency
• Review 26 qualifications
• Review 21 skill sets
• Develop up to 5 new skill sets
	• 5 reviewed qualifications
	  • (Note: 2 Organic Composting qualifications merged with revised Agriculture qualifications, which are included in AHC CfE V9 Part 1)
	• 1 deleted qualification
	• 69 revised units of competency, including:
	  • 14 ORG
	  • 6 COM
	  • 49 PER (includes 4 units merged down to 2, and 1 re-instatement and full revision of previously deleted unit.)
	• 5 deleted units of competency
	• 22 skill sets (not for endorsement):
	  • 18 new skill sets 12 PER 1 ORG 5 COM
	  • 4 revised skill sets 1 PER ORG.

PER = Permaculture sector, ORG = Organic Production sector, COM = Composting sector

3. Stakeholder consultation strategy

*Refer to **Attachment C** for:*
- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

3.1 Identification of stakeholders

Both the Agriculture and Production Horticulture IRC and the Amenity Horticulture, Landscaping, Conservation and Land Management Industry Reference Committee (APH and CLM IRC's), had the overall oversight of these projects and were able to nominate a range of stakeholders to participate in project activities, including Subject Matter Expert Working Groups (SMEWG). Three SMEWG's (permaculture, organic production, and composting focus respectively) included personnel currently working in these industry sectors as experienced practitioners, training providers, small to medium sized business owners, members of industry associations, state training boards and relevant state and federal government departments.

Initial Workplace Functional Analysis (WFA) activities allowed experienced practitioners and training staff to provide invaluable advice about job roles in their industry sectors, including skills and knowledge requirements for workplace tasks. SMEWG members also nominated those with expertise in specific areas within their own organisation to provide input and feedback throughout the various stages of these projects, where needed.

To facilitate participation by RTOs, those that are currently delivering accredited training in the broader PER, COM and ORG sectors were targeted for their input. RTOs that undertake training delivery in the workplace more broadly were also approached to consider how to improve access and viability of accredited training.

Additional stakeholders were also identified and targeted for participation via project news alerts, website alerts calling interested parties to contribute, and a series of public consultation sessions that were broadly advertised, held via zoom, and encouraged participation from the broader training sector including State Training Authorities (STAs), Victorian Primary Industries Curriculum Maintenance Manager (CMM), and state-based Industry Training Advisory Boards (ITABS).

3.2 Strategies for engaging stakeholders

Consultation activities included:

- Initial meetings with the APH and CLM IRCs were held to confirm the project plans, timelines, and objectives. IRC members were updated throughout the project and in turn, they informed their industry networks.
- A project page was set up on the Skills Impact website https://www.skillsimpact.com.au/agriculture/training-package-projects/permaculture-organic-production-composting-projects/ containing information about the projects together with progress updates.
- Stakeholders identified as potentially having an interest in the project were contacted via phone or email on commencement of the project during October/November/December 2021. These stakeholders were kept informed throughout all stages of the review.
- Three SMEWG's were created to provide input, advice, and feedback throughout all stages of development, including sourcing additional stakeholders.
- Five site visits at different permaculture-based businesses were undertaken by project team members to gather information about skill requirements for those working in the permaculture industry sector.
- News articles and updates were included in Skills Impact newsletters throughout the projects and distributed using the Skills Impact database of subscribers. News articles were shared on the Skills Impact website, and Skills Impact Twitter and LinkedIn accounts.
- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to provide project updates.
- During SMEWG's, Workforce Functional Analysis (WFA) was undertaken to establish key job roles and tasks and in turn provide input about revised qualification structures, proposed new units and content of revised units.
- Draft qualifications, skill sets, and units of competency were made available for review and feedback on the Skills Impact website from February 14 to March 30, 2022.
- Opportunities to provide feedback during the February 14 – March 30 consultation stage could be made during online consultation sessions, an online feedback hub and/or email/phone.
- All feedback provided at first draft consultation stage was recorded and feedback summary reports were completed outlining how all feedback from the consultation stage had been dealt with in the development of 'Validation' (second) drafts.
- Validation (second) drafts were available on the website for feedback and comment between 19 May and 19 June 2022. Stakeholder input on validation drafts was collected via website access, email/phone and/or three online 'validation' sessions which had broad industry representation.
- Feedback continued to be sought throughout the project. Interested stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts were made available; the project webpage link connected to the feedback hub, emails with drafts attached were sent, follow up emails and phone calls made.

Note: Online consultation workshops replaced face-to-face consultation workshops due to Covid-19 restrictions.

3.3 Participation by different types of stakeholders

Members of the project team worked closely with the IRCs and nominated experts who participated in the SMEWGs. Communication with stakeholders that were not part of any official working group was facilitated by using methods of communication that best suited their circumstances on an individual basis.

Every effort was made to ensure that as many stakeholders as possible were informed about the projects and that they understood the implications of any changes that were proposed to be made. A discerned effort was made to ensure stakeholders from regional and rural areas could participate, and five site visits to permaculture-based enterprises, located in Victoria (restricted to one state due to COVID travel restrictions), were undertaken by members of the project team.

Stakeholders included:

- Employers
- Professional associations
- Industry representative bodies
- RTO managers and staff
- State and federal government organisations

- State and territory training authorities.

Stakeholders that provided feedback on draft qualifications, units of competency and skills sets during all stages of the project are described in the matrix below, with a full list of all engaged stakeholders in **Attachment C.**

Feedback was received from a variety of stakeholders around the country via email, the Skills Impact Feedback Hub, webinars, phone, and email, as shown in Tables 1 and 2 below.

Table 1 Feedback has been sought from stakeholders across all states and territories who are working within the **permaculture** *industry sector.*

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
Government Federal					X				
Government State		X						X	
Employer	X			X	X		X		X
Peak Industry Body		X				X			X
IRC Representative		X					X		
Regulator		X							
Training Board			X					X	
Registered Training (RTO)		X					X	X	X
State Training Authority (STA)								X	

Table 2 Feedback has been sought from stakeholders across all states and territories who are working within the **organic production and composting** *industry sectors*

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	National
Government Federal									
Government State				X	X			X	
Employer				X	X		X	X	
Peak Industry Body					X	X	X		X
IRC Representative		X							
Regulator		X							
Training Board			X					X	
Registered Training (RTO)		X				X	X	X	X
State Training Authority (STA)								X	

4. Evidence of industry support

4.1 Industry support

The project development team went to a lot of effort contacting employers, industry associations and training providers early in the project planning process to ensure stakeholders were aware of the project and the potential impact of changes, encouraging them to be involved in whatever way was suitable.

Industry representatives were involved at all stages of this project. Three SMEWGs were formed at the beginning of the project so that the Permaculture, Organic Production and Composting sectors were appropriately represented throughout the project. These groups initially met during the Workforce Functional Analysis (WFA) phase, and constant interaction between industry stakeholders and the project development team continued throughout the project.

Five site visits were carried out by the project team to understand skill requirements for existing permaculture-based enterprises and current training programs. COVID restrictions meant sites within Victoria, not too far from Melbourne metro area were possible.

Each public consultation stage included engagement with many stakeholders, and further discussions with SMEWGs were held to discuss and resolve complex feedback. Online workshops were held during public

consultation and validation, with an evening consultation session organised to provide an additional opportunity for those stakeholders to provide feedback who could not attend workshops scheduled during standard daytime working hours.

It should be noted that some stakeholders were caught up in floods and other natural disasters occurring during the project, which restricted their ability to engage. However, many stakeholders still wished to contribute despite these challenges, and so one-to-one phone calls were held with project team members to gain feedback from those affected at a time that was suitable for them.

Extent of consultation and support for the proposed changes for all sectors:
- 153 stakeholders were contacted and invited to be involved
- 63 people provided feedback throughout the project comprising:
    - 33 people representing employers
    - 4 representing state and national based peak bodies
    - 11 representing RTOs
    - 2 representing STAs
    - 2 representing ITABs
    - 2 representing a federal government organisation
    - 6 representing state government organisations (including Apprenticeship and Traineeship services), and
    - 3 IRC members.
- Out of the 63 people who participated in this project, 29 also provided support for the components produced at validation. Out of this, 19 people represented organisations, 2 were from peak industry bodies, 6 from RTOs, and 2 STAs.

4.2 Engagement of States and Territories

- Monthly emails and newsletters were sent to state and territory training authorities, VET regulators, ITABs and other stakeholders to keep them informed of the project's progress.
- Targeted emails and follow-up calls were directed to representatives of State Training Authorities (STAs) at the start of the project to invite their input. Those states and territories without established programs in permaculture, organic production and/or composting were asked to identify important stakeholders the project team needed to engage with in their state or territory.
- Public consultation and validation phases included online consultation sessions to allow stakeholders from all states and territories to participate and contribute to the project.
- Additional engagement took place at each phase of consultation with representatives from states and territories who are more directly impacted by the outcomes of the project.
- Representatives from national associations were actively involved throughout the project.

4.3 Mitigation strategies

A key focus of these projects was the rationalisation of qualifications and units of competency. Support for the deletion of three qualifications and five units of competency, including the development of new qualification specialisations, was confirmed during the public consultation periods.

The qualifications have been revised to be a better fit with current industry needs and job roles. Industry representatives have confirmed support for the revised qualifications and units of competency now that the components have been reviewed and updated to meet current industry practices and terminology.

To ensure training providers are aware of the subsequent need to update training materials and support documents, the draft components were presented with temporary codes and the impending changes were specifically referred to. During consultation sessions it was confirmed that the components are now fit-for-purpose with regard to job roles and tasks.

Seven online consultation sessions were held, which were open for all interested parties, and were designed to focus on five separate topics related to the review of the permaculture, organic production, and composting components:
- Consultation sessions 1 to 4 – had a focus on proposed changes to permaculture units of competency including merging of 4 units to two and deletion of 5 units of competency where units

from other training packages could be used in their place. Changes to permaculture qualifications, including revised elective units and imported units were also canvassed and clearly explained.

- Consultation sessions 5 to 7 – had a focus on new organic production specialisations in agriculture qualifications and the deletion of the *Certificate III in Commercial Composting*. At these meetings, a background was provided, including the objectives, as well as information about major changes and how to provide feedback on draft components.
- During four validation meetings held in May 2022, final draft documents were presented and confirmed as fit for purpose and ready to proceed for AISC approval and skills ministers' endorsement.

All changes have been communicated to stakeholders to ensure there is broad understanding of the impact.

4.4 Letters of industry support

Letters of support have been received from the Peak Body (Permaculture Australia) including from their Education Team, and three RTOs and can be found in **Attachment G**. Support has been provided by the following organisations:
e.g.

- Permaculture Australia
- South Regional TAFE WA
- Byron Region Community College
- Skills Strategies International

Letters of support can be found in **Attachment G**. Support has been provided by the following organisations:

Name	Organisation	Stakeholder Group
Christine Carroll	Permaculture Australia Education Team	Peak Body
Chantelle Thornton	South Regional TAFE WA	RTO
Julianne Hartmann	Byron Region Community College	RTO
Dr Ross Mars	Skills Strategies International	RTO
Debbi Long and Toad Dell	Board of Directors Permaculture Australia	Peak Body
Virginia Solomon	Amenity Horticulture, Conservation and Landscaping IRC representative	IRC

5. Dissenting views

5.1 Dissenting views/issues raised

No outstanding issues– all issues raised during this project were considered, addressed, and resolved.

5.2 Rationale for approval

Not Applicable

6. Reports by exception

No reports by exception

7. Mandatory Workplace Requirements

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

Not applicable - There are no mandatory workplace requirements for these components.

8. Implementation of the new training packages

8.1 Implementation issues

Stakeholders were invited and encouraged to provide feedback about the proposed revisions to training package components throughout the full development and consultation process. Any implementation issues that arose at the time were addressed by modifying the training package components, where appropriate.

There are no potential impacts for deleted training components on state and territory funding arrangements or implications for other training products in the training system. The deleted units relate specifically to permaculture operations and practices, which are now addressed by other PER units or by using imported and cross-sector units of competency that have been added to qualification elective groupings.

The *AHC Companion Volume Implementation Guide* provides guidance on implementation and mapping documents, outlining the equivalence status of each component. This guide will also include supplementary content related to industry recommendations for assessors in the permaculture sector and additional delivery advice for a range of units of competency.

Throughout this review, consultation with RTOs has been undertaken to consider options for delivering the revised Certificates I, II, III, IV and Diploma in permaculture. Feedback from RTOs has indicated that permaculture training programs will be expanded in the future, particularly in NSW and WA.

The removal of additional requirements for assessors in PER units of competency will remove barriers RTOs were experiencing in sourcing trainers and assessors in permaculture. Additional guidance for RTOs for engaging trainers and assessors will be included in an updated version of the *AHC Companion Volume Implementation Guide, scheduled* to be released along with the newly endorsed permaculture qualifications and units.

Feedback from RTOs indicated that they were encountering difficulties in sourcing suitably qualified trainers and assessors for permaculture courses due to the additional assessor requirements that went beyond the requirements stated by the Standards for Registered Training Organisations (RTOs) 2015. This issue was discussed at length during project steering committee meetings and ultimately a decision was taken to remove the additional requirements so that PER units will now contain the following statement: *Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards*

Prior to this review, PER units of competency contained lists of range statements included in the Knowledge Evidence from the previous transition work. These lists did not effectively represent the underpinning knowledge but were often examples of permaculture conditions or techniques and were therefore difficult for RTO's to effectively address, particularly those outside the scope of a particular bioregion. Much of this detail has been consolidated to improve deliverability by RTO's and improve flexibility and context for different permaculture environments and systems in any particular bioregion.

8.2 Potential for traineeship or apprenticeships

Qualification	Delivery recommendation	Nominal Duration
AHC21722 Certificate II in Permaculture	This qualification may be suitable as a traineeship working alongside qualified employers/employees on the job where many of the skills, knowledge and ethical	6-12 months

Qualification	Delivery recommendation	Nominal Duration
	standards are practiced and learned through active participation	
AHC33822 Certificate III in Permaculture	This qualification may be suitable as a traineeship working alongside qualified employers/employees on the job where many of the skills, knowledge and ethical standards are practiced and learned through active participation	18-24 months

8.3 Occupational and licensing requirements

Licensing, legislative or certification requirements may apply to units *AHCPER218 Prepare and store products from a permaculture system* and *AHCPER329 Coordinate preparation and storage of produce from a permaculture system*, where handling, processing and distribution of permaculture products are used for human consumption. Users are advised to check with relevant regulatory authority for training delivery of these units.

Legislation, regulations and by-laws may apply to the units *AHCPER216 Harvest and store seed* and *AHCPER416 Manage a seed bank* for the collection and removal of plant materials from public and private land both nationally and in some states, territories and jurisdictions. Users are advised to check with the local relevant authority for training delivery of these units

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

Not applicable.

9. Quality Assurance

The Case for Endorsement meets the following requirements:	
Standards for Training Packages 2012	☐
Training Package Products Policy	☐
Training Package Development and Endorsement Process Policy	☐
Companion Volume Implementation Guide is available and quality assured.	☐
*Copies of quality assurance reports are included in **Attachment F**.*	

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

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

Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:

Streamlining/rationalisation of training products	Government priorities to reduce duplication in the VET system and remove units and qualifications with low enrolments were addressed as part of this review. Duplication between the units under review in these projects and other existing units has also been addressed. Overall, eight qualifications have been reduced to five, and units of competency reduced from 75 to 69 (which includes the re-instatement of one previously deleted PER unit in a revised format). Units were deleted where content was either obsolete or could be covered by including imported or cross-sector units or by merging content. **Changes to the net number of units and qualifications in the training package** If the products from **all** projects in the AHC V9 Case for Endorsement are endorsed, the net number of units will be: • 83 qualifications (reduced by 4) • 875 units of competency (reduced by 6) • 100 skill sets (increased by 16). If the products from this Composting & Organic Production and Permaculture project are endorsed, there will be a reduction in the number of qualifications by 3, the number of units will reduce by 6, and the number of skill sets will increase by 18.
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	Discussions about industry's expectations of training delivery have taken place during meetings with working groups during 2021 and 2022 which included representation from RTOs. For permaculture, it was evident that training delivery was successfully implemented in specific states (NSW and WA), and RTOs currently delivering successful programs are looking to expand programs by including additional qualifications on their scope of registrations. There is also evidence of highly successful permaculture delivery in schools at Cert I and II levels in WA and Victoria. Delivery trends are increasing, and expectations are that numbers will continue to build. Enrolment numbers in organic production and composting training programs were relatively low overall. However, industry representatives were of the view that low enrolments did not necessarily reflect demand for training. The rationalisation and restructure of the ORG qualifications are designed to better support individual and organisational needs for learners to move between different types of farming operations. The replacement of the *Certificate IV in Organic Farming* and *Diploma of Organic Farming* with organic production specialisations to be included within the Certificate IV in Agriculture and Diploma of Agriculture (currently under review as part of the Ag and Horticulture Core Skills Project) will allow training providers to market skills under the umbrella of mainstream

	agriculture qualifications. A large number of RTOs that currently have agriculture qualifications on their scope of registration will be well placed to offer the new unit groupings related to organic production.
	The new specialisations will require learners to select specialist organic (ORG) units from an elective grouping and include core competencies in workplace health and safety (WHS). Alongside targeted consultation with RTOs, this change will improve viability of training delivery and support a goal to increase enrolments in vocational education and training in this sector.
Ensure the training system better supports individuals to move more easily between related occupations	To broaden exposure to and delivery of permaculture, organic production and composting practices in teaching and learning across the VET sector, selected PER, ORG and COM units have been included in general Agriculture qualifications (Certificates I to Diploma) and learners can select these units as part of completing an agriculture qualification. 15 PER units are proposed for inclusion across certificates I to Diploma level qualifications as well as 14 ORG and 6 COM units of competency.
	The development of new skill sets provides opportunities for learners to gain exposure to a variety of different jobs tasks and provide a starting point for access to multiple qualification pathways.
Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors	As part of these projects, the following eight AHCPER units of competency were modified to allow their use by other industry sectors: • AHCPER216 Harvest, treat and store seed • AHCPER222 Use and maintain basic hand tools and equipment for garden and farm • AHCPER334 Read and interpret property maps and plans • AHCPER330 Coordinate community projects • AHCPER416 Manage a seed bank • AHCPER422 Identify and analyse bioregional characteristics and resources • AHCPER425 Operate within a sustainable community and bioregional development program • AHCPER513 Plan and conduct field research Units of competency previously included in the now deleted composting qualification have been retained for their relevance to the horticulture and agriculture qualifications for processing farm and horticultural organic waste. The unit *AHCCOM304 Operate compost processing plant, machinery and equipment* has been adopted by CPP Property Services Training Package for *CPP30719 Certificate III in Waste Management* qualification for their organic waste processing component.
Foster greater recognition of skill sets and work with industry to support their implementation	The submission presents 18 new and four revised skill sets that provide pathways towards multiple qualifications. New skill sets created as part of these projects include 12 that are permaculture related, one that specifies tasks associated with organic product certification, and five that describe different groupings of skills related to composting. The new and revised skills sets all provide pathways to at least one qualification and some provide subsets for the completion of multiple qualifications.

	Skills sets were created where a specific need was identified in consultation with industry representatives and training providers.

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

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.
A link to the training package components proposed for endorsement is included here.

This Case for Endorsement was agreed to by the APH, Agriculture and Production Horticulture IRC

Name of Chair	Geoff Harvey
Signature of Chair	
Date	27 October 2022

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

Name of Chair	Esther Ngang
Signature of Chair	
Date	27 October 2022

Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Qualifications				
AHC10422	Certificate I in Permaculture	**Updated**	Equivalent	Reduced total number of units for the qualification from 7 to 6 Retained 4 core units and reduced electives to 2
AHC21722	Certificate II in Permaculture	**Updated**	Not equivalent	Changes to packaging rules and updated codes and titles of units Changed work health and safety unit from *HLTWHS001 Participate in workplace health and safety* to *AHCWHS202 Participate in workplace health and safety processes*
AHC32216	Certificate III in Commercial Composting	**Deleted**	Not applicable	Not applicable
AHC33822	Certificate III in Permaculture	**Updated**	Not equivalent	Added new amalgamated unit *AHCPER322 Establish a permaculture system* to the Core Updated codes and titles for revised units
AHC42122	Certificate IV in Permaculture	**Updated**	Not equivalent	Changes to equivalency of core units
AHC52122	Diploma of Permaculture	**Updated**	Not equivalent	Updated core unit with unit from SIT training package Updated codes and titles of all units Core unit elevated to AQF6
Units of competency				
AHCCOM204	Assess and receive raw materials for composting	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCCOM205	Recognise and respond to fire emergencies on a composting site	**Updated**	Equivalent	Minor changes to Application and Performance Criteria, Performance Evidence, Knowledge Evidence and

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Assessment Conditions for clarity Foundation Skills added
AHCCOM206	Recognise raw materials, production processes and products on a composting site	**Updated**	Equivalent	Minor changes to Application and Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCCOM304	Operate compost processing plant, machinery and equipment	**Updated**	Equivalent	Minor changes to Application and Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCCOM403	Develop a composting recipe	**Updated**	Equivalent	Minor changes to Application and Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added.
AHCCOM502	Plan and schedule compost production	**Updated**	Not Equivalent	AQF indicator in unit code changed to reflect revised unit outcomes Minor changes to Application Split Element 1 for better sequencing and clarity Minor edits and sequence changes to Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCORG102	Support organic production	**Updated**	Equivalent	Minor changes to Application and Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added.
AHCORG409	Manage biodynamic production	**Updated**	Equivalent	Minor changes to Application and Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for brevity and clarity Foundation Skills added
AHCORG410	Manage organic livestock production	**Updated**	Equivalent	Minor changes to Application Split, re-sequenced and made minor edits to Elements and Performance Criteria for clarity and improved structure Changes to Performance Evidence, Knowledge Evidence
AHCORG411	Manage organic soil improvement	**Updated**	Equivalent	Minor changes to Application

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Minor edits and changes to sequencing of Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG412	Arrange selling through community based marketing	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity and brevity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCORG413	Implement sustainable practices in the organic farm based business	**Updated**	Equivalent	Minor changes to Application for clarity and brevity Minor changes to Performance Criteria, Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG414	Oversee compliance with an organic certification scheme	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for clarity and brevity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG415	Manage on farm composting	**Updated**	Equivalent	Minor changes to Application for clarity Changes to Performance Criteria for brevity, sequencing and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG509	Prepare and manage organic or biodynamic certification	**Updated**	Not Equivalent	Updated title to reflect industry outcomes Minor changes to Application and Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG510	Design and document an organic farm landscape	**Updated**	Equivalent	Minor changes to Application and Elements and Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions Foundation Skills added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCORG511	Develop and manage a community based marketing supply chain	**Updated**	Equivalent	Minor changes to Application, Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG512	Develop and monitor a sustainable production plan	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity and brevity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG513	Manage an agroecology production system	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCORG514	Develop an organic or biodynamic management plan	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Foundation Skills added
AHCPER106	Observe permaculture principles and work practices	**Updated**	Equivalent	Minor changes to application for consistency Minor changes to Element and PCs for clarity and compliance with standards Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER107	Support resource conservation practices	**Updated**	Equivalent	Minor changes to Application for consistency Minor changes to Performance Criteria for clarity and compliance with standards Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER108	Support plant care in a permaculture system	**Updated**	Equivalent	Minor change to Application for clarity Minor changes to Elements and Performance Criteria for clarity, brevity and compliance with standards

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER204	Check and operate permaculture water systems	**Deleted**	Not applicable	The unit is deleted as the skill or task is no longer required by industry
AHCPER207	Care for animals in a permaculture system	**Deleted**	Not applicable	The unit is deleted as the skill or task is no longer required by industry
AHCPER216	Harvest, treat and store seed	**Updated**	Not equivalent	Minor change to Application for clarity Changes to Performance Criteria included safety, permits and approvals Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER217	Report information about a local bioregion	**Updated**	Not equivalent	Title change to emphasise job outcome Changes to Application for clarity and to reflect job outcome Changes to Performance Criteria and sequencing for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER218	Prepare and store products from a permaculture system	**Updated**	Not equivalent	Title changed for clarity of unit intent Minor change to Application for consistency Changes to Performance Criteria and referenced workplace health and safety and regulatory requirement for products Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER219	Plant and maintain crops in a permaculture system	**Updated**	Not equivalent	Title change to clarify unit intent Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER220	Harvest crops in a permaculture system	**Updated**	Not equivalent	Title change to clarify the unit intent Minor changes to Application and Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Assessment Conditions for clarity Addition of Foundation Skills
AHCPER221	Recognise characteristics of integrated plant and animal systems	**Updated**	Not equivalent	Major change to Elements and Performance Criteria to better align to job-specific outcomes Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER222	Use and maintain hand tools and equipment for garden and farm	**Updated**	Not equivalent	Title change to broaden use of unit Minor changes to Application, Elements and Performance Criteria to clarify job outcome and broaden use of unit to other sectors Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER223	Produce new plants for a permaculture garden system	**Updated**	Not equivalent	Change to title to emphasise difference to commercial nursery propagation Changes to Application for clarity Changes to structure of Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER224	Work effectively in permaculture	**Updated**	Equivalent	Minor changes to Element 1 and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER225	Assist with garden soil health and plant nutrition	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity and to better reflect AQF level Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER321	Demonstrate permaculture practices to small groups of learners	**Deleted**	Not applicable	The unit is deleted as the skill or task is no longer required by industry
AHCPER322	Communicate permaculture system principles to stakeholders	**Updated**	Not equivalent	Title change to reflect job outcome. Changes to Application and structure of Elements and Performance Criteria to reflect Training Package Standards

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCPER323	Use the characteristics of plant resilience in a permaculture system	**Updated**	Not equivalent	Change to title for clarity Changes to Application, Elements and Performance Criteria for clarity Changed sequence of Performance Criteria to better reflect process
AHCPER324	Establish a permaculture system	**Updated**	Not Equivalent	This unit is an amalgamation and contains the content from AHCPER307 Establish a rural permaculture system and AHCPER308 Establish an urban permaculture system
AHCPER325	Mitigate plant pests, diseases and disorders in a permaculture system	**Updated**	Not equivalent	Title change Minor change to Application Addition of Element for control programs Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER326	Install and maintain permaculture water management systems	**Updated**	Not equivalent	Title change to clarify intent Changes to Application for clarity Restructured Elements and Performance Criteria and d removed irrigation system installation to better reflect water management outcomes Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER327	Install structures for permaculture systems	**Updated**	Not equivalent	Minor change to Application Changes to Elements and Performance Criteria to allow for broader range of construction materials and elements Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER328	Establish organic garden and orchard systems	**Updated**	Not equivalent	Change to Title to reflect work activity at AQF 3 Changes to Application, Elements and Performance Criteria to align to establishing gardens and orchards Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER329	Coordinate preparation and storage of produce from a permaculture system	**Updated**	Not equivalent	Change to title for clarity Minor changes to Application and Performance Criteria for clarity

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER330	Coordinate community projects	**Updated**	Not equivalent	Changes to Application for clarity Major changes to Elements and Performance Criteria for clarity and to better reflect outcomes Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER331	Coordinate propagation activities for a permaculture system	**Updated**	Not equivalent	Changes to title to correctly reflect job outcome Changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER332	Maintain integrated plant and animal systems	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER333	Implement crop maintenance and harvesting programs for permaculture systems	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER334	Read and interpret property maps and plans	**Updated**	Equivalent	Minor change to Application for clarity Minor changes and sequencing of Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER335	Select plant and animal species for permaculture systems	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCPER336	Test, improve and maintain healthy soil in a permaculture system	**Updated**	Equivalent	Changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER408	Implement and monitor animal health and welfare programs for a permaculture system	**Deleted**	Not applicable	Unit removed due to duplication within the system
AHCPER414	Develop recommendations for integrated plant and animal systems	**Updated**	Not equivalent	Minor change to Application for clarity Changes to content and sequence of Elements and Performance Criteria for clarity and to better reflect a job outcome Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER415	Plan and implement permaculture works	**Updated**	Not equivalent	Minor changes to Application Major changes to Elements and Performance Criteria for clarity and to emphasise planning and implementation components Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER416	Manage a seed bank	**Updated**	Not equivalent	Changed title to remove specificity Changes to Application, Elements and Performance Criteria to broaden use and for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER417	Investigate and recommend species for a permaculture system	**Updated**	Not equivalent	Redesigned unit to reflect a job outcome and better reflect industry outcomes Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER418	Provide advice on permaculture principles and practices	**Updated**	Equivalent	Minor changes to Application and Elements Changes to Performance Criteria and sequencing for clarity Changes to Performance Evidence, Knowledge Evidence and

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Assessment Conditions for clarity Addition of Foundation Skills
AHCPER419	Design a rural permaculture system	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER420	Design an urban permaculture system	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER421	Select appropriate technology for a permaculture system	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER422	Identify and analyse bioregional characteristics and resource	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER423	Design harvesting and storage systems for permaculture products	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity and compliance with Training Package standards Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER424	Recommend approaches for sustainable community and bioregional development	**Updated**	Equivalent	Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER425	Operate within a sustainable community and bioregional development program	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Assessment Conditions for clarity Addition of Foundation Skills
AHCPER504	Manage a permaculture project or enterprise	**Deleted**	Not applicable	Unit removed due to duplication within the system
AHCPER513	Plan and conduct field research	**Updated**	Not equivalent	Redesigned unit to reflect skills for other industry sectors Amended Application, minor changes to Elements and Performance Criteria for brevity and clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER514	Design an integrated permaculture system	**Updated**	Not Equivalent	Minor changes to Application Minor changes to Elements for clarity Changes to sequencing of Performance Criteria for clarity and brevity Merged research content from unit AHCPER507 Research and interpret requirements for a permaculture project
AHCPER515	Design permaculture structures and features	**Updated**	Not equivalent	Amended Application, reviewed Elements and Performance Criteria, added reference to compliance with legislative requirements for designs Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity
AHCPER516	Facilitate participatory learning activities	**Updated**	Not equivalent	Changed unit focus to learning Changes to title, Application, Elements and Performance Criteria Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER517	Plan and supervise the implementation of permaculture project works	**Updated**	Equivalent	Changes to Application for clarity Split Element and reviewed sequencing of Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER518	Manage a permaculture aid and development project	**Updated**	Equivalent	Minor changes to Application, Elements and Performance Criteria for brevity and clarity

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
				Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER601	Develop a strategic plan for a permaculture project or enterprise	**Updated**	Not equivalent	Code change and elevated unit to AQF6 to more accurately reflect performance outcomes Minor changes to Application and Performance Criteria for clarity Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER602	Plan community governance and decision-making processes	**Updated**	Not equivalent	Changed AQF level indicator to level 6 Minor changes to Application Changes to Elements and Performance Criteria for clarity Added missing Element for developing a plan Changes to Performance Evidence, Knowledge Evidence and Assessment Conditions for clarity Addition of Foundation Skills
AHCPER603	Prepare a sustainable community and bioregional development strategy	**Updated**	Not equivalent	Changed AQF level to 6 to reflect skill and task requirements Minor changes to Application, Performance Criteria, and Performance Evidence Consolidation of Knowledge Evidence Assessment Conditions expanded Foundation Skills added

Non-Endorsed Components - Minor updates

The following skill sets will be uploaded as a minor update.

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
Skill Sets				
AHCSS00042	Organic Crop Management Skill Set	**Updated**	Equivalent	Updated qualifications pathways information and unit codes
AHCSS00044	Organic Horticulture Management Skill Set	**Updated**	Equivalent	Updated qualifications pathway information and unit codes
AHCSS00046	Organic Livestock Management Skill Set	**Updated**	Equivalent	Updated qualifications in the pathways information and updated codes and titles
AHCSS00131	Permaculture Demonstrator Skill Set	**Updated**	Not Equivalent	Updated description, unit titles and codes Replaced deleted AHC unit with a TAE unit
AHCSS00132	Growing Plants in a Permaculture System Skill Set	**New**	Not applicable	Not applicable
AHCSS00133	Introduction to Permaculture Skill Set	**New**	Not applicable	Not applicable
AHCSS00134	Permaculture Backyard Skill Set	**New**	Not applicable	Not applicable
AHCSS00135	Permaculture Yield Skill Set	**New**	Not applicable	Not applicable
AHCSS00136	Maintain Permaculture Systems Skill Set	**New**	Not applicable	Not applicable
AHCSS00137	Permaculture Fundamentals Skill Set	**New**	Not applicable	Not applicable
AHCSS00138	Permaculture Structures Skill Set	**New**	Not applicable	Not applicable
AHCSS00139	Permaculture Water Systems Skill set	**New**	Not applicable	Not applicable

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCSS00140	Advanced Permaculture Skill Set	**New**	Not applicable	Not applicable
AHCSS00141	Working in Permaculture Skill Set	**New**	Not applicable	Not applicable
AHCSS00142	Permaculture Designer Skill Set	**New**	Not applicable	Not applicable
AHCSS00143	Permaculture Community Development Skill Set	**New**	Not applicable	Not applicable
AHCSS00144	Composting Farm Waste, Livestock Waste and Mortalities Skill Set	**New**	Not applicable	Not applicable
AHCSS00145	On Farm Management of Compost Feedstock Skill Set	**New**	Not applicable	Not applicable
AHCSS00146	On Farm Management of Farm Waste, Livestock Waste and Mortalities Skill Set	**New**	Not applicable	Not applicable
AHCSS00147	Create and Use Compost to Improve Soil Health	**New**	Not applicable	Not applicable
AHCSS00148	Managing Waste From Arboriculture Gardening or Landscaping Works Skill Set	**New**	Not applicable	Not applicable
AHCSS00149	Organic Certification Skill Set	**New**	Not applicable	Not applicable

Attachment B: How qualification updates support job roles

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

Job role	Qualification	Proposed updates and how these better support the job role
Pre-employment	AHC10422 Certificate I in Permaculture	The overall number of units required to complete this qualification has been reduced from 7 to 6 to better suit school-based delivery to attract individuals into the sector. The core and elective units direct individuals to a clear understanding of permaculture and a legitimate employment option.
Permaculture support workers may include urban food growing assistant, permaculture farm worker, community nursery worker, and school garden assistant.	AHC21722 Certificate II in Permaculture	The qualification structure remains largely the same. Content in the units has been updated and clarified to ensure industry outcomes are achieved. The Assessment Requirements have been clarified and consolidated to better reflect the standards expected for competency.
Permaculture system operators, who work independently and/or in teams to establish and maintain permaculture systems for private clients, organisations, or community entities.	AHC33822 Certificate III in Permaculture	The qualification structure remains largely the same. Content in the units has been updated and clarified to ensure industry outcomes are achieved. Units have been merged where similar outcomes have been identified to broaden the scope of the work outcomes. The Assessment Requirements have been clarified and consolidated to better reflect the standards expected for competency. Knowledge evidence has been consolidated where previous versions were too detailed and unattainable.
Permaculture project supervisors and designers. People on urban and rural work sites and community projects	AHC42122 Certificate IV in Permaculture	The qualification structure remains largely the same. Content of the units has been updated and clarified to ensure industry outcomes are achieved. The Assessment Requirements have been clarified and consolidated to better reflect the standards expected for competency. Replacement of PER units with more generic units from other sectors and training packages have provided greater flexibility and removed duplication.
Permaculture Project Managers, in a leadership capacity for organisations, groups or enterprises, requiring a whole systems approach to planning, designing, managing, and implementing integrated	AHC52122 Diploma of Permaculture	The qualification structure remains largely the same. However, updated content in the units has largely clarified the unit outcomes. Content in the units has been updated and clarified to ensure industry outcomes are achieved. The Assessment Requirements have been clarified and consolidated to better reflect the standards expected for competency.

Job role	Qualification	Proposed updates and how these better support the job role
permaculture projects and programs, for permaculture communities or enterprises		

Attachment C: Stakeholder consultation

List of stakeholders that actively participated in stakeholder consultation for the project:

Permaculture

Name	Organisation	Title	Industry	Representation Type	State
Aaron Sorensen	Elemental Permaculture	Teacher/Designer	Permaculture Services	Employer	QLD
Alexandra Mitchell	National Association for Sustainable Agriculture Australia (NASAA Organics)	General Manager	Sustainable Agriculture	Government (Federal)	SA
Anne Wiltshire	Melbourne Polytechnic	PICMM	Primary Resources	RTO	VIC
Anthony Parrello	Department of Primary Industries NSW	Senior Contracts Officer	Primary Industries	Government (State)	NSW
Beck Lowe	Beck Lowe Permaculture	Permaculture Practitioner and Educator	Permaculture	Employer	VIC
Brenna Quinlan	South Regional TAFE (WA)	Illustrator	Permaculture	Employer	WA
Cally Brennan	Canberra Permaculture Design	Director	Permaculture	Employer	ACT
Catherine Moore	Cyril Jackson Senior Campus Education Support centre	Permaculture Trainer and Assessor (Cert 1)	Permaculture	RTO	WA
Chahli McGuffie	Industry Skills Advisory Council, NT ISACNT	Workforce and Skills Officer	Primary Industries	Industry Association	NT
Deb Conville	Australian Federation of Medical Women	Fellowship	Medical	Industry Association	VIC

Name	Organisation	Title	Industry	Representation Type	State
Brew Barr	Templestowe College	Permaculture Education Specialist	Permaculture	RTO	VIC
Fiona Blackham	GAIA permaculture	Director	Permaculture	Employer	WA
Frances Parnell	Department of Training and Workforce Development WA	Manager, Training Curriculum Services	Workforce Development and Training	Government (State)	WA
Graeme George	Permaculture Yarra valley	Director	Permaculture	Employer	VIC
Guy Ritani	PermaQueer	Creative Director	Permaculture	Employer	QLD
James Audos	A.R.C. Wines	Permaculture Specialist - Winemaking	Permaculture	Employer	VIC
Janet Millington	Miltech Services	Director	Permaculture Design	Employer	QLD
Jemimah Van Geffel	Iminamuck	Permaculture Specialist - Dairy	Permaculture	Employer	VIC
Julianna Hartman	Byron Region Community College	Permaculture Tutor and Assessor	Permaculture Training	RTO	NSW
Karen Mengell	Ceres Fair Food/CERES	VET Co-ordinator	Sustainable Development	RTO	VIC
Karen Van Huizen	Van Huizen Design	Director	Permaculture Design	Employer	VIC
Kat Lavers	The Plummery	Educator/Gardener	Education	Employer	VIC
Keri Hopeward	Dream Awake Research Education and Design	Founder and Senior Consultant	Permaculture Design	Employer	SA
Kirsten Bradley	Permaculture Tasmania	Secretary	Permaculture	Industry Association	TAS
Kushala Priem	Natural Systems Permaculture	Permaculture Teacher and Landscaper	Permaculture and Landscaping	Employer	VIC
Lachlan McKenzie	International Permaculture Education Network	Permaculturalist	Permaculturalist	Employer	SA
Lis Bastian	Blue Mountains Permaculture Institute	Community Educator - Sustainability	Sustainable Development	Employer	NSW
Lorna Pettifer	CERES Community Environment Park	Education and Training Manager	Sustainable Development	RTO	VIC

Name	Organisation	Title	Industry	Representation Type	State
Mark Allen	Permaculture Association of WA	Permaculture Educator	Permaculture	Industry Association	WA
Martina Hoeppner	Dandelion Permaculture	Permaculture Educator	Permaculture	Employer	WA
Matt Daniele	Peace farm	Permaculture Specialist - Nursery	Permaculture	Employer	VIC
Megan Hall	South Regional TAFE WA	Permaculture Lecturer	Education and Training	RTO	WA
Neda Aleksic	Industry Skills Advisory Council, NT ISACNT	Training Package Development	Workforce Training	Industry Association	NT
Nicole Steel	Byron Region Community College	Education and VET Compliance	Education and Training	RTO	NSW
Paul Etheredge	Food, Fibre & Timber Industries Training Council WA	Program Manager	Food, Fibre and Timber	Industry Association	WA
Penelope Milburn	TAFE NSW	Permaculture Educator	Permaculture Training	RTO	NSW
Pete Allen	Telopia Mountain Permaculture Farm and Nursery	Permaculture Specialist - Education	Permaculture	Employer	VIC
Philip Kiragu	North Regional TAFE (WA)	Horticulture Lecturer	Horticulture	RTO	WA
Richard Vinycomb	Byron Region Community College	Director	Education	RTO	NSW
Rob Fenton	TAFE NSW	Head Teacher, National Environment Centre	Sustainable Environments	RTO	NSW
Robin Clayfield	Dynamic Groups	Education Specialist	Education	Employer	QLD
Robyn Francis	Permaculture College Australia	Designer/Teacher	Education	Industry Association	NSW
Ross Mars	Water Installations PTY Ltd	Irrigation Specialist and Permaculture Trainer	Irrigation	Employer	WA
Susan Brunskill	Permaculture Australia	Active in Permaculture Aust. and Land Care Online teaching of Permaculture	Permaculture and Landcare	Industry Association	NSW

Name	Organisation	Title	Industry	Representation Type	State
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Training and Workforce Development	Government (State)	WA
Tanja Harrasser	Joynmotion	Owner and Manager	Permaculture	Employer	VIC
Virginia Solomon	Permaculture Australia	IRC and VET Permaculture Representative	Permaculture	Industry Association	VIC
Wendy Seabrook	Learning From Nature	Director	Natural Systems	Employer	QLD

Organic Production and Composting

Name	Organisation	Title	Industry	Representation Type	State
Adam Wilson	Soil Systems Australia	Managing Director	Organics and Agroecology	Employer	QLD
Alexandra Mitchell	National Association for Sustainable Agriculture Australia (NASAA Organics)	General Manager	Organic production	Industry Association	SA
Anne Wiltshire	Melbourne Polytechnic	PICMM	Primary Resources	RTO	VIC
Ben Norton-Smith	National Farmers Federation (NFF)	Project Officer	Primary Resources	Industry Association	NSW
Bill Bulmer	Bulmer farms	Horticulture Group - Vegetables	Horticulture	Employer	VIC
David Hardwick	Soil Land Food	Principal	Soil Science	Employer	NSW
Emma Germano	Victorian Farmers Federation	President – Victorian Farmers Federation	Primary Production	Industry Association	VIC
Frances Parnell	Department of Training and Workforce Development WA	Manager, Training Curriculum Services	Primary Production	Government (State)	WA
Greg Owens	Northern Territory Farmers Association (NT Farmers)	Industry Development Manager	Primary Production	Industry Association	NT
Greg Paynter	Organic Advisory Service	Owner/Manager	Organic Production	Employer	QLD
Jacqueline Heap	TAFE NSW	Head of Extension and Adoption and Agriculture Teacher	Agriculture	RTO	NSW

Name	Organisation	Title	Industry	Representation Type	State
Jane Wightman	Horticulture Innovation Australia Limited	Head of Extension and Adoption	Horticulture	Government	QLD
John Jeffs	TasTAFE	Trainer/Assessor – Primary Industries and Science South	Primary Industries	RTO	TAS
Judi Unger	Ruralbiz Training	Trainer and Assessor	Primary Industries	RTO	VIC
Karen Mengell	CERES	VET Co-ordinator	Environment and Sustainability	Employer	VIC
Karlee Bertola	South Regional TAFE (WA)	Lecturer	Environment and Sustainability	RTO	WA
Kate Parker	National Association for Sustainable Agriculture Australia (NASAA Organics)	Education and Training Coordinator	Agriculture	Government	SA
Kelvin Free	Wattle Organic Farms	Managing Director	Organic Production	Employer	VIC
Kevin Wilkinson	Frontier Ag and Environment	Director	Agriculture	Employer	VIC
Kim Russell	Russell Agricultural Consulting	Director	Agriculture	Employer	VIC
Lisa Lepore	Australian Organics Recycling Association Limited (AORA)	NSW Coordinator	Organics and Waste Management	Government	NSW
Mark Shaw	Australian Certified Organics (ACO) Certification	Executive General Manager	Organic Certification	Government	QLD
Mary Cole	AGPATH	Director - Principal Scientist - Consultant	Composting	Employer	VIC
Michael Moore	Australian Chicken Growers Council	Executive Officer	Poultry Production	Industry Association	SA
Nikki Abel	Tasmanian Farmers and Graziers Association	Landcare & Organics Project Officer	Organic Production	Industry Association	TAS
Paul Bourke	Northern Territory Farmers Association (NT Farmers)	Chief Executive Officer	Primary Production	Industry Association	NT
Paul Etheredge	Food, Fibre & Timber Industries Training Council WA	Program Manager	Food, Fibre and Timber	Industry Association	WA

Name	Organisation	Title	Industry	Representation Type	State
Peter Wadewitz	Peats Soil and Garden Supplies	Managing Director	Composting	Employer	SA
Renga (Rengarajan) Ramasamy	Jeffries Soils	Environmental Project Officer	Composting	Employer	SA
Rob Fenton	TAFE NSW	Head Teacher, National Environment Centre	Sustainable Environments	RTO	NSW
Robyn Richards	4 Up Skilling	Managing Director	Primary Industries Training	RTO	VIC
Rod Morris	Queensland Farmers' Federation	Industry Skills Advisor	Primary Production	Industry Association	QLD
Ross Mars	Water Installations PTY Ltd	Irrigation Specialist and Permaculture Trainer	Irrigation	Employer	WA
Sachin Ayachit	Australian Certified Organics (ACO) Certification	Manager of Certification	Organic Certification	Government	QLD
Stephen Crisp	Sheep Producers Australia	Chief Executive Officer	Primary Production	Industry Association	NSW
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Workforce Development	Government (State)	WA
Tim Marshall	TM Organics	Director	Organic Production	Employer	SA
Will Dalgleish	Bendigo TAFE	Teacher	Primary Industries	RTO	VIC
Yvonne McClaren	Australian Organics Recycling Association	State Coordinator SA/NT	Organics and Waste Management	Government	SA

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	All components reflect skills and task requirements for describing modern job role in the permaculture, organic production, and composting sectors.	The workforce functional analysis conducted at the commencement of the project identified current and projected future employment requirements for the industry. Training package components have been reviewed and updated taking into account all feedback from nominated stakeholders, and endorsed by the subject matter expert group for these requirements.
Peak Industry Bodies	Training is accessible and meets future workforce requirements.	Training components reviewed and updated have taken into account changes in technology impacting the industry as a means of preparing for future needs. Rationalisation of knowledge evidence in the permaculture units of competency have also removed specificity and dated technologies allowing for more flexibility as new technologies are introduced.
Employers (Non-IRC)	Training is accessible and allows learners to demonstrate skills and knowledge related to job tasks and roles of their industry.	Development of Skill Sets that allow part time, full time and volunteer employees to gain specific training for required skills. Qualifications are structured to allow for full time or part time studies according to RTO training and assessment models. There are no entrance requirements for any of the qualifications developed in this project.
Regulators	All regulatory requirements, including legislation, regulatory guidelines and codes of practices are noted and referenced where applicable.	Units have reference to regulatory, legislative and certification requirements stated in the application statement where appropriate.
Registered Training Organisations (RTOs)	• Requirements for assessors create barriers for sourcing trainers and assessors. • Knowledge evidence in many units was too detailed and unrelated to the bioregion in which the units may be used.	• Additional requirements for assessors (in addition to minimum ASQA standards) embedded in the permaculture units of competency have been removed and replaced with the ASQA standard as this adequately addresses the need for competent trainers and assessors as the minimum requirement. • Knowledge evidence has been rationalised to reduce the detail to specific concepts rather than examples of possible permaculture systems, organic farms or composting regimes and technologies.
Training Boards/Other	Ensuring the are no mandated work hours (or work placements) included.	No mandated hours or work placements included in units (or qualifications).

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
State and Territory Training Authorities (STAs)	• Ensuring units all new units are included in qualifications. • Ensuring qualification alignment meets the AQF. • Ensuring foundation skills in units are reflective of what's required of the job task. • Ensuring deleted components do not impact on other training products.	• No orphan units included in training package components linked with this project. Units no longer included in the deleted composting qualification have been added as electives to the agriculture qualifications and skill sets targeted at local government, farming and horticultural sectors. • Mapping and alignment of qualification and packaging rules to AQF specifications has been performed on each of the qualifications for this project. • Foundation skills have been checked and refined for each unit during the review. • Deleted components were highlighted throughout all consultation stages and checked to identify impacts of their deletion on other training products.

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Additional requirements for Trainers and Assessors in PER units of competency are in excess of what is specified in current standards for RTOs	Are these additional assessor requirements needed and how could any additional requirements be catered for?	Additional assessor requirements removed from PER units. Assessor Requirements now include the following statement: *Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.* Additional guidance for RTOs for engaging trainers and assessors will be included in an updated version of the *Companion Volume Implementation Guide* to be released along with the newly endorsed permaculture qualifications and units.
AHCPER511 Facilitate participatory planning and learning activities	Feedback - Problem with this unit has always been lumping planning and learning in together with all performance criteria whereas in reality it is generally either a planning activity (e.g., to come to a group decision) or a learning activity (e.g., demonstrating a skill)	Removed the 'planning' aspect of the unit and have it covered by the new AHCPER6X2 unit (*Plan community governance and decision-making processes*). Included better definitions of planning and learning so it is clear what is needed.

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
	- very hard to combine the two. Unfortunately, this update doesn't address this issue.	
Suggested need for a new Skill Set with a focus on small business management	Is there a need for a skill set which focuses on small business management - around level III to IV and includes PER units with a small business management unit?	Results of TGA search found multiple skill sets suitable for PER business development. As a result, the development of another skill set for small business purposes was *not* recommended as others already exist addressing these skills needs. See examples below: **AHCSS00030 Farm Business Management Skill Set** AHCBUS512 Develop and implement family business structures and relationships AHCBUS516 Develop and review a business plan AHCBUS517 Monitor and review business performance BSBRSK501 Manage risk **BSBSS00102 Micro business skill set** BSBESB301 Investigate business opportunities BSBESB401 Research and develop business plans **BSBSS00103 New Business Ventures Skill Set** BSBESB301 Investigate business opportunities BSBESB302 Develop and present business proposals BSBESB303 Organise finances for new business ventures BSBESB304 Determine resource requirements for new business ventures **BSBSS00104 Small Business Management Skill Set** BSBESB401 Research and develop business plans BSBESB403 Plan finances for new business ventures BSBESB405 Manage compliance for small businesses BSBESB407 Manage finances for new business ventures
Volume of learning in *AHCPER4X4 Manage a seed bank*	Reference to Performance Evidence (PE) volume of learning: *There must be evidence that the individual has on at least one occasion managed a seed bank*	A time limit is not required to be specified in the unit. Guidance will be provided in the Implementation Guide about how the Performance Evidence can be applied for this unit.

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
	Should a time also be specified?	
Change name of 'Organic Farming' to 'Organic Production'	Industry felt that the term 'Organic Farming' did not reflect the range of produce, current industry language or the professional level attributed to organic production	Recommended that the specialisation in the agriculture qualification be titled 'Organic Production'. This also reflects the ORG sector name *Organic Production*.

Attachment D: Mandatory Workplace Requirements in Training Products

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

There are no Mandatory Workplace Requirements in any of the proposed units in this project.

All units must be assessed in an environment that reflects a real workplace and is set up with the appropriate equipment, systems and guiding procedures and that reflect an actual workplace.

Attachment E: No enrolment and low enrolment training products

No Enrolment:

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

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
AHCSOL403 Prepare acid sulphate soil management plans	Deletion	
AHCWAT201 Set up, operate and maintain water delivery systems for compost	Deletion	
Qualifications		
Qualification Code/ Name of Qualification	**Proposed for retention/deletion**	**Rationale for Retention**
Not applicable		

Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available1

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
AHCCOM201 Assess and receive raw materials for composting	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need.

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
		This unit is recommended for inclusion as Elective in newly revised Certificate II in Agriculture.
AHCCOM202 Recognise and respond to fire emergencies on a composting site	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate II in Agriculture.
AHCCOM203 Recognise raw materials, production processes and products on a composting site	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate II in Agriculture.
AHCCOM301 Operate compost processing plant, machinery and equipment	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate III in Agriculture.
AHCCOM401 Develop a composting recipe	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need.

Units of Competency

Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
		This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCCOM402 Plan and schedule compost production	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. AQF indicator in unit code changed to reflect revised unit outcomes Split Element 1 for better sequencing and clarity. This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture Revised unit defined by industry as a requirement to satisfy an identified skills need.
AHCORG401 Manage biodynamic production	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCORG402 Manage organic livestock production	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCORG405 Implement sustainable practices in the organic farm based business	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need.

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
		This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCORG406 Oversee compliance with an organic certification scheme	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCORG408 Manage on farm composting	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCORG503 Design and document an organic farm landscape	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.
AHCORG504 Develop and manage a community based marketing supply chain	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need.

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
		This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.
AHCORG505 Develop and monitor a sustainable production plan	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.
AHCORG506 Manage an agroecology production system	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.
AHCORG507 Develop an organic or biodynamic management plan	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.
AHCORG508 Prepare the enterprise for organic or biodynamic certification	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Updated title to reflect industry outcomes. This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
		Revised unit defined by industry as a requirement to satisfy an identified skills need.
AHCPER204 Check and operate permaculture water systems	Deletion	
AHCPER207 Care for animals in a permaculture system	Deletion	
AHCPER305 Implement crop maintenance and harvesting programs for permaculture systems	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need.
AHCPER306 Use weedy plants in a permaculture system	Retention	Unit reviewed and updated to better reflect the work task and align with industry requirements. Revised unit defined by industry as a requirement to satisfy an identified skills need. Change to title for clarity. Changed sequence of Performance Criteria to better reflect process.
AHCPER307 Establish a rural permaculture system	Deletion	Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit was merged with AHCPER308 Establish an urban permaculture system. Revised unit AHCPER324 Establish a permaculture system has been developed to better reflect the work task and align with industry requirements.
AHCPER308 Establish an urban permaculture system	Deletion	Revised unit defined by industry as a requirement to satisfy an identified skills need. This unit was merged with AHCPER307 Establish a rural permaculture system. Revised unit AHCPER324 Establish a permaculture system has been developed to better reflect the work task and align with industry requirements.

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
AHCPER309 Install and maintain permaculture water systems	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Title change to clarify intent. Restructured Elements and Performance Criteria and removed irrigation system installation to better reflect water management outcomes.
AHCPER313 Coordinate preparation and storage of permaculture products	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Change to title for clarity. Unit reviewed and updated to better reflect the work task and align with industry requirements.
AHCPER314 Read and interpret property maps and plans	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Unit reviewed and updated to better reflect the work task and align with industry requirements.
AHCPER315 Coordinate community projects	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Major changes to Elements and Performance Criteria for clarity and to better reflect outcomes. This unit is recommended for inclusion as Elective in newly revised Certificate III in Agriculture.
AHCPER321 Demonstrate permaculture practices to small groups of learners	Deletion	Revised unit defined by industry as a requirement to satisfy an identified skills need. Unit reviewed and updated to better reflect the work task and align with industry requirements.

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
AHCPER402 Design a rural permaculture system	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Unit reviewed and updated to better reflect the work task and align with industry requirements.
AHCPER408 Implement and monitor animal health and welfare programs for a permaculture system	Deletion	
AHCPER410 Recommend approaches for sustainable community and bioregional development	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Unit reviewed and updated to better reflect the work task and align with industry requirements.
AHCPER411 Operate within a sustainable community and bioregional development program	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Unit reviewed and updated to better reflect the work task and align with industry requirements. This unit is recommended for inclusion as Elective in newly revised Certificate IV in Agriculture.
AHCPER501 Carry out permaculture field research	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Redesigned unit to reflect skills for other industry sectors. Unit reviewed and updated to better reflect the work task and align with industry requirements.
AHCPER502 Design an integrated permaculture system	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Merged research content from deleted unit AHCPER507 Research and interpret requirements for a permaculture project.

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
		This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture.
AHCPER503 Develop a strategic plan for a permaculture project or enterprise		Revised unit defined by industry as a requirement to satisfy an identified skills need.

Code change and elevated unit to AQF6 to reflect performance outcomes more accurately. |
| AHCPER504 Manage a permaculture project or enterprise | Deletion | |
| AHCPER505 Plan and supervise the implementation of permaculture project works | Retention | Revised unit defined by industry as a requirement to satisfy an identified skills need.

Split Element and reviewed sequencing of Performance Criteria for clarity. |
| AHCPER507 Research and interpret requirements for a permaculture project | Deletion | Incorporated into AHCPER502. |
| AHCPER508 Manage a permaculture aid and development project | Retention | Revised unit defined by industry as a requirement to satisfy an identified skills need.

This unit is recommended for inclusion as Elective in newly revised Diploma of Agriculture. |
| AHCPER509 Design permaculture structures and features | Retention | Revised unit defined by industry as a requirement to satisfy an identified skills need.

Included reference to compliance with legislative requirements for designs.

Unit reviewed and updated to better reflect the work task and align with industry requirements. |
| AHCPER510 Prepare a sustainable community and bioregional development strategy | Retention | Revised unit defined by industry as a requirement to satisfy an identified skills need. |

Units of Competency		
Unit Code/ Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
		Reinstated from previously deleted AHCPER510 (deleted in 2020 due to low enrolments) AQF level change.
AHCPER511 Facilitate participatory planning and learning activities	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Changed unit focus to learning Changes to Title, Application, Elements and Performance Criteria. Unit reviewed and updated to better reflect the work task and align with industry requirements.
AHCPER512 Plan community governance and decision-making processes	Retention	Revised unit defined by industry as a requirement to satisfy an identified skills need. Changed AQF level indicator to level 6. Included Element for developing a plan.
Qualifications		
Qualification Code/ Name of Qualification	**Proposed for retention/deletion**	**Rationale for Retention**
AHC32216 Certificate III in Commercial Composting	Deletion	
AHC41616 Certificate IV in Organic Farming	Retention	Skills and knowledge are still required, however do not require their own qualification. Qualification has been merged into Certificate IV in Agriculture as an *Organic Production* specialisation.
AHC51816 Diploma of Organic Farming	Retention	Skills and knowledge are still required, however do not require their own qualification. Qualification has been merged into diploma of Agriculture as an *Organic Production* specialisation.
AHC52116 Diploma of Permaculture	Retention	The qualification structure remains largely the same. However updated content in the units have largely clarified the unit outcomes. Content in the units have been updated and clarified to ensure industry outcomes are achieved.

Units of Competency		
Unit Code/ Name of Unit	Proposed for retention/deletion	Rationale for Retention
		The Assessment Requirements have been clarified and consolidated to better reflect the standards expected for competency.

Attachment F: Quality assurance reports

Independent Quality Report

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	**AHC Agriculture, Horticulture and Conservation and Land Management v9.0**
Number of new qualifications and their titles[2]	**0**
Number of revised qualifications and their titles	**5** AHC10422 Certificate I in Permaculture AHC21722 Certificate II in Permaculture AHC33822 Certificate III in Permaculture AHC42122 Certificate IV in Permaculture AHC52122 Diploma of Permaculture
Number of new units of competency and their titles	0
Number of revised units of competency and their titles	**69** 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*	**Yes, I confirm that the Training Package components for endorsement 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*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Training Package Products Policy***

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[2] When the number of training products is high the t*itles can be presented as an attached list.*

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	**Yes, I confirm that the Training Package components 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	The consultation and validation processes outlined in the CfE appear to be fit for purpose and commensurate with the scope of the Composting and Organic Production and Permaculture Project to revise five qualification and 69 units of competency. The impact of the proposed changes, specifically the removal of restrictive additional assessor requirements and the rationalisation of range statements to essential knowledge requirements in knowledge evidence in permaculture units of competency are expected to have a positive impact for training providers, and in turn industry. Non equivalency of qualifications and units may have impacts for some RTO providers, however the CfE confirms feedback on the changes was supportive. It is this panel member's view that the estimated impact of the proposed changes is sufficient and convincing.
Name of panel member completing Quality Report	**Maree Thorne**
Date of completion of the Quality Report	**20 September 2022**

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 2. One or more quality assured companion volumes	*Yes*	The components proposed for endorsement in the AHC Agriculture, Horticulture and Conservation and Land Management Training Package v9.0 meet the requirements of Standard 1. The Training Package components in the Case for Endorsement (CfE) includes: • Five revised qualifications • 69 revised units of competency, and associated assessment requirements. No credit arrangements exist for the components. The AHC Agriculture, Horticulture and Conservation and Land Management Training Package V9.0 Companion Volume Implementation Guides (CVIG) Parts 1 (*Overview and Implementation*) and 2 (*Component Details*) have been updated to include the new and revised qualifications and new and revised units of competency, as well minor qualification changes, and have been quality assured in this process.

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 2 Training Package developers comply with the *Training Package Products Policy*	*Yes*	The Training Package developers have complied with Standard 2 – Compliance with the Training Packages Products Policy (TPPP), with supporting evidence including: • Coding and titling of qualifications and units of competency • Qualifications do not include entry requirements (access and equity), and packaging rules specifying a total number of units to achieve the qualifications made up of core and electives are specified • Qualifications and units of competency include mapping of changes made to reviewed components and equivalency information, which are also included in the AHC CVIG • No units of competency, including imported units, have prerequisite requirements • The Case for Endorsement (CfE) confirms industry support for deletion of one qualification and five units of competency as the skills are no longer required by industry. A further two qualifications (in organic composting) have been incorporated as specialisations into Agriculture qualifications reviewed in Project Part 1 of this Activity Order. The endorsed components are complemented by 22 skills sets (18 new and 4 revised) non-endorsed skills sets, which have been quality assured in this process. The skill sets provide additional flexibility and pathway options for individuals and employers. The CVIG includes information about access and equity and outlines how Foundation Skills have been addressed in units of competency Information about pathways is provided in the CVIG.

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 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, consultation and validation processes for the draft components, including details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices. Timeframes for consultation (6 weeks) and validation (4 weeks) phases meet policy requirements. Developers undertook five site visits to permaculture based businesses in Victoria. A range of feedback and participation strategies were made available to participants throughout the development period, including to accommodate stakeholders who were impacted by flood events during the timeframe. Summary of the feedback, responses and actions taken in the development, was available on the project pages and was examined in the quality assurance process to validate inclusion or rationales for not, of stakeholder feedback in the components.
Standard 4 Units of competency specify the standards of performance required in the workplace	*Yes*	All presented units of competency were reviewed. The standards of performance required in the workplace are presumed to be confirmed through stakeholder consultation during development and validation prior to submission.
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	The structure of all proposed units of competency comply with the unit of competency template.

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 6 Assessment requirements specify the evidence and required conditions for assessment	*Yes*	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. Reference to frequency ('on at least one occasion') is included in Performance Evidence (PE) of most units of competencies' Assessment Requirements. KE has been revised to remove previous range statements or lists of examples ('such as') but not actually critical required knowledge ('including'). Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements is aligned to the PE and unit of competency. Existing requirements for assessors to hold specified permaculture qualifications or courses (additional to the requirements of the Standards for RTOs) have been removed from the Assessment Conditions of permaculture units.
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.

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 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	*Yes*	The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met by the specified packaging rules and elective selection (prescribed by selection from elective groups) and further supported with the wording that: 'Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome' Qualification packaging rules which are clearly stated, prescribe selection of electives from elective groups to meet the qualification outcomes, and ensure compliance with the AQF specifications for qualification types, whilst also enabling flexibility for individuals and/or industry employers.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	*Yes*	The structure of the five revised qualifications presented for endorsement complies with the qualification template, and includes appropriate coding and titling, qualification descriptors, mapping information and links to the AHC CVIG. No qualifications submitted for endorsement have an entry requirement. No qualifications include units with prerequisite requirements.
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 AHC CVIG indicates there are no nationally applicable credit arrangements.

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 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 (CVIG) Version 9.0 in two parts: Part 1: *Overview and Implementation* Part 2: *Component Details* The AHC CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.
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: Permaculture (V 1.0) was quality assured. The guide provides specific information for users of the permaculture training package components, including definitions and lists of permaculture system products to aid delivery and assessment of the PER training products.

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's needs	Yes	The components proposed for endorsement for the Composting & Organic Production and Permaculture project is explained in the CfE as one of four projects in the Case for Change for the *AHC Agriculture and Horticulture Training Package Unit Sector Approach, Stage 3*, approved by the AISC in June 2021. In combination, the four projects align relatively closely to the approved Case for Change. The CfE articulates key industry issues driving the development of the new and revised components. The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for the development of the new units and skill sets. It outlines involvement of the range of industry and other stakeholders, and details changes and communications throughout the project to meet needs of those stakeholders.
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	Yes	The proposed components for endorsement respond to the COAG Industry and Skills Council's (CISC) training package reforms, evidenced by: • foster greater recognition of skill sets The proposed components will be supported by 18 new and four revised skill sets. • ensure obsolete and superfluous qualifications are removed from the system One qualification and five units of competency are proposed for deletion where industry confirms the skills/knowledge are no longer required and/or where this skill/knowledge is included in other components. Two qualifications have been incorporated as specialist streams into Agriculture qualifications in Project Part 1 (Agriculture and Horticulture Core Skills) of the overall activity order.

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		• ensure that the training system better supports individuals to move easily from one related occupation to another Permaculture, organic and composting units have been included in Agriculture qualifications to enable individuals to move between related occupations. Permaculture qualifications include AHC work (WRK), infrastructure (INF), machinery and equipment (MOM) and safety (WHS) units and others as core and/or elective options to support movement between sectors. • 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 An additional Companion Volume User Guide: Permaculture (V 1.0) provides specific information for users of the permaculture training package components, including definitions and lists of permaculture system products to aid delivery and assessment of the PER training products. Section 7 of the guide also includes information for training providers about permaculture trainers'/assessors' relevant experience and background as recommended by industry. • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors The CfE specifically identifies six permaculture units that have been 'modified to allow their use by other industry sectors', including agriculture and horticulture.
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	The CfE details the consultation and validation processes undertaken in the development of the components for endorsement, including site visits to inform Workforce Functional Analysis (WFA) development and engagement with approximately 63 participants throughout the project development. Removal of potential trainer/assessor barriers to delivery of permaculture components and revision of the qualifications is, as outlined in the CfE, anticipated to increase VET training and assessment participation. 'Enrolment numbers in organic production and composting training programs were relatively low overall. However, industry representatives were of the view that low enrolments did not necessarily reflect demand for training. The rationalisation and restructure of the ORG qualifications are designed to better

		support individual and organisational needs for learners to move between different types of farming operations'

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	Packaging rules in the qualifications enable flexibility in the selection of electives, including a broad range of AHC units in irrigation, work, machinery operation and maintenance and infrastructure maintenance etc. Endorsed components will be supported by 22 skill sets to provide entry, upskilling and skill movements within and across industry sectors.
Promote national and international portability	Yes	Units of competency highlight the requirement to meet to national, state and local legislation, regulations and/or standards of practice in relation to biosecurity, environmental protection, health and safety, and food safety, where applicable, including for portability.
Reflect regulatory requirements and licensing	Yes	Whilst no regulatory or licensing requirement apply directly to the submitted components for endorsement, licensing and/or regulatory requirements may apply to individual elective units associated with handling, processing or distributing products for human consumption and/or collection and handling of seeds. Wording has been included to advise user to check with relevant authorities for requirements.

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	Sections 5.1 of the CfE indicates no dissenting views or unresolved issues.

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*
Recognise convergence and connectivity of skills	Yes	Units listed in the qualifications include AHC units from a range of sectors including irrigation, infrastructure, machinery operation and maintenance and general work, as well as units of competency from other training packages such as TAE.

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	Qualifications include elective choices, and options to choose units from any other training package or accredited course, suitable to vocational requirements and context – which ensures that each qualification can be packaged to suit different settings and a range of employer and individual needs. Unit Assessment Requirements allow for skills and/or knowledge to 'demonstrated [in a workplace] or an environment that accurately represents workplace conditions' thereby enabling flexibility of the components to meet a broad range of individual and employer needs.
Support equitable access and progression of learners	Yes	No qualifications specify entry requirements, and no units of competency included in the submission have prerequisite requirements. 18 new, and four revised skills sets provide additional opportunity for entry to qualifications.

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	Certificates II and III in Permaculture submitted for endorsement are recommended by the IRC as suitable for a traineeship pathway. The CfE specifies that there are no national credit arrangements between the new and revised qualifications and Higher Education qualifications at the time of endorsement. 22 supporting skill sets provide pathways into 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 implementation is provided via the AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 9.0 Companion Volume Implementation Guide (CVIG) Parts 1 and 2, both of which have been quality assured in this process and are ready for publication at the same time as the Training Package components. The CVIG provides guidance about occupational outcomes of AHC qualifications, pathways, and access and equity (including advice regarding reasonable adjustment for learners with disabilities). Information about how Foundation Skills are addressed in units of competency is included in the CVIG. An additional Companion Volume User Guide: Permaculture provides additional support for implementation.

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 sound assessment practice	Yes	The associated Assessment Requirements for each unit include references to frequency of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered and necessary resources. Knowledge Evidence and Performance Evidence requirements in the Assessment Requirements aligns to the unit of competency elements and performance criteria.
Support implementation	Yes	The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication. Components contain links as required by the templates to the AHC CVIG 9.0 which has been updated to include all components being endorsed, has been quality assured in this process and is ready for publication at the same time as the Training Package components.

Attachment 1 – Revised Units of Competency (69)

AHCCOM204	Assess and receive raw materials for composting
AHCCOM205	Recognise and respond to fire emergencies on a composting site
AHCCOM206	Recognise raw materials, production processes and products on a composting site
AHCCOM304	Operate compost processing plant, machinery and equipment
AHCCOM403	Develop a composting recipe
AHCCOM502	Plan and schedule compost production
AHCORG102	Support organic production
AHCORG409	Manage biodynamic production
AHCORG410	Manage organic livestock production
AHCORG411	Manage organic soil improvement
AHCORG412	Arrange selling through community based marketing
AHCORG413	Implement sustainable practices in the organic farm based business
AHCORG414	Oversee compliance with an organic certification scheme
AHCORG415	Manage on farm composting
AHCORG509	Prepare and manage organic or biodynamic certification
AHCORG510	Design and document an organic farm landscape
AHCORG511	Develop and manage a community based marketing supply chain
AHCORG512	Develop and monitor a sustainable production plan
AHCORG513	Manage an agroecology production system
AHCORG514	Develop an organic or biodynamic management plan
AHCPER106	Observe permaculture principles and work practices
AHCPER107	Support resource conservation practices
AHCPER108	Support plant care in a permaculture system
AHCPER216	Harvest, treat and store seed
AHCPER217	Report information about a local bioregion
AHCPER218	Prepare and store products from a permaculture system
AHCPER219	Plant and maintain crops in a permaculture system
AHCPER220	Harvest crops in a permaculture system
AHCPER221	Recognise characteristics of integrated plant and animal systems
AHCPER222	Use and maintain hand tools and equipment for garden and farm
AHCPER223	Produce new plants for a permaculture garden system
AHCPER224	Work effectively in permaculture
AHCPER225	Assist with garden soil health and plant nutrition
AHCPER322	Communicate permaculture system principles to stakeholders
AHCPER323	Use the characteristics of plant resilience in a permaculture system
AHCPER324	Establish a permaculture system
AHCPER325	Mitigate plant pests, diseases and disorders in a permaculture system
AHCPER326	Install and maintain permaculture water management systems
AHCPER327	Install structures for permaculture systems
AHCPER328	Establish organic garden and orchard systems
AHCPER329	Coordinate preparation and storage of produce from a permaculture system
AHCPER330	Coordinate community projects
AHCPER331	Coordinate propagation activities for a permaculture system
AHCPER332	Maintain integrated plant and animal systems
AHCPER333	Implement crop maintenance and harvesting programs for permaculture systems

AHCPER334	Read and interpret property maps and plans
AHCPER335	Select plant and animal species for permaculture systems
AHCPER336	Test, improve and maintain healthy soil in a permaculture system
AHCPER414	Develop recommendations for integrated plant and animal systems
AHCPER415	Plan and implement permaculture works
AHCPER416	Manage a seed bank
AHCPER417	Investigate and recommend species for a permaculture system
AHCPER418	Provide advice on permaculture principles and practices
AHCPER419	Design a rural permaculture system
AHCPER420	Design an urban permaculture system
AHCPER421	Select appropriate technology for a permaculture system
AHCPER422	Identify and analyse bioregional characteristics and resource
AHCPER423	Design harvesting and storage systems for permaculture products
AHCPER424	Recommend approaches for sustainable community and bioregional development
AHCPER425	Operate within a sustainable community and bioregional development program
AHCPER513	Plan and conduct field research
AHCPER514	Design an integrated permaculture system
AHCPER515	Design permaculture structures and features
AHCPER516	Facilitate participatory learning activities
AHCPER517	Plan and supervise the implementation of permaculture project works
AHCPER518	Manage a permaculture aid and development project
AHCPER601	Develop a strategic plan for a permaculture project or enterprise
AHCPER602	Plan community governance and decision-making processes
AHCPER603	Prepare a sustainable community and bioregional development strategy

Editorial Report Template

1. **Cover page**	
Information required	**Detail**
Training Package title and code	**AHC Agriculture and Horticulture Training Package Version 9.0** (Presented as four separate cases for endorsement)
Number of new qualifications and their titles [1]	**Nil**
Number of revised qualifications and their titles	**Total – 23 revised qualifications** Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -13 (including 5 IRC updated qualifications) Part 2 – Composting & Organic Production and Permaculture - 5 Part 3 – Intensive Livestock Production – 2 Part 4 – Respect for Country Job Skills - 3
Number of new units of competency and their titles	**Total – 5 new units of competency** Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -3 Part 2 – Composting & Organic Production and Permaculture - 0 Part 3 – Intensive Livestock Production - 1 Part 4 – Respect for Country Job Skills - 1
Number of revised units of competency and their titles	**Total – 182 revised units of competency** Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates - 62 Part 2 – Composting & Organic Production and Permaculture - 69 Part 3 – Intensive Livestock Production - 16 Part 4 – Respect for Country Job Skills - 35
Confirmation that the draft training package components are publication-ready	The draft training package components are publication ready.

Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Lina Robinson
Date of completion of the report	7 September 2022

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: • The structure of units of competency complies with the unit of competency template.	The structure of the units of competency follows the template. The components of the units of competency were checked to ensure compliance with the template requirements. Some suggestions were made for clarification in the sections – application, elements, performance criteria and foundations skills (and to ensure foundation skills were not explicit in the performance criteria). These suggestions were discussed with Skills Impact and agreed changes were made during the editorial process.
Standard 7: • The structure of assessment requirements complies with the assessment requirements template.	The structure of the assessment requirements follows the template. The performance evidence was reviewed to ensure clarity of the required evidence, the frequency and volume of evidence required and the relationship with the performance criteria. The knowledge evidence was checked for appropriateness to the unit, consistent breadth and depth, clarity and consistency of terminology and linkages to the performance criteria. Discussion took place with Skills Impact on a range of editorial matter relating to the above, most of which Skills Impact actioned. There were however some remaining matters that this editor recommends be considered for future revisions in improving the performance evidence requirements, particularly for users to implement. An example of this occurred in *AHCWRK406 Provide specialised services to clients*, where the main task is described in the plural, but evidence is required on one occasion. Another, *AHCWRK516 Implement professional practice* where tasks associated with its main task would be better described in volume rather than frequency. Skills Impact advised that these units have been through extensive consultation with stakeholders - the outcome of which has seen the subject matter experts having agreed, on the approach taken in the performance evidence – therefore did not support change. Seven units of competency related to pork production have mandatory workplace requirements that requires performance evidence to only be demonstrated in a pork production site. While there are no strict guidelines on how mandatory workplace requirements should be expressed within the unit of competency and assessment

Editorial requirements	Comments
	requirements template, except within the assessment conditions fields, Skills Impact have also chosen to also highlight these requirements within the application and performance evidence fields to alert users.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: • The structure of the information for qualifications complies with the qualification template.	The structure of the information for the qualifications follows the qualification template. Some suggestions were made to clarify the packaging rules, most of which were adopted. Codes and mapping information were checked to ensure consistency across training products.
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.	N/A. No credit arrangements exist between the AHC V9.0 qualifications and Higher Education. This is outlined in the CVIG V9.0.

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: • A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.	The AHC companion volume implementation guide, structured into two separate documents, has been updated as Version 9.0 and follows required template. Part 1 contains an overview and implementation advice. Part 2 contains details of the Training Package components. This guide was checked to ensure currency of information and accessibility of presentation. This panellist sighted a further companion volume produced to support users of the permaculture components.

3. Proofreading

Editorial requirements	Comments by the editor
• **Unit codes and titles** and **qualification codes and titles** are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.	The unit and qualification codes and titles have been checked and cross referenced throughout the training package products. Thirty-seven units (coded AHCCOM, AHCORG, AHCPER) were presented for this review as minor changes however it was recommended that these units be recoded due to the significant changes made to the elements, performance criteria, performance and knowledge evidence, and assessment conditions fields. Foundation skills were also added. This didn't present an issue as the units had been through the consultation and validation processes.
• Units of competency and their **content** are **presented in full**.	All units of competency are presented in full.

• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:
   o absence of spelling, grammatical and typing mistakes
   o consistency of language and formatting
   o logical structure and presentation of the document.
   o compliance with the required templates
	All draft training products have been checked for:
	   • absence of spelling, grammatical and typing mistakes
	   • consistency of language and formatting
	   • logical structure and presentation of the document
	   • compliance with the required templates.

Attachment: List of training products

Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates

13 revised qualifications

1. AHC10222 Certificate I in Agriculture
2. AHC10322 Certificate I in Horticulture
3. AHC20122 Certificate II in Agriculture
4. AHC20422 Certificate II in Horticulture
5. AHC30122 Certificate III in Agriculture
6. AHC30722 Certificate III in Horticulture
7. AHC32822 Certificate III in Rural Operations
8. AHC33722 Certificate III in Protected Horticulture
9. AHC40122 Certificate IV in Agriculture
10. AHC40422 Certificate IV in Horticulture
11. AHC50122 Diploma of Agriculture
12. AHC50422 Diploma of Horticulture Management
13. AHC51222 Diploma of Community Group Coordination and Facilitation

3 new units

1. AHCARB613 Conduct complex tree hazard and health assessment post-fire
2. AHCMOM303 Operate a telehandler
3. AHCPCM308 Identify and select plants

62 revised units

1. AHCBUS403 Prepare project acquittal
2. AHCBUS410 Report on a project
3. AHCCCF417 Obtain and manage sponsorship
4. AHCCCF418 Contribute to association governance
5. AHCCCF419 Present proposed courses of action at a meeting
6. AHCCCF420 Facilitate ongoing group development
7. AHCCCF421 Develop approaches to include cultural and human diversity
8. AHCCCF422 Coordinate events to support group purpose
9. AHCCCF507 Facilitate the development of group goals and projects
10. AHCCCF508 Promote group formation and development
11. AHCCCF509 Support group and community change management processes
12. AHCCCF510 Contribute to regional planning process
13. AHCCCF602 Coordinate the development of regional plans
14. AHCINF205 Carry out basic electric fencing operations
15. AHCINF206 Install, maintain and repair farm fencing
16. AHCINF207 Maintain properties and structures
17. AHCINF208 Fabricate and repair metal or plastic structures
18. AHCINF305 Implement property improvement, construction and repair

19. AHCINF306 Plan and construct an electric fence
20. AHCINF307 Plan and construct conventional fencing
21. AHCINF308 Install and terminate extra low voltage wiring systems
22. AHCSOL302 Develop and apply knowledge of fertiliser and soil ameliorant products
23. AHCWHS102 Work safely
24. AHCWHS202 Participate in workplace health and safety processes
25. AHCWHS302 Contribute to workplace health and safety processes
26. AHCWHS402 Maintain workplace health and safety processes
27. AHCWHS503 Manage workplace health and safety processes
28. AHCWRK102 Maintain the workplace
29. AHCWRK103 Contribute to animal care
30. AHCWRK210 Observe and report on weather
31. AHCWRK211 Participate in environmentally sustainable work practices
32. AHCWRK212 Work effectively in industry
33. AHCWRK213 Participate in workplace communications
34. AHCWRK214 Observe workplace quality assurance procedures
35. AHCWRK215 Collect and record production data
36. AHCWRK216 Provide information on products and services
37. AHCWRK313 Collect samples for a rural production or horticulture monitoring program
38. AHCWRK314 Monitor weather conditions
39. AHCWRK315 Respond to emergencies
40. AHCWRK316 Respond to rescue incidents
41. AHCWRK317 Coordinate work site activities
42. AHCWRK318 Comply with industry quality assurance requirements
43. AHCWRK319 Handle bulk materials in a storage area
44. AHCWRK320 Apply environmentally sustainable work practices
45. AHCWRK321 Provide on-job training support
46. AHCWRK322 Conduct site inspections
47. AHCWRK323 Operate in isolated and remote situations
48. AHCWRK404 Implement quality assurance procedures
49. AHCWRK406 Develop community networks
50. AHCWRK407 Promote community programs
51. AHCWRK408 Provide information on issues and policies
52. AHCWRK409 Supervise work routines and staff performance
53. AHCWRK410 Implement and monitor environmentally sustainable work practices
54. AHCWRK515 Assess new industry developments
55. AHCWRK516 Implement professional practice
56. AHCWRK517 Interpret legislation
57. AHCWRK518 Provide specialist advice to clients
58. AHCWRK519 Audit site operations
59. AHCWRK520 Develop workplace policy and procedures for environment and sustainability
60. AHCWRK521 Plan, implement and review a quality assurance program
61. AHCWRK604 Lead and manage an organisation
62. AHCWRK605 Design and conduct a field-based research trial

Part 2 – Composting & Organic Production and Permaculture

5 revised qualifications

1. AHC10422 Certificate I in Permaculture
2. AHC21722 Certificate II in Permaculture
3. AHC33822 Certificate III in Permaculture
4. AHC42122 Certificate IV in Permaculture
5. AHC52122 Diploma of Permaculture

69 revised units

1. AHCCOM204 Assess and receive raw materials for composting
2. AHCCOM205 Recognise and respond to fire emergencies on a composting site
3. AHCCOM206 Recognise raw materials, production processes and products on a composting site
4. AHCCOM304 Operate compost processing plant, machinery and equipment
5. AHCCOM403 Develop a composting recipe
6. AHCCOM502 Plan and schedule compost production
7. AHCORG102 Support organic production
8. AHCORG409 Manage biodynamic production
9. AHCORG410 Manage organic livestock production
10. AHCORG411 Manage organic soil improvement
11. AHCORG412 Arrange selling through community based marketing
12. AHCORG413 Implement sustainable practices in the organic farm based business
13. AHCORG414 Oversee compliance with an organic certification scheme
14. AHCORG415 Manage on farm composting
15. AHCORG509 Prepare and manage organic or biodynamic certification
16. AHCORG510 Design and document an organic farm landscape
17. AHCORG511 Develop and manage a community based marketing supply chain
18. AHCORG512 Develop and monitor a sustainable production plan
19. AHCORG513 Manage an agroecology production system
20. AHCORG514 Develop an organic or biodynamic management plan
21. AHCPER106 Observe permaculture principles and work practices
22. AHCPER107 Support resource conservation practices
23. AHCPER108 Support plant care in a permaculture system
24. AHCPER216 Harvest, treat and store seed
25. AHCPER217 Report information about a local bioregion
26. AHCPER218 Prepare and store products from a permaculture system
27. AHCPER219 Plant and maintain crops in a permaculture system
28. AHCPER220 Harvest crops in a permaculture system
29. AHCPER221 Recognise characteristics of integrated plant and animal systems
30. AHCPER222 Use and maintain hand tools and equipment for garden and farm
31. AHCPER223 Produce new plants for a permaculture garden system
32. AHCPER224 Work effectively in permaculture
33. AHCPER225 Assist with garden soil health and plant nutrition
34. AHCPER322 Communicate permaculture system principles to stakeholders
35. AHCPER323 Use the characteristics of plant resilience in a permaculture system

36. AHCPER324 Establish a permaculture system
37. AHCPER325 Mitigate plant pests, diseases and disorders in a permaculture system
38. AHCPER326 Install and maintain permaculture water management systems
39. AHCPER327 Install structures for permaculture systems
40. AHCPER328 Establish organic garden and orchard systems
41. AHCPER329 Coordinate preparation and storage of produce from a permaculture system
42. AHCPER330 Coordinate community projects
43. AHCPER331 Coordinate propagation activities for a permaculture system
44. AHCPER332 Maintain integrated plant and animal systems
45. AHCPER333 Implement crop maintenance and harvesting programs for permaculture systems
46. AHCPER334 Read and interpret property maps and plans
47. AHCPER335 Select plant and animal species for permaculture systems
48. AHCPER336 Test, improve and maintain healthy soil in a permaculture system
49. AHCPER414 Develop recommendations for integrated plant and animal systems
50. AHCPER415 Plan and implement permaculture works
51. AHCPER416 Manage a seed bank
52. AHCPER417 Investigate and recommend species for a permaculture system
53. AHCPER418 Provide advice on permaculture principles and practices
54. AHCPER419 Design a rural permaculture system
55. AHCPER420 Design an urban permaculture system
56. AHCPER421 Select appropriate technology for a permaculture system
57. AHCPER422 Identify and analyse bioregional characteristics and resource
58. AHCPER423 Design harvesting and storage systems for permaculture products
59. AHCPER424 Recommend approaches for sustainable community and bioregional development
60. AHCPER425 Operate within a sustainable community and bioregional development program
61. AHCPER513 Plan and conduct field research
62. AHCPER514 Design an integrated permaculture system
63. AHCPER515 Design permaculture structures and features
64. AHCPER516 Facilitate participatory learning activities
65. AHCPER517 Plan and supervise the implementation of permaculture project works
66. AHCPER518 Manage a permaculture aid and development project
67. AHCPER601 Develop a strategic plan for a permaculture project or enterprise
68. AHCPER602 Plan community governance and decision-making processes
69. AHCPER603 Prepare a sustainable community and bioregional development strategy

Part 3 – Intensive Livestock Production

2 revised qualifications

1. AHC30422 Certificate III in Pork Production
2. AHC30522 Certificate III in Poultry Production

1 new unit

1. AHCPRK315 Care for sows prior, during and after farrowing

16 revised units

1. AHCPLY208 Collect and pack eggs for human consumption
2. AHCPLY209 Grade and pack eggs for human consumption
3. AHCPLY210 Catch and load poultry
4. AHCPLY211 Collect store and handle eggs from breeder flocks
5. AHCPLY303 Maintain health and welfare of poultry
6. AHCPLY308 Set up sheds for placement of poultry
7. AHCPLY309 Brood poultry
8. AHCPLY310 Incubate eggs
9. AHCPLY311 Clean and disinfect poultry production sheds
10. AHCPLY312 Implement and monitor biosecurity measures in poultry production
11. AHCPRK202 Move and handle pigs
12. AHCPRK311 Care for health and welfare of pigs
13. AHCPRK312 Care for weaner pigs
14. AHCPRK313 Treat rectal prolapse in pig
15. AHCPRK314 Care for grower and finisher pigs
16. AHCPRK403 Implement a feeding plan for pig production

Part 4 – Respect for Country Job Skills

3 revised qualifications

1. AHC31522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work
2. AHC32522 Certificate III in On Country Management
3. AHC60422 Advanced Diploma of Conservation and Ecosystem Management

1 new unit

1. AHCCSW401 Contribute to the development of cultural safety processes

35 revised units

1. AHCCSW301 Protect places of Aboriginal and/or Torres Strait Islander cultural significance
2. AHCCSW302 Relate Aboriginal and/or Torres Strait Islander culture to sites work
3. AHCCSW303 Identify and record sites, objects and cultural landscapes on Country
4. AHCCSW304 Identify Aboriginal and/or Torres Strait Islander culturally significant plants
5. AHCCSW305 Work with Aboriginal and/or Torres Strait Islander ceremonial and sacred material
6. AHCCSW306 Use technology in Aboriginal and/or Torres Strait Islander sites work
7. AHCCSW307 Support the documentation of Aboriginal and/or Torres Strait Islander cultural landscapes
8. AHCCSW308 Apply cultural significance to Aboriginal and/or Torres Strait Islander sites and landscapes
9. AHCCSW309 Interpret Aboriginal and/or Torres Strait Islander cultural landscape
10. AHCCSW310 Move and store Aboriginal and/or Torres Strait Islander cultural material
11. AHCCSW311 Maintain an Aboriginal and/or Torres Strait Islander cultural site
12. AHCCSW312 Apply knowledge of relevant legislation to Aboriginal and/or Torres Strait Islander sites work
13. AHCCSW501 Survey and report on Aboriginal and/or Torres Strait Islander cultural sites
14. AHCOCM201 Maintain cultural sites

15. AHCOCM202 Observe and report plants or animals
16. AHCOCM203 Record information about Country
17. AHCOCM301 Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
18. AHCOCM302 Work with an Aboriginal and/or Torres Strait Islander Community or organisation
19. AHCOCM303 Follow Aboriginal and/or Torres Strait Islander cultural protocols
20. AHCOCM304 Implement cultural burning practices on Country
21. AHCOCM305 Identify customs and land rights for an Aboriginal and/or Torres Strait Islander Community
22. AHCOCM401 Protect places of cultural significance
23. AHCOCM402 Report on place of potential cultural significance
24. AHCOCM403 Contribute to a proposal for a negotiated outcome related to Country
25. AHCOCM404 Record and document Aboriginal and/or Torres Strait Islander Community history
26. AHCOCM405 Develop work practices to accommodate cultural identity
27. AHCOCM501 Conduct field research into natural and cultural resources
28. AHCOCM502 Develop conservation strategies for cultural resources
29. AHCOCM503 Manage restoration of cultural places
30. AHCOCM504 Develop strategies for on Country management
31. AHCOCM505 Map relationship of business organisation to culture and Country
32. AHCOCM506 Operate within Community cultures and goals.docx
33. AHCOCM507 Propose a negotiated outcome for a given area of Country
34. AHCOCM508 Plan for successful cultural practice at work
35. AHCOCM601 Manage cultural processes in an Aboriginal and/or Torres Strait Islander organisation

Equity Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	**AHC Agriculture and Horticulture Training Package Version 9.0** (Presented as four separate cases for endorsement)
Number of new qualifications and their titles [1]	**Nil**
Number of revised qualifications and their titles	**Total – 23 revised qualifications** Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -13 (including IRC updated qualifications) Part 2 – Composting & Organic Production and Permaculture - 5 Part 3 – Intensive Livestock Production – 2 Part 4 – Respect for Country Job Skills - 3
Number of new units of competency and their titles	**Total – 5 new units of competency** Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates -3 Part 2 – Composting & Organic Production and Permaculture - 0 Part 3 – Intensive Livestock Production - 1 Part 4 – Respect for Country Job Skills - 1
Number of revised units of competency and their titles	**Total – 182 revised units of competency** Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates - 62 Part 2 – Composting & Organic Production and Permaculture - 69 Part 3 – Intensive Livestock Production - 16 Part 4 – Respect for Country Job Skills - 35
Confirmation that the draft training package components meet the requirements in Section 2 *Equity checklist of draft training package components*	The draft training package components meet the requirements in Section 2 Equity checklist of draft training package components.

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[1] *When the number of training products is high* the *titles can be presented as an attached list.*

Information required	Detail
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	Lina Robinson
Date of completion of the report	7 September 2022

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Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
	Provide brief commentary on whether the draft endorsed components meet each of the equity requirements
The training package component(s) comply with Standard 2 of the *Standards for Training Packages 2012*. The standard requires compliance with the *Training Package Products Policy*, specifically with the access and equity requirements: • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.	The draft training package components reviewed, follow the Standards for Training Packages and Training Package Products Policy in relation to access and equity. The AHC Agriculture, Horticulture, Conservation and Land Management Companion Volume Implementation Guide (AHC CVIG) updated as Version 9.0 has a section on access and equity considerations that details practical ways on how to incorporate reasonable adjustment in delivery and assessment and training products, particularly for learners with disabilities.

Section 3 - Training Package Quality Principles

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

Key features
Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?
What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?
Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?'	The qualifications contain a wide selection of electives (and specialisations in a number of qualifications) that enable application in a range of agricultural, horticulture, conservation and land management contexts and allows for units not listed in the elective banks to be imported from other training packages or accredited courses.
2. Is there evidence of multiple entry and exit points?	Yes, the AHC units are contained in AHC skill sets and AHC qualifications that allows entry and progression to higher qualifications.

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Equity requirements	Equity reviewer comments
	The AHC CVIG V9.0 includes a section that outlines the multiple pathways to gain qualifications showing the possible pathways into, and from qualifications.
3. Have prerequisite units of competency been minimised where possible?	Yes, the prerequisite units have been minimised but must be met where units require prior knowledge and skills in Aboriginal and/or Torres Strait Islander cultural protocols, sites works and planned burnings.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	Yes, qualifications do not contain any entry requirements, however where they do, i.e.. AHC50422, allow for industry experience, presenting no barrier to entry. Also, AHC units are used across AHC qualifications and in doing so enhance the flexibility for learners and industry in their elective choices.

Quality Principle 5

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

Key features
Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	The AHC CVIG V9.0 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.

Quality Principle 6

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

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

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Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	Yes, the AHC CVIG V9.0 provides advice on pathways, access and equity and foundation skills.
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Yes, foundation skills are recognised in the units of competency reviewed, and do not exceed the foundation skills required in the workplace.

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Attachment: List of training products

Part 1 – Ag & Horticulture Core Skills, and other related AHC Minor Updates

13 revised qualifications

1. AHC10222 Certificate I in Agriculture
2. AHC10322 Certificate I in Horticulture
3. AHC20122 Certificate II in Agriculture
4. AHC20422 Certificate II in Horticulture
5. AHC30122 Certificate III in Agriculture
6. AHC30722 Certificate III in Horticulture
7. AHC32822 Certificate III in Rural Operations
8. AHC33722 Certificate III in Protected Horticulture
9. AHC40122 Certificate IV in Agriculture
10. AHC40422 Certificate IV in Horticulture
11. AHC50122 Diploma of Agriculture
12. AHC50422 Diploma of Horticulture Management
13. AHC51222 Diploma of Community Group Coordination and Facilitation

3 new units

1. AHCARB613 Conduct complex tree hazard and health assessment post-fire
2. AHCMOM303 Operate a telehandler
3. AHCPCM308 Identify and select plants

62 revised units

1. AHCBUS403 Prepare project acquittal
2. AHCBUS410 Report on a project
3. AHCCCF417 Obtain and manage sponsorship
4. AHCCCF418 Contribute to association governance
5. AHCCCF419 Present proposed courses of action at a meeting
6. AHCCCF420 Facilitate ongoing group development
7. AHCCCF421 Develop approaches to include cultural and human diversity
8. AHCCCF422 Coordinate events to support group purpose
9. AHCCCF507 Facilitate the development of group goals and projects
10. AHCCCF508 Promote group formation and development
11. AHCCCF509 Support group and community change management processes
12. AHCCCF510 Contribute to regional planning process
13. AHCCCF602 Coordinate the development of regional plans
14. AHCINF205 Carry out basic electric fencing operations
15. AHCINF206 Install, maintain and repair farm fencing
16. AHCINF207 Maintain properties and structures
17. AHCINF208 Fabricate and repair metal or plastic structures
18. AHCINF305 Implement property improvement, construction and repair

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19. AHCINF306 Plan and construct an electric fence
20. AHCINF307 Plan and construct conventional fencing
21. AHCINF308 Install and terminate extra low voltage wiring systems
22. AHCSOL302 Develop and apply knowledge of fertiliser and soil ameliorant products
23. AHCWHS102 Work safely
24. AHCWHS202 Participate in workplace health and safety processes
25. AHCWHS302 Contribute to workplace health and safety processes
26. AHCWHS402 Maintain workplace health and safety processes
27. AHCWHS503 Manage workplace health and safety processes
28. AHCWRK102 Maintain the workplace
29. AHCWRK103 Contribute to animal care
30. AHCWRK210 Observe and report on weather
31. AHCWRK211 Participate in environmentally sustainable work practices
32. AHCWRK212 Work effectively in industry
33. AHCWRK213 Participate in workplace communications
34. AHCWRK214 Observe workplace quality assurance procedures
35. AHCWRK215 Collect and record production data
36. AHCWRK216 Provide information on products and services
37. AHCWRK313 Collect samples for a rural production or horticulture monitoring program
38. AHCWRK314 Monitor weather conditions
39. AHCWRK315 Respond to emergencies
40. AHCWRK316 Respond to rescue incidents
41. AHCWRK317 Coordinate work site activities
42. AHCWRK318 Comply with industry quality assurance requirements
43. AHCWRK319 Handle bulk materials in a storage area
44. AHCWRK320 Apply environmentally sustainable work practices
45. AHCWRK321 Provide on-job training support
46. AHCWRK322 Conduct site inspections
47. AHCWRK323 Operate in isolated and remote situations
48. AHCWRK404 Implement quality assurance procedures
49. AHCWRK406 Develop community networks
50. AHCWRK407 Promote community programs
51. AHCWRK408 Provide information on issues and policies
52. AHCWRK409 Supervise work routines and staff performance
53. AHCWRK410 Implement and monitor environmentally sustainable work practices
54. AHCWRK515 Assess new industry developments
55. AHCWRK516 Implement professional practice
56. AHCWRK517 Interpret legislation
57. AHCWRK518 Provide specialist advice to clients
58. AHCWRK519 Audit site operations
59. AHCWRK520 Develop workplace policy and procedures for environment and sustainability
60. AHCWRK521Plan, implement and review a quality assurance program
61. AHCWRK604 Lead and manage an organisation
62. AHCWRK605 Design and conduct a field-based research trial

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Part 2 – Composting & Organic Production and Permaculture

5 revised qualifications

1. AHC10422 Certificate I in Permaculture
2. AHC21722 Certificate II in Permaculture
3. AHC33822 Certificate III in Permaculture
4. AHC42122 Certificate IV in Permaculture
5. AHC52122 Diploma of Permaculture

69 revised units

1. AHCCOM204 Assess and receive raw materials for composting
2. AHCCOM205 Recognise and respond to fire emergencies on a composting site
3. AHCCOM206 Recognise raw materials, production processes and products on a composting site
4. AHCCOM304 Operate compost processing plant, machinery and equipment
5. AHCCOM403 Develop a composting recipe
6. AHCCOM502 Plan and schedule compost production
7. AHCORG102 Support organic production
8. AHCORG409 Manage biodynamic production
9. AHCORG410 Manage organic livestock production
10. AHCORG411 Manage organic soil improvement
11. AHCORG412 Arrange selling through community based marketing
12. AHCORG413 Implement sustainable practices in the organic farm based business
13. AHCORG414 Oversee compliance with an organic certification scheme
14. AHCORG415 Manage on farm composting
15. AHCORG509 Prepare and manage organic or biodynamic certification
16. AHCORG510 Design and document an organic farm landscape
17. AHCORG511 Develop and manage a community based marketing supply chain
18. AHCORG512 Develop and monitor a sustainable production plan
19. AHCORG513 Manage an agroecology production system
20. AHCORG514 Develop an organic or biodynamic management plan
21. AHCPER106 Observe permaculture principles and work practices
22. AHCPER107 Support resource conservation practices
23. AHCPER108 Support plant care in a permaculture system
24. AHCPER216 Harvest, treat and store seed
25. AHCPER217 Report information about a local bioregion
26. AHCPER218 Prepare and store products from a permaculture system
27. AHCPER219 Plant and maintain crops in a permaculture system
28. AHCPER220 Harvest crops in a permaculture system
29. AHCPER221 Recognise characteristics of integrated plant and animal systems
30. AHCPER222 Use and maintain hand tools and equipment for garden and farm
31. AHCPER223 Produce new plants for a permaculture garden system
32. AHCPER224 Work effectively in permaculture
33. AHCPER225 Assist with garden soil health and plant nutrition
34. AHCPER322 Communicate permaculture system principles to stakeholders

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35. AHCPER323 Use the characteristics of plant resilience in a permaculture system
36. AHCPER324 Establish a permaculture system
37. AHCPER325 Mitigate plant pests, diseases and disorders in a permaculture system
38. AHCPER326 Install and maintain permaculture water management systems
39. AHCPER327 Install structures for permaculture systems
40. AHCPER328 Establish organic garden and orchard systems
41. AHCPER329 Coordinate preparation and storage of produce from a permaculture system
42. AHCPER330 Coordinate community projects
43. AHCPER331 Coordinate propagation activities for a permaculture system
44. AHCPER332 Maintain integrated plant and animal systems
45. AHCPER333 Implement crop maintenance and harvesting programs for permaculture systems
46. AHCPER334 Read and interpret property maps and plans
47. AHCPER335 Select plant and animal species for permaculture systems
48. AHCPER336 Test, improve and maintain healthy soil in a permaculture system
49. AHCPER414 Develop recommendations for integrated plant and animal systems
50. AHCPER415 Plan and implement permaculture works
51. AHCPER416 Manage a seed bank
52. AHCPER417 Investigate and recommend species for a permaculture system
53. AHCPER418 Provide advice on permaculture principles and practices
54. AHCPER419 Design a rural permaculture system
55. AHCPER420 Design an urban permaculture system
56. AHCPER421 Select appropriate technology for a permaculture system
57. AHCPER422 Identify and analyse bioregional characteristics and resource
58. AHCPER423 Design harvesting and storage systems for permaculture products
59. AHCPER424 Recommend approaches for sustainable community and bioregional development
60. AHCPER425 Operate within a sustainable community and bioregional development program
61. AHCPER513 Plan and conduct field research
62. AHCPER514 Design an integrated permaculture system
63. AHCPER515 Design permaculture structures and features
64. AHCPER516 Facilitate participatory learning activities
65. AHCPER517 Plan and supervise the implementation of permaculture project works
66. AHCPER518 Manage a permaculture aid and development project
67. AHCPER601 Develop a strategic plan for a permaculture project or enterprise
68. AHCPER602 Plan community governance and decision-making processes
69. AHCPER603 Prepare a sustainable community and bioregional development strategy

Part 3 – Intensive Livestock Production

2 revised qualifications

1. AHC30422 Certificate III in Pork Production
2. AHC30522 Certificate III in Poultry Production

1 new unit

1. AHCPRK315 Care for sows prior, during and after farrowing

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16 revised units

1. AHCPLY208 Collect and pack eggs for human consumption
2. AHCPLY209 Grade and pack eggs for human consumption
3. AHCPLY210 Catch and load poultry
4. AHCPLY211 Collect store and handle eggs from breeder flocks
5. AHCPLY303 Maintain health and welfare of poultry
6. AHCPLY308 Set up sheds for placement of poultry
7. AHCPLY309 Brood poultry
8. AHCPLY310 Incubate eggs
9. AHCPLY311 Clean and disinfect poultry production sheds
10. AHCPLY312 Implement and monitor biosecurity measures in poultry production
11. AHCPRK202 Move and handle pigs
12. AHCPRK311 Care for health and welfare of pigs
13. AHCPRK312 Care for weaner pigs
14. AHCPRK313 Treat rectal prolapse in pig
15. AHCPRK314 Care for grower and finisher pigs
16. AHCPRK403 Implement a feeding plan for pig production

Part 4 – Respect for Country Job Skills

3 revised qualifications

1. AHC31522 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Sites Work
2. AHC32522 Certificate III in On Country Management
3. AHC60422 Advanced Diploma of Conservation and Ecosystem Management

1 new unit

1. AHCCSW401 Contribute to the development of cultural safety processes

35 revised units

1. AHCCSW301 Protect places of Aboriginal and/or Torres Strait Islander cultural significance
2. AHCCSW302 Relate Aboriginal and/or Torres Strait Islander culture to sites work
3. AHCCSW303 Identify and record sites, objects and cultural landscapes on Country
4. AHCCSW304 Identify Aboriginal and/or Torres Strait Islander culturally significant plants
5. AHCCSW305 Work with Aboriginal and/or Torres Strait Islander ceremonial and sacred material
6. AHCCSW306 Use technology in Aboriginal and/or Torres Strait Islander sites work
7. AHCCSW307 Support the documentation of Aboriginal and/or Torres Strait Islander cultural landscapes
8. AHCCSW308 Apply cultural significance to Aboriginal and/or Torres Strait Islander sites and landscapes
9. AHCCSW309 Interpret Aboriginal and/or Torres Strait Islander cultural landscape
10. AHCCSW310 Move and store Aboriginal and/or Torres Strait Islander cultural material
11. AHCCSW311 Maintain an Aboriginal and/or Torres Strait Islander cultural site
12. AHCCSW312 Apply knowledge of relevant legislation to Aboriginal and/or Torres Strait Islander sites work
13. AHCCSW501 Survey and report on Aboriginal and/or Torres Strait Islander cultural sites

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14. AHCOCM201 Maintain cultural sites
15. AHCOCM202 Observe and report plants or animals
16. AHCOCM203 Record information about Country
17. AHCOCM301 Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
18. AHCOCM302 Work with an Aboriginal and/or Torres Strait Islander Community or organisation
19. AHCOCM303 Follow Aboriginal and/or Torres Strait Islander cultural protocols
20. AHCOCM304 Implement cultural burning practices on Country
21. AHCOCM305 Identify customs and land rights for an Aboriginal and/or Torres Strait Islander Community
22. AHCOCM401 Protect places of cultural significance
23. AHCOCM402 Report on place of potential cultural significance
24. AHCOCM403 Contribute to a proposal for a negotiated outcome related to Country
25. AHCOCM404 Record and document Aboriginal and/or Torres Strait Islander Community history
26. AHCOCM405 Develop work practices to accommodate cultural identity
27. AHCOCM501 Conduct field research into natural and cultural resources
28. AHCOCM502 Develop conservation strategies for cultural resources
29. AHCOCM503 Manage restoration of cultural places
30. AHCOCM504 Develop strategies for on Country management
31. AHCOCM505 Map relationship of business organisation to culture and Country
32. AHCOCM506 Operate within Community cultures and goals.docx
33. AHCOCM507 Propose a negotiated outcome for a given area of Country
34. AHCOCM508 Plan for successful cultural practice at work
35. AHCOCM601 Manage cultural processes in an Aboriginal and/or Torres Strait Islander organisation

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Attachment G: Copies of Letters of Support

Ruth Geldard
Industry Skills Standards Specialist
Skills Impact
E rgeldard@skillsimpact.com.au

31 August 2022

Dear Ruth,

I represent the Education Team of Permaculture Australia. Many of our team and associates have been involved in the Subject Matter Expert committee for the Review of the permaculture qualifications, units of competency and skill sets in the AHC Training Package.

We commissioned a research project into industry requirements for vocational education and training and sent a report based on this research to Skills Impact at the beginning of the Review Project.

Permaculture Australia and its Education Team have supported the process throughout 2021 and 2022 and are very happy with the outcomes.

We support the following components proposed for endorsement as a result of the PER review process which are:
- 5 reviewed qualifications
- 48 units of competency and
- 13 skill sets.
-

The Education Team looks forward to working with Skills Impact and the IRC (or equivalent) on an ongoing basis and to facilitating the roll out of the training to the best of our ability.

Kind regards,

Christine Carroll
Convenor on behalf of the Education Team
Permaculture Australia 17 Gray Court, Acton Park Tasmania 7170
E: education@permacultureaustralia.org.au
W: https://permacultureaustralia.org.au/
F: https://www.facebook.com/PermacultureAustralia/
I: @permacultureaustraliaofficial/

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Government of **Western Australia**
South Regional **TAFE**

South Regional TAFE
5 Anson Road
PO Box 894
ALBANY WA 6330

9th September 2022

Subject: Letter of Support – Permaculture Skills Project

South Regional TAFE support the changes that have been made to qualifications, skill sets and units of competency and believe that views of stakeholders in the industry have been considered during the review process.

Our Permaculture lecturer, Megan Hall, has participated in IRC meetings and working group meetings to provide input and feedback during the project to review of the permaculture qualifications, units of competency and skill sets in the AHC Training Package.

Megan took part in meetings comprised of representatives from stakeholders in the permaculture sector. There was effective consultation between permaculture industry stakeholders and the project development team. Delivery and implementation issues for training delivery, which would best serve the permaculture sector in the future have been discussed and addressed during this review.

The project team used a range of consultation strategies for engaging with industry including online consultation sessions, workshops, access to project page on the website, site visit, email/phone, and participation by different types of stakeholders was encouraged through all stages of the project.

Aspects of accredited training delivery that could be adopted by South Regional TAFE include:
- Training in new or revised skill sets
- Training in Certificate II level qualification targeted at permaculture support workers
- Training in Cert IV level qualification for permaculture project supervisors

South Regional TAFE remain committed to engaging with the national VET system and are interested in participating in further discussion, once the AHC Training Package Version 9.0 has been endorsed.

Yours sincerely

Chantelle Thornton
A/Training Manager – Trades, Commerce and Environmental Sciences
South Regional TAFE
Albany Campus
5 Anson Road
Albany WA 6330

T: 08 6371 3748 | M: 0439 940 500

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E: Chantelle.Thornton@srtafe.wa.edu.au | W: southregionaltafe.wa.edu.au

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Byron Region Community College Inc.
PO Box 571
Mullumbimby NSW 2482
Phone: (02) 6684 3374
E-mail: admin@byroncollege.org.au
A.B.N 52 770 209 278

Dear Sir / Madam,

I participated in working group meetings and consultation sessions to provide input and feedback during the project to review the permaculture qualifications, units of competency and skill sets in the AHC Permaculture Training Package.

My participation was as both a permaculture consultant and as a representative of Byron Region Community College (BRCC)

BRCC and I

- Support the changes that have been made to qualifications, skill sets and units of competency and believe that views of stakeholders in the industry have been taken into account during the review process.

- Support the following components proposed for endorsement as a result of the PER review process which are:
  - 5 reviewed qualifications
  - 48 units of competency and
  - 13 skills sets.

- Support the revision of an existing skill set and the creation of new skill sets that cover knowledge and abilities to work safely and complete tasks in the application of permaculture principles.

The consultation process was very effective and included a range of representative stakeholders in the permaculture sector. There was effective consultation between permaculture industry stakeholders and the project development team.

The project team used online consultation sessions, online working group meetings and provided access to the regularly updated project pages on the website as consultation strategies for engaging with industry. Participation by different types of stakeholders was encouraged.

Industry representatives were involved during all stages of this project throughout 2021-22.

The team at Skills Impact were very approachable and accommodating to work with. Email and phone communication was encouraged and very useful.

As a Certificate III Trainer I was particularly focused on training delivery and implementation issues and was particularly appreciative of the opportunity to discuss and resolve these issues.

- We Intend to put revised components on scope of registration and expand training delivery in permaculture at Byron Region Community College (including revised qualifications, new skill sets, and units of competency). Our scope of registration currently includes:

  - Training in Certificate III level qualification for those working as [permaculture system operator type roles]
  - Training in Cert IV level qualification for [permaculture project supervisors]

Byron Region Community College RTO 90013

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Byron Region Community College Inc.
PO Box 571
Mullumbimby NSW 2482
Phone: (02) 6684 3374
E-mail: admin@byroncollege.org.au
A.B.N 52 770 209 278

- We are interested in participating in further discussion about the potential for accessing accredited training once the AHC Training Package Version 9.0 has been endorsed

- Aspects of accredited training delivery that could be adopted Byron Region Community College in the future, include:
  - Training in new or revised skill sets
  - Training in certificate I level qualification targeted at those [entering the permaculture industry]
  - Training in Certificate II level qual targeted at [permaculture support workers, VET in schools' programs]
  - Training in a selected group of units of competency targeted according to requirements of the organisation.

Kind Regards,

Julianne Hartmann

Permaculture Consultant &

Tutor

Byron Region Community College

On behalf of

Richard Vinycomb

Director

Byron Region Community College

To: Skills Impact   August 28, 2022

Permaculture Training Package Review

We support the changes that have been made to the various permaculture courses and units. It was pleasing that Skills Impact saw the value in the permaculture courses as being essential offerings in the AHC Training Package.

We applaud the increase in the number of Skill Sets which will enable better choices and options for students who initially may want to dabble in some units and then be in a better position to select the most appropriate course for themselves.

Skills Strategies International have seen a steady increase in students undertaking accredited permaculture training and we have enrolments in all courses. With the growing number of schools offering either CI or CII Permaculture the future looks bright for the continual growth of this sector.

We will continue to offer our involvement, support and expertise when these qualifications come up for review, and our staff are more than happy to help other RTOs and trainers across Australia to ensure the permaculture units and courses are locally adopted.

Yours sincerely,

Dr Ross Mars
On behalf of Skills Strategies International.

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Ruth Geldard,
Industry Skills Standards Specialist
Skills Impact

20th September 2022

Dear Ruth,

Permaculture Australia is the peak body for permaculture in Australia and the only national permaculture member-based organisation. We have been involved with the development of vocational education and training in permaculture since its inception in 2003. We managed the first accredited courses from which the current training components evolved.

On behalf of the Board of Directors, I would like to express PA's support for the changes that have been made to the qualifications, skill sets and units of competency, and we believe that we speak for our members, many of whom were involved in the review process, and for the permaculture industry more broadly.

Throughout the review process, the project team has consulted PA and we in turn have consulted our members through social media and direct approaches to ensure that the widest possible range of views was encouraged. Our members and the permaculture community were involved at all stages of the project throughout 2021 and 2022. We also supported those of our members who were on the Subject Matter Expert committee to consult and share with their own networks.

PA and others in the permaculture industry remain committed to engaging with the national VET system and look forward to ongoing consultation to ensure that the newly reviewed components are widely promoted to providers, students and trainers.

PA would like to continue to cross-promote information regarding permaculture training with Skills Impact through our social media channels and newsletters. We look forward to an expanded association in future as the growth in permaculture training develops.

In summary, Permaculture Australia supports the review of vocational education and training in permaculture and thanks Skills Impact for its work in managing the review process.

Yours sincerely,

Debbi Long and Toad Dell
For the Board of Directors
Permaculture Australia

Permaculture Australia
E: hello@permacultureaustralia.org.au **W:** https://permacultureaustralia.org.au/

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Ruth Geldard

Industry Skills Standard Specialist

Skills Impact

October 1, 2022

Dear Ruth,

Apologies for being late to write this!

I really want to lend my voice to the chorus of support for the new permaculture components. As you know, I have spent the last 20 years working in this space... longer than anyone else, I believe. I was involved with the very first tentative steps to have permaculture training recognised through Queensland Training, and have stuck with every iteration ever since.

Most recently I have been part of the Subject Matter Expert Committee for the review of the AHC components in permaculture (PER coded units) as well as serving on the Amenity Horticulture, Conservation and Landscaping IRC.

I wish to endorse not only the changes, and the results of the review, but also the process that was undertaken, and the professional involvement of Skills Impact, and of you and Ron Nestor in particular. It has been the smoothest, most professional and most effective process I have had the privilege to be involved with.

The Unit Sector approach was entirely appropriate, in my view, and after comprehensive consultation with the permaculture industry, the changes that were made are exactly right. Permaculture is somewhat of an anomaly in the AHC world, and practitioners are dispersed and difficult to find and consult, so the fact that such a large number of respondents participated in the process is a credit to Skills Impact's methods and professional approach.

The Subject Matter Expert Committee was probably the most complete and representative group of professional 'permies' I have seen assembled. So it is very satisfying to know that not only did they all participate in the meetings and contribute to the development, but they all agreed to the changes.

I am proud to have been a part of this review, and I endorse the reviewed PER components which are:

- 5 reviewed qualifications
- 48 units of competency and
- 13 skill sets

Thank you for the opportunity to be involved with this process.

Yours faithfully,

Virginia Solomon