INTENSIVE LIVESTOCK (PIG & POULTRY) PROJECT

AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 9.0 Case for Endorsement – Part 3 of 4

Agriculture and Production Horticulture
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 and Horticulture 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 3 – Intensive Livestock (Pig & Poultry) Production**.

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, 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 project has been delivered within the agreed timeframe. Acceptance by the AISC of the Case for Endorsement is scheduled for November 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.*

This project is 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 this *Intensive livestock production* project include updating the pork and poultry sector qualifications, skill sets and units, to meet current industry needs, including the worker health and safety, animal health and husbandry, and biosecurity requirements that are critical to the survival and growth of these sectors.

Pork Production
Key messages from industry experts engaged at the consultation phase:
- The current outbreak of Japanese Encephalitis in the Eastern States of Australia highlights the vulnerability of this industry to biosecurity and zoonotic disease risks.
- The *Certificate III in Pork Production* needs revision:
  - Qualification needs a stronger focus on pork husbandry, with all graduates needing to achieve a broader and deeper level of biosecurity, pig handling and pig health and welfare knowledge and skills.
  - The current Certificate can be achieved as a generic livestock qualification without any pork sector units. The revised qualification should be designed to increase take up of pork sector units in the core and electives.

- Most of the pork sector units have not been updated with industry input for more than 10 years and need to be revised to reflect current workflows and practices, including worker health and safety, animal welfare, infection control and biosecurity.
- The pork production industry has many specialist producers, some of which may produce pigs at certain life stages (for example – grower or finishers). It is important that the qualification and unit design allows for flexibility so that workers can be trained and assessed in their workplace, whilst taking into account the differing production.
- The assessment of skills in pork sector units must be done on a pork production site to ensure that graduates of these units are genuinely competent to work safely and productively in this industry, and to mitigate the biosecurity risks that exist when workers have contact with pigs from sites other than their own workplace.
- The existing *Pork Industry Stock Person Skill Set* has strong enrolments and needs to be retained as a pathway into the industry and to the Certificate III.
- Many new entrants in this industry sector have low levels of language, literacy and numeracy skills.

As a result of industry feedback, the following changes are proposed and strongly supported by industry:
- A revised *Certificate III in Pork Production*, including:
  - increasing the completion requirements from 15 to 16 units
  - increasing the number of pork sector units required to be achieved from 0 to at least 3
  - increasing the core from 2 to 5 units, by adding AHCBIO303 Apply biosecurity measures, AHCPRK202 Move and handle pigs, and AHCPRK311 Care for health and welfare of pigs
  - promoting the uptake of more elective units on pig husbandry skills, done by redesigning elective Group A to consist of 9 pork sector units and one generic livestock sector unit. Currently, elective Group A consists of 15 units, and only 2 are pork sector units.
- Six revised pork sector units that better reflect current industry work practices and requirements. Two of these units (*AHCPRK201 Care for health and welfare of pigs* and *AHCPRK204 Care for weaner pigs)* now have outcomes that reflect AQF level 3 skills.
- One new unit that covers the skills and knowledge to look after a farrowing sow, *AHCPRK315 Care for sows prior, during and after farrowing*
- Foundation skills have been added to all the revised units to clarify specific language, literacy and numeracy skills required to perform competently in the workplace.
- Performance Evidence in the revised and new pork sector units must be assessed on a pork production site and include tasks with live pigs, to provide evidence that individuals can work safely and productively to the standards required by industry, as well as to protect the biosecurity needs of pork producers.
- Deletion of *AHCPRK306 Monitor and maintain outdoor pig production* as it is no longer required by industry.
- Updating and retaining the *Pork Industry Stockperson Skill Set,* which industry recognises as the basic requirement to work unsupervised in the industry, and also as a pathway toward the *Certificate III in Pork Production.*

Poultry Production
Key messages from industry experts engaged at the consultation phase:
- Commercial poultry production has become increasing specialised since the *Certificate III in Poultry Production* was last reviewed, and specialist technical job roles now exist.
- The Certificate III needs a stronger focus on poultry production, with all graduates needing to achieve a broader and deeper level of poultry sector poultry housing, health and welfare, and sector specific biosecurity knowledge and skills
- Seven existing poultry sector skill sets are too broad in their content and have no enrolments. These should be removed and new skill sets created to reflect current specialist technical roles
- *AHCPLY307 Implement and monitor biosecurity measures in poultry production* has critical outcomes for commercial poultry producers, but is currently too broad. It needs to be redesigned to reflect current biosecurity codes and typical practices in poultry enterprises, and remove outcomes that are irrelevant.
- The existing qualification and units need to be updated to reflect the increasing variety of poultry species, breeds and life stages of birds that are now commercially produced.
- Many new entrants in this industry sector have low levels of language, literacy and numeracy skills.

As a result of industry feedback, the following changes are proposed and strongly supported by industry:

- A redesigned *Certificate III in Poultry Production* which enables:
    - specialisations that reflect current and emerging job roles:
        - Poultry farm technician
        - Poultry breeding technician
        - Egg grading technician
        - Poultry services provider
        - Hatchery Technician
    - packaging rules that require at least one specialisation to be completed, but allow for all five to be achieved
    - a stronger core with the inclusion of *AHCPLY318 Set up sheds for placement of poultry*. This expanded unit will supersede the existing *AHCPLY203 Set up shed for placement of day-old chickens*
    - *AHCPLY202 Maintain health and welfare of poultry* added to the electives. This unit has been expanded and now reflects AQF level 3 outcomes.
- 11 revised poultry sector units that better reflect current industry work practices and requirements, including worker health and safety and biosecurity outcomes. The units and their Performance Evidence that includes tasks with live birds, have been designed to cater for a variety of poultry species, breeds, and production sites.
- *AHCPLY307 Implement and monitor biosecurity measures in poultry production* has been redesigned to reflect typical worker responsibilities for implementation of existing biosecurity procedures on a single worksite, with stronger poultry specific biosecurity knowledge, including legislation, regulations and coded of practice.
- Foundation skills have been added to all the revised units to clarify specific language, literacy and numeracy skills required to perform competently
- Creation of five new skills set that reflect the specialisations in the redesigned *Certificate III in Poultry Production.* These will support new workers to enter the industry and create pathways toward the Certificate III.
- Deletion of seven existing poultry sector skill sets that have no enrolments

Pork and Poultry Production

In addition to the above specific updates, units have been revised to make sure they are fit for purpose. All units have been refined to ensure they match the work currently carried out in industry and have had:
- The unit Application updated.
- Elements and Performance Criteria revised to reflect current work flows and practices.
- Revisions of the Performance Evidence to ensure Mandatory Workplace Requirements are enacted where appropriate, and to make sure Performance Evidence tasks reflect current workplace practices
- Knowledge Evidence revised to ensure it is clear and supports unit outcomes.
- Assessment Conditions revised to specify clear conditions that must be in place for assessment to proceed.

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

Case for Change Requirements – AHC unit sector stage 3	Components for Endorsement in AHC V9 CfE for the Intensive Livestock (Pig and Poultry) 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	2 revised qualifications 17 units of competency 16 revised units of competency 1 new unit of competency 1 deleted unit of competency 7 skill sets (not for endorsement) 2 revised skill sets (not for endorsement) 5 new skill sets (not for endorsement) 8 deleted skill sets (not for endorsement)

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

Stakeholders were identified and targeted for participation in this project, and included:
- Key stakeholders recommended by IRC and Subject Matter Expert Working Group (SMEWG) members
- RTOs who already deliver the pork and poultry qualifications, and/or intend to deliver the revised qualifications
- Members of relevant associations
- Participants from previous AHC projects
- Stakeholders recommended by other stakeholders in their industry/organisational networks
- Stakeholders identified has having an interest in intensive livestock, pork, and poultry, who have registered for Skills Impact's database

All stakeholders identified as potentially having an interest in the project were contacted via phone, email and/or webinars at the start of the project in August 2021 and continuously throughout project development.

3.2 Strategies for engaging stakeholders
- A project page was set up on the Skills Impact website (https://www.skillsimpact.com.au/agriculture/training-package-projects/pig-and-poultry-farming-project/) containing information about the project together with progress updates.
- News articles and stories in Skills Impact newsletters distributed to the Skills Impact database of subscribers and on the Skills Impact website as news articles and were shared on the Skills Impact Twitter and LinkedIn accounts. (Including all *AHC Agriculture, Horticulture, Conservation and Land Management Training Package* related Alerts and e-Newsletters distributed between August 2021 and March 2022)
- IRC members were updated throughout the project and in turn, they informed their industry networks
- Stakeholders identified as potentially having an interest in the project were contacted via phone or email at the start of the project in August 2021. These stakeholders were kept informed throughout project development
- Monthly emails and newsletters were sent to State and Territory Training Authorities (S/TTAs), VET regulators, industry training advisory bodies (ITABs) and other stakeholders to keep them informed of the project's progress
- Messaging about project in external publications:
  - Food, Fibre & Timber Industries Training Council WA
  - Skills@Work newsletter
  - VETinfoNews
  - The Australian Industry Group Newsletter
- SMEWG created to provide input, advice and feedback throughout all stages of development, including sourcing additional stakeholders
- SMEWG and functional analysis workshops
- Consultation draft period held for eight weeks comprising of four webinars - drafts available via feedback hub and email
- Validation phase held for three weeks - survey, webinars, targeted phone calls and emails - drafts available via feedback hub and email
- Additional consultation meetings were held when required to discuss stakeholder feedback
- All work was discussed during each public consultation phase to give stakeholders a further opportunity to raise any queries or issues with the proposed changes.

Note: Face-to-face consultation workshops and site visits did not take place due to Covid-19 restrictions in place throughout this project's lifecycle.

3.3 Participation by different types of stakeholders

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

Every effort was made to ensure that as many stakeholders as possible were informed about the project and understood the implications of any changes made. Stakeholders across both projects included:

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

In implementing the consultation strategy, stakeholders were regularly invited to provide feedback on draft components. A variety of methods to review drafts were made available; the project webpage link connected to the feedback hub, emails with drafts attached were sent, follow up emails and phone calls made.

A concerted effort was made to ensure stakeholders from rural, regional, and remote areas, from all states and territories, could participate, regardless of their access or ability to use technology. Due to COVID-19 restrictions, meetings with stakeholders were conducted via webinars or telephone.

An outbreak of Japanese Encephalitis was detected in February 2022 in piggeries in Victoria, New South Wales and Queensland. It spread to South Australia in March 2022. This disease has serious morbidity and mortality consequences for pigs and can be transmitted to humans. This outbreak made it more difficult to engage with this industry that was, understandably focussed on protecting its workers and their animals. In response to these challenges, the feedback period for the consultation drafts was extended by a week, and the validation draft feedback period was extended by two weeks. Individual phone calls and emails were also made to allow stakeholders the ability to participate and provide feedback at times more suitable to them.

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

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Employers (Non-IRC)	*	■		■	■	■	■	■	■
Government department	*		■				■	■	■
Industry Reference Committee (IRC) Representatives	*						■		■
Peak Industry Bodies	*	■		■			■		■
Registered Training Organisations (RTO)	*	■				■	■	■	
State and Territory Training Authorities (STAs)	*						■	■	
Unions	*								■

*Please note, there is little to no industry within the ACT

4. Evidence of industry support

4.1 Industry support

Industry representatives were involved at all stages of these projects. Online meetings and webinars were held due to COVID-19 travel restrictions. Numerous direct telephone and email discussions occurred throughout the project to industry stakeholders with industry representatives being present at all meetings.

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

Extent of consultation and support for the proposed changes:
- 56 stakeholders were contacted and invited to be involved
- 37 people provided feedback throughout the project, including:
    - 13 people representing employers
    - 11 representing state and national based peak bodies
    - 10 representing RTOs
    - 6 representing government departments.

4.2 Engagement of States and Territories

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

4.3 Mitigation strategies

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

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

AHCPRK306 Monitor and maintain outdoor pig production and eight existing skill sets are proposed for deletion due to no enrolments and no longer reflecting industry needs. The proposed deletion of these components was thoroughly consulted with stakeholders, and their deletion is unanimously supported. *AHCPRK306 Monitor and maintain outdoor pig production* is listed only in the existing *Certificate III in Pork Production* that has been revised as part of the current project, which means that no qualifications or skill sets are adversely affected by its removal from the National Register.

The units of competency and their related assessment requirements in each sector have been developed with industry feedback to allow them to be contextualised across a range of variables, including:
- A variety of poultry species, breeds and life stages
- A variety of pig breeds and life stages
- Breeder and grower farms and facilities
- Indoor and outdoor production systems
- Performance evidence that can be achieved in small, medium and large enterprises.

When the validation drafts were released on the project webpage, an 'Updates for Validation Phase' document was made available for the pork and poultry components. These updates outlined the major changes from the first (consultation) draft to the second (validation) draft. Each update also included a section on animal ethics concerns, which explained the rationale for the design of the Performance Evidence that included tasks with live animals, and in the case of the pork sector units, why it is necessary that the Performance Evidence is undertaken on a pork production site.

For both sectors, there are existing examples of RTOs establishing cooperative arrangement with farmers to have their workers trained and assessed on their farms. This is the preferred delivery model by these sectors as it:
- Ensures graduates are competent to work safely and productively with live animals in commercial production environments
- Reduces worker health and safety, animal health and welfare and biosecurity risks, all of which are critical to the survival of these industries
- Reduces costs for RTOs related to the provision of animals, materials and farming infrastructure and equipment.

The Assessment Conditions of the revised poultry sector units allows for the Performance Evidence to be undertaken on a commercial poultry production site or an environment that accurately represents workplace conditions. Advice has been added to the Companion Volume Implementation Guide that RTOs need to consider animal welfare requirements when delivering units with live animals outside of a commercial primary production site, and that more information can be obtained from state and territory animal welfare authorities.

The key pork and poultry industry associations are willing to facilitate introductions for RTOs to farmers that can provide access to their worksites for delivery of the revised units. Links to these associations are included in the Companion Volume Implementation Guide.

During the validation webinars it was also explained that Performance Evidence can be collected on a farm without an assessor needing to be physically at the farm. For example, RTOs can also collect 'live evidence of skills in real time' using video technology, as well as observation by third parties such as the student or employee's supervisor.

4.4 Letters of industry support
Letters of support have been received from 2 employers, 1 peak body and 1 RTOs, and can be found in **Attachment G**. Support has been provided by the following organisations:
e.g.

- Australian Eggs
- CHM Alliance
- 4 Up Skilling
- Australian Pork.

5. Dissenting views

5.1 Dissenting views/issues raised

No outstanding issues remain – 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 were received as a part of this project.

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.*

Seven of units in this Case for Endorsement include Mandatory Workplace Requirements (MWR). Extensive consultation took place with stakeholders throughout the project regarding the need for MWR, with Principles 1-3 of the *Mandatory Workplace Requirements, On the Mark: 5 Good Practice Principles Guide* being met to justify and support their inclusion.

MWR have been clearly articulated in the Performance Evidence and Assessment Conditions of each impacted unit of competency, describing the required workplace requirements (Principle 4).

MWR was heavily discussed through this project, and the following provides a summary on how that discussion was undertaken:

- Mandating assessment of the PE in a pork production site (MWR) was a directive of the SMEWG (that includes representatives from industry and RTOs) during the creation of the first drafts of the revised units. The developer suggested that alternatives be considered as MWR may be seen as a barrier to potential RTOs and learners.
- The SMEWG advised the PE tasks and assessment conditions are designed to ensure graduates are competent to work safely and productively in the commercial pork production industry, and include holistic tasks that require the application of knowledge and judgement when performing skills with live pigs. The work environment plays a critical role in the undertaking of these tasks and it cannot be simulated to the standard required by the industry. It also advised of several threats, especially related to biosecurity (as was unfolding with the outbreak of Japanese Encephalitis) to the viability of the industry that dramatically increase when these units are assessed outside a pork production site.
- The first draft of the units was released with the MWR requiring the PE to be assessed in a pork production site, and this was explained during first draft consultation webinars.
- Feedback during the first draft release was received from a few stakeholders questioning the need to use live pigs as part of the Performance Evidence and that MWR requiring assessment on a pork production site may prove too restrictive for some RTOs.
- The concerns about the use of live pigs and MWR were carefully considered by the SMEWG, which subsequently reduced the quantity of pigs and tasks required in the assessment of some units.
- The SMEWG insisted the MWR remain for the assessment of the Performance Evidence and reasons for this were published on the project webpage with the release of the validation drafts, in a document titled 'Updates for Validation Phase'.
- The reasons for retaining the MWR and suggestions for how RTOs can work with pig farmers to assess the Performance Evidence on pig farms were discussed on a unit-by-unit basis during the validation webinars.
- Stakeholder feedback during the validation period supports the MWR, including feedback from the stakeholders that were previously concerned about them.

Qualifications which include units of competency with MWR have had a visual indicator added. In the Packaging Rules of the qualification a hash (#) has been inserted beside the code of any unit with MWR, and an instruction for users to refer to the individual unit of competency for further information.

Further advice regarding any MWR has been added to the Companion Volume Implementation Guide for this Training Package.

8. Implementation of the new training packages

8.1 Implementation issues

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

All the qualifications, units and skill sets revised or created by this project have new codes to alert RTOs and state and territory training authorities that major changes have occurred. All the units in this project are listed in qualifications.

The pork sector units that have MWR are clearly identifiable in the revised *Certificate III in Pork Production*, and both industry and RTO stakeholders are supportive of these MWR.

8.2 Potential for traineeship or apprenticeships

Qualification	Delivery recommendation	Nominal Duration
AHC30422 Certificate III in Pork Production	Traineeship	24 – 36 months
AHC30522 Certificate III in Poultry Production	Traineeship	24 – 36 months

8.3 Occupational and licensing requirements

No components have specific occupational and/or licensing requirements, however most components include advice directing users to check and adhere to any legislative and regulatory requirements of the jurisdiction, state or territory in which the training is being undertaken

8.4 Extension to transition period

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	• One existing obsolete pork sector unit will be deleted. A new pork sector unit has been created (AHCPRK315 Care for sows prior, during and after farrowing) to address skills not covered by an existing unit.

	- One existing pork sector skill set will be deleted and the existing Pig Health Supervisor Skill Set has been revised and retitled to Livestock Health and Welfare Supervisor Skill Set to allow usage by other sectors. - Seven obsolete poultry sector skill sets will be deleted and replaced by five new poultry sector skill sets that reflect the specialisations in the revised *Certificate III in Poultry Production*. **Changes to the net number of units and qualifications in the training package** Changes to the net number of components in the training package If the products from this AHC V9 Part 3 Pork and Poultry project are approved, the changes to the net number of components will be: - no change in the number of units or qualifications - a reduction in the number of skill sets by 3. If the products from all projects in the AHC V9 Case for Endorsement are approved, the net number of current components will be: - 83 qualifications (reduced by 4) - 875 units of competency (reduced by 6) - 100 skill sets (increased by 16).
Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices	The companion volume details information that covers key industry expectations about: - qualifications suitable for delivery as apprenticeships or traineeships - key legislative and regulatory requirements - Mandatory Workplace Requirements that apply in pork sector units - key concepts in the units and their related assessment requirements, including biosecurity codes - volume and frequency explanations in relation to the tasks in the Performance Evidence in the pork units.
Ensure the training system better supports individuals to move more easily between related occupations	- The five new poultry skill sets reflect the five specialisations in the revised *Certificate III in Poultry Production*. - The revised *Certificate III in Poultry Production* allows for the achievement of up to five specialisations, allowing graduates to work across different industry sectors - The revised *Certificate III in Pork Production* and the revised *Certificate III in Poultry Production* include several generic AHC Livestock units, creating pathways for graduates to move into or from other livestock sectors
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 and work with industry to support their implementation**	- The revised pork and poultry units can be used for variety of species, breeds and life stages, breeders and/or growers, indoor and outdoor production systems and various farm sizes - The five new poultry skill sets reflect the five specialisations in the revised *Certificate III in Poultry Production*. These will support new workers to enter the industry and create pathways toward the Certificate III.

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				
AHC30422	Certificate III in Pork Production	**Updated**	Not equivalent	Qualification description revised Total number of units required to achieve the qualification increased from 15 to 16 Packaging rules, core and elective units changed
AHC30522	Certificate III in Poultry Production	**Updated**	Not equivalent	Changes to packaging rules, core and elective units Specialisations added
Units of competency				
AHCPLY208	Collect and pack eggs for human consumption	**Updated**	Not equivalent	Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY209	Grade and pack eggs for human consumption	**Updated**	Not equivalent	Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY210	Catch and load poultry	**Updated**	Not equivalent	Elements revised for clarity Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCPLY211	Collect store and handle eggs from breeder flocks	**Updated**	Not equivalent	Major changes to all sections of the unit Foundation Skills added
AHCPLY303	Maintain health and welfare of poultry	**Updated**	Not equivalent	AQF indicator in unit code changed to reflect revised unit outcomes Application updated Element 6 removed Other elements revised and/or reordered for clarity Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY308	Set up sheds for placement of poultry	**Updated**	Not equivalent	AQF indicator in unit code changed to reflect revised unit outcomes Title changed Application updated Element 5 removed Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY309	Brood poultry	**Updated**	Not equivalent	Elements revised for clarity Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY310	Incubate eggs	**Updated**	Not equivalent	Application updated Elements revised and/or reordered for clarity Performance criteria added, removed or revised for clarity 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
				Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY311	Clean and disinfect poultry production sheds	**Updated**	Not equivalent	Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPLY312	Implement and monitor biosecurity measures in poultry production	**Updated**	Not equivalent	Unit redesigned to cover implementation of biosecurity measures on a single worksite References to biosecurity zone and weeds removed. Previous Elements 4 and 5 removed and some outcomes merged into Element 3. Performance criteria removed, added or revised for clarity Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated
AHCPRK202	Move and handle pigs	**Updated**	Not equivalent	Major changes to all sections of the unit. Pig restraint, weighing and tagging removed Foundation Skills added Mandatory Workplace Requirements added
AHCPRK306	Monitor and maintain outdoor pig production	**Deleted**	N/A	N/A
AHCPRK311	Care for health and welfare of pigs	**Updated**	Not equivalent	AQF indicator in unit code changed to reflect revised unit outcomes Major changes to all sections of the unit Foundation Skills added Mandatory Workplace Requirements added
AHCPRK312	Care for weaner pigs	**Updated**	Not equivalent	AQF indicator in unit code changed to reflect revised unit outcomes Major changes to all sections of the unit Worker health and safety outcomes clarified Foundation Skills added Mandatory Workplace Requirements added

Training Product Code	Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
AHCPRK313	Treat rectal prolapse in pig	**Updated**	Not equivalent	Major changes to all sections of the unit Worker health and safety outcomes added Foundation Skills added Mandatory Workplace Requirements added
AHCPRK314	Care for grower and finisher pigs	**Updated**	Not equivalent	Major changes to all sections of the unit Worker health and safety outcomes clarified Foundation Skills added Mandatory Workplace Requirements added
AHCPRK315	Care for sows prior, during and after farrowing	**New**	N/A	N/A
AHCPRK403	Implement a feeding plan for pig production	**Updated**	Not equivalent	Title changed Performance criteria revised Foundation Skills added Performance Evidence, Knowledge Evidence and Assessment Conditions updated Mandatory Workplace Requirements added

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
Skilled roles in commercial pork production, including piggery attendant and stock person.	AHC30422 Certificate III in Pork Production	The number of units to achieve the qualification has increased by one and the packaging rules now require at least three pork sector units be achieved, compared to none in the current qualification. The core has increased from two to five units and now contains essential pig husbandry and biosecurity units. To promote development of pig husbandry skills, Elective Group A has nine pork sector units and one generic Livestock feeding unit. Currently, Elective Group A consists of 15 units, and only two are pork sector units. The Performance Evidence in the revised and new pork sector units must be assessed on pork production site, to provide evidence that graduates of these units can work safely and productively to the standards required by industry. Two existing pork sector units reflecting AQF level 2 outcomes have been expanded and strengthened, and now reflect AQF level 3 outcomes.
Skilled roles in commercial poultry production, including poultry farm technician, poultry breeding technician, egg grading technician, poultry services provider and hatchery technician.	AHC30522 Certificate III in Poultry Production	The qualification has been redesigned to enable completion of up to five specialisations that reflect contemporary and emerging job roles required by industry. The core has been strengthened by adding the revised and expanded *AHCPLY318 Set up sheds for placement of poultry.* Two existing poultry sector units reflecting AQF level 2 outcomes have been expanded and strengthened, and now reflect AQF level 3 outcomes.

Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
Emma Duvenhage	Inghams Farms	Farming Coordinator	Poultry	Employer	WA
Kate Savage	APIAM	Consultant Veterinarian	Pork	Employer	WA
Kirsty Waller	Rivalea (Australia) Pty Ltd	Manager	Pork	Employer	NSW/ SA
Michael Hastings	Hastings Ostrich Farms	Owner	Poultry	Employer	VIC
Mike Littlely	Westpork	Workplace Safety and Environment Manager	Pork	Employer	WA
Robert Furmanczyk	Farrow to Finish Farms	Owner	Pork	Employer	VIC
Shevaun Smith	Golden Free Range Eggs	Owner	Poultry	Employer	TAS
Tim Kingma	Gunpork	Manager	Pork	Employer	VIC
Christine Ward	Victorian Chicken Meat Council	Member	Poultry	Peak Industry Body	VIC
Danyel Cuinotta	Victorian Farmers Federation	Vice President	Agriculture	Peak Industry Body	VIC
Georgia Clarke	Australian Eggs	Project Manager	Poultry	Peak Industry Body	National
Greg Parkinson	Australian Duck Meat Association	CEO	Poultry	Peak Industry Body	National
Lyndall Humphris	Victorian Farmers Federation	Manager	Agriculture	Peak Industry Body	VIC
Meg Parkinson	Victorian Farmers Federation/ AHC IRC	Agriculture Consultant	Poultry/ Training	Peak Industry Body	VIC
Michael Moore	Australian Chicken Growers Council	Executive Officer	Poultry	Peak Industry Body	National
Peta Easey	NSW Farmers Association	Poultry Manager	Poultry	Peak Industry Body	NSW
Rachael Bryant	Australian Pork	Manager of Capability Development	Pork	Peak Industry Body	National

Name	Organisation	Title	Industry	Representation Type	State
Rowan McMonnies	Australian Eggs	Managing Director	Poultry	Peak Industry Body	National
Vivien Kite	Australian Chicken Meat Federation	Executive Director	Poultry	Peak Industry Body	National/ NSW
Anne Wiltshire	Melbourne Polytechnic	PICMM	Training	RTO	VIC
Ben Linn	Melbourne University	Student	Pork	RTO	VIC
Jacinta Clark	4 Up Skilling	Trainer and assessor	Pork and Poultry	RTO	VIC/ TAS
Kim Roberts	Squad	Trainer and assessor	Pork	RTO	NSW
Madison Corsini	Western Australian College of Agriculture – Cunderdin	Trainer and assessor	Pork and Poultry	RTO	WA
Robyn Richards	4 Up Skilling	Managing Director	Pork and Poultry	RTO	VIC/ TAS
Amanda Wieden	Sun Pork Farms	Trainer and assessor	Pork	RTO/ Employer	QLD
Doug Bowen	Sun Pork Farms	Trainer and assessor	Pork	RTO/ Employer	QLD
Ross Brown	Sun Pork Farms	Director of Training	Pork	RTO/ Employer	QLD
Steve Peucker	Sun Pork Farms	Trainer and assessor	Pork	RTO/ Employer	QLD
Warwick Bricknell	Sun Pork Farms	RTO Manager	Pork	RTO/ Employer	QLD
Belinda Watson-Noblet	Melbourne Polytechnic	Teacher and CMM Project Officer	Training	State Government	VIC
Debbie Knight	ISACNT	Workforce and Skills Team Manager	Training	Territory Government	NT
Felicity McIntosh	Department of Agriculture and Fisheries	Senior Extension Officer	Biosecurity	State Government/ Peak Industry Body	QLD
Joel Huang	Animal Welfare Victoria, DJPR	Senior Animal Welfare Standards Officer	Biosecurity	State Government	VIC
Nina Kung	Department of Agriculture and Fisheries	Senior Principle Scientist	Biosecurity	State Government	QLD
Robyn Grob	Department of Agriculture and Fisheries	African Swine Fever Project Manager	Biosecurity	State Government	QLD
Suzie Hounsham	Department of Training and Workforce Development WA	Senior Program Officer	Training	State Government	WA

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	Overhaul the qualifications to keep them relevant for the sectors.	Both the pork and poultry sectors have new lists of core units, with a focus on PRK in pork and PLY in poultry, to make sure that graduates have a grounding in pork and poultry specific work.
Peak Industry Bodies	Update units of competency to better reflect work undertaken within the sectors.	All units were updated in accordance with the Workforce Functional Analysis to better reflect modern workplace practices.
Employers(Non-IRC)	Update units of competency to better reflect work undertaken within the sectors.	All units were updated in accordance with the Workforce Functional Analysis to better reflect modern workplace practices.
Registered Training Organisations (RTOs)	Update training materials so that they will not be at risk of a future merge into a generic 'Livestock' qualification.	List of core units in the qualifications now include PRK and more PLY units to stress that these sectors cannot be taught under a generic Livestock qualification. Skill Sets improved to increase chance of deliverability. Units have been updated with the assistance of industry workers to make sure they accurately capture the unique work undertaken within the pork and poultry fields.
State and Territory Training Authorities (STAs)	Check animal ethics requirements in training.	Animal ethics was explored in detail during this project, and pertinent information has been included in the CVIG.
Unions	No key feedback from union groups, they approve the work completed.	

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Mandatory Workplace Requirements for the assessment of the Performance Evidence in the pork units may place additional burdens on assessors	For example, evidence of caring for two sows prior, during and after farrowing may take at least two days, and farrowing may also occur overnight which makes scheduling of an assessors work difficult.	The SMEWG advised that the requirements of the PE to "safely and effectively care for two different sows prior to farrowing, during farrowing and lactation" are necessary for a holistic assessment of this unit. During validation webinars, suggestions were provided to assist assessors to reduce the farm visits required by an assessor to collect the PE, including: 1. Collecting evidence using a number of sows at different stages of farrowing (i.e. - before, during and after). 2. Using video call technology to observe the performance evidence in real time.

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
		3. Using a third party such as the learner's/worker's supervisor to physically observe and record the evidence. This information has also been added to the Companion Volume Implementation Guide.
Mandatory Workplace Requirements for the assessment of the Performance Evidence in the pork units may cause access issues	Assessment for a number of pork units must take place on a commercial production facility. There may be issues with access to facilities in terms of security and biosecurity.	The pork industry considers that biosecurity, animal welfare, worker health and safety, and public health are better protected when the PE is undertaken on a pork production site, because pork production enterprises apply regulations, codes, procedures, equipment and other resources to control and minimise risks. On site assessment is the industry preferred model. The key pork industry association is willing to facilitate introductions for RTOs to farmers that can provide access to their worksites for delivery of the revised units. Links to this association are included in the Companion Volume Implementation Guide.
Use of live animals in the Performance Evidence may create implementation issues for Victorian RTOs due to Animal Ethic Committee approvals	Most of the pork and poultry units include tasks that involve live animals in the Performance Evidence. In Victoria, the use of live animals for education is considered a 'scientific procedure' that requires a license from Animal Welfare Victoria, and an Animal Ethics Committee set up by the licensee to approve tasks involving live animals.	The Pork and Poultry SMEWGs (that include representatives from Industry and RTOs) advised that Animal Ethics Committee approvals are not required if these units are trained and assessed in farming workplaces, because the routine animal husbandry practices covered by the units must be conducted in compliance with sector specific animal welfare codes or standards that apply to farms. This advice is corroborated with advice on Animal Welfare Victoria's website that excludes "the conduct of animal husbandry carried out in accordance with a Code of Practice" from licensing for scientific procedures (and an Animal Ethics Committee are required as part of a license). The revised pork sector units now mandate assessment in a pork production environment so Animal Ethics Committee approvals should not be an issue in that sector. Currently half of the RTOs that deliver *Certificate III in Poultry Production* do so on farms, which also suggests that Animal Ethics Committee will not be an issue. Advice has been added to the Companion Volume Implementation Guide that RTOs need to consider animal welfare requirements when delivering units with live animals outside of a commercial primary production site, and that more information can be obtained from state and territory animal welfare authorities.
Pork and poultry workers need stronger sector specific health and welfare units	*AHCPRK201 Care for health and welfare of pigs* and *AHCPLY202 Maintain health and welfare of poultry* should be expanded to cover more sector specific skills and knowledge, perhaps be recoded to reflect AQF level 3 outcomes.	Both these units have been expanded and strengthened to better reflect industry requirements, and each has been recoded to indicate the units now reflect AQF level 3 outcomes.

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
The number of units in some of the skill sets seems to many.	a) The *Pork Industry Stockperson skill* set requires eight units to be achieved, which is half as many as the *Certificate III in Pork Production*. b) Some of the Poultry Skill Sets are more than half a *Certificate III in Poultry Production*, in terms of the number of units included.	a) The Pork Industry Stockperson Skill Set reflect the minimum requirements to work unsupervised in the pork industry, and the quantity of units remain the same. The skill set has strong enrolments (226 during 2018 - 2019). b) The seven existing Skill Sets in the poultry sector are now proposed for deletion and will be replaced with five new Skill Sets that reflect specialist technical roles added to the redesigned *Certificate III in Poultry Production*. The new Skill Sets were designed to meet industry needs, keep the units required to a minimum and provide pathways/credit toward the redesigned Certificate III. The result is Skill Sets that require between 5 and 10 units.
Possible duplication of AHC Biosecurity units	Does *AHCPLY312 Implement and monitor biosecurity measures in poultry production* duplicate outcomes of existing two AHCBIO units?	The existing units are not suitable for commercial poultry production, because they lack several critical outcomes to protect this industry, which is why this unit is in the Core of the *Certificate III in Poultry Production*. Unique outcomes covered in the revised AHCPLY312 include: • Interpretation of National Farm Biosecurity Manual for Poultry Production, and other Codes of Practice, industry and enterprise requirements related to biosecurity for poultry production. • Implementation of biosecurity procedures on detection of disease or pest, including wild birds and other pests that spread pathogens in poultry and the wider community. • Review of biosecurity controls and suggesting improvements to poultry enterprise biosecurity procedures. • Practical numeracy skills used in the poultry industry. • PE to demonstrate the application of poultry production biosecurity practices. • KE includes essential poultry specific biosecurity information
Volume and frequency of Performance Evidence in some units	Specific suggestions were received from a few RTO stakeholders to reduce the number of live animals, tasks and time frames in the Performance Evidence of some of the revised pork and poultry units.	The respective SMEWG reviewed the suggestions in each unit, and where appropriate, reduced the number live animals, tasks and time frames in the Performance Evidence. In some cases, specific tasks were removed completely. Advice has also been provided in the Companion Volume Implementation Guide to further explain some of the PE requirements related to the makeup of 'groups' of animals required in the PE.
Packaging rules in *Certificate III in Pork Production*	Can the packaging rules be designed to encourage the take up of more AHC pork sector units	Based on SMEWG advice, the numbers and wording of the Packaging Rules were changed promote more units from Elective Groups A and B. The rules for the selection of the 11 electives now state - • at least two units must be from elective group A • at least five units must be from elective group B

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
		• the remaining units may be selected from Groups A, B or C • One unit may be selected from any currently endorsed Training Package or accredited course. This will result in at least seven of the 11 electives being selected from Groups A and B.
Core units in the *Certificate III in Pork Production*	Suggestion was made for *AHCLSK301 Administer medication to livestock, AHCLSK309 Implement animal health control programs & AHCWRK206 Observe enterprise quality assurance procedures* to be added to Core units	• *AHCPRK201 Care for health and welfare of pigs* was revised and expanded (and recoded to AHCPRK311) and added to the core. It provides pig health knowledge and skills that are needed by workers in this sector. • AHCLSK301 and AHCLSK309 can be selected as electives from Elective Group B for users that want to add these generic livestock health units. • AHCWRK206 has been replaced with *AHCWRK318 Comply with industry quality assurance requirements* as an elective, because it had more appropriate outcomes.
Elective Group A units in *Certificate III in Pork Production*	*AHCLSK304, AHCILSK307, AHCLSK310, AHCLSK313, AHCSLK318, AHCLSK325* should be included in Elective Group A units as these require specialised skills to ensure animal welfare standards are maintained	Elective Group A has nine pork production units (coded AHCPRK) and was introduced into the redesigned qualification to encourage take up of more AHCPRK units. The SMEWG agreed to the inclusion of *AHCLSK310 Implement feeding plans for intensive production* in to Group A, because this unit has outcomes that add value to pork production workers.

Attachment D: Mandatory Workplace Requirements in Training Products

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

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
AHCPRK202 Move and handle pigs	Mandatory Work Placement is a requirement for assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.	• Commercial pork producers have to manage many biosecurity risks that threaten their productivity and viability, as was shown recently with the recent outbreak of Japanese Encephalitis across four states. • The Performance Evidence (PE) tasks and Assessment Conditions (AC) including MWR were designed with industry advice to ensure graduates are competent to work safely and productively in commercial pork production, and to protect the viability of the industry. • MWR are necessary because the PE includes holistic tasks that require the application of knowledge, judgement and skills when handling and caring for live pigs according to enterprise procedures. Experience has shown employers that people trained and assessed without live animals increase both worker and pig safety and welfare risks. The work environment is highly controlled and plays a critical role in the undertaking of these tasks, and it cannot be simulated to the standard required by the industry. • Biosecurity, animal welfare, worker health and safety, and public health are better protected when the PE is	• The Performance Evidence and Assessment Conditions (including the MWR) were developed with industry advice to allow them to be contextualised across a range of pork production sites, without compromising the skill outcomes and the biosecurity status of these sites. The PE and AC can be implemented using: • a variety of pig breeds and life stages • breeder and/or grower farms and facilities • indoor and outdoor production systems • small, medium and large enterprises. • The SMEWG (that includes industry and RTO representatives) strongly supports MWR for the assessment of the Performance Evidence on pork production sites, because it: • Ensure graduates are competent to work safely and productively with live animals in commercial production environments. • Reduces worker health and safety, animal health and welfare and biosecurity risks, all of which are critical to the viability of the pork industry, and in turn the RTOs that service this industry. • Reduces costs for RTOs related to the provision of animals, materials and farming infrastructure and equipment.

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
		undertaken on a pork production site, because pork production enterprises apply regulations, codes, procedures, equipment and other resources to control and minimise risks. These typically include controlling the movement of people, pigs, other animals, pests, vehicles, equipment, feed, water, bedding and other materials that can harbour pathogens, and isolation/removal of pathogens where appropriate. • If the PE were to be undertaken in an RTO site that does not have similar controls in place, the risk of the learner bringing pathogens back to a pork production farm increase. For this reason, a person that has contact with pigs or poultry at an RTO, is typically required to be quarantined for between 24 and 72 hours before they can return to their pork worksite. Employers cannot afford their workers to be absent due to quarantine requirements. • MWR requirements are also required to protect the broader livestock industry and their local communities. For example, a biosecurity incursion arising from an RTO with live pigs may trigger a mandatory shut down of animal and people movements in an area. As an example, detection of Foot and Mouth disease typically results in a 7 day shutdown.	• Reduces RTO costs related to animal welfare compliance in jurisdictions that require Animal Ethics Committee for animal husbandry tasks, when these tasks are performed outside of a pig farm. • Assists with completion of qualifications, especially as the employer is paying for the training and worker's time. • There are examples of RTOs successfully collaborating to deliver AHC pork sector units on pig production sites. Currently, three of the six RTOs that have AHC30416 Certificate III in Pork Production on scope, successfully deliver and assess AHCPRK units on pig farms across New South, Queensland, South Australia, Victoria and Western Australia. • Pork production industry/employers advised they strongly support MWR as: • Employers can be more involved in the knowledge and skill development of their workers, and ensure their workers can perform tasks according to enterprise standards. • Workers benefit by learning skills that directly relate to their workplace • It reduces productivity losses by getting production tasks completed, and preventing down time due to quarantine requirements (between 24 to 72 hours) if workers come into contact with pigs outside their own farm.

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
			• RTOs are also aware that that Performance Evidence can be collected on a farm without an assessor needing to be physically at the farm. For example, RTOs can also collect 'live evidence of skills in real time' using video technology, as well as observation by third parties such as the employee's supervisor. This advice has also been included in the Companion Volume Implementation Guide • The key pork industry association is willing to facilitate introductions for RTOs to farmers that can provide access to their worksites for delivery of the revised units. Links to this association are included in the Companion Volume Implementation Guide.
AHCPRK311 Care for health and welfare of pigs	Mandatory Work Placement is a requirement for assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.
AHCPRK312 Care for weaner pigs	Mandatory Work Placement is a requirement for assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.
AHCPRK313 Treat rectal	Mandatory Work Placement is a requirement for	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
prolapse in pigs	assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.		
AHCPRK314 Care for grower and finisher pigs	Mandatory Work Placement is a requirement for assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.
AHCPRK315 Care for sows prior, during and after farrowing	Mandatory Work Placement is a requirement for assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.
AHCPRK403 Implement a feeding plan for pig production	Mandatory Work Placement is a requirement for assessment to enable Performance Evidence to be demonstrated in a pork production site. The requirements are detailed in the Assessment Conditions.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that also apply to this unit.
AHC30422 Certificate III in Pork Production	This qualification includes seven units with MWR. A hash (#) next to the unit code indicates mandatory workplace requirements which must be met when assessing this unit. The Core includes two units with MWR: • AHCPRK202 # Move and handle pigs • AHCPRK311 # Care for health and welfare of pigs	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that provide the reasons for MWR in the units that have MWR in this qualification.	Refer to the comments above for *AHCPRK202 Move and handle pigs*, that provide the reasons for MWR in the units that have MWR in this qualification.

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
	Elective Group A – Pork Production has five units with MWR: • AHCPRK312 # Care for weaner pigs • AHCPRK313 # Treat rectal prolapse in pigs • AHCPRK314 # Care for grower and finisher pigs • AHCPRK315 # Care for sows prior, during and after farrowing • AHCPRK403 # Implement a feeding plan for pig production		

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**
AHCPRK306 Monitor and maintain outdoor pig production	Proposed for deletion.	There have been no enrolments in this unit and industry has advised the unit is no longer required.
Qualifications		
Qualification Code/Name of Qualification	**Proposed for retention/deletion**	**Rationale for Retention**
Not applicable	Not applicable	Not applicable

Low Enrolment:

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

Units of Competency		
Unit Code/Name of Unit	**Proposed for retention/deletion**	**Rationale for Retention**
AHCPLY203 Set up shed for placement of day-old chickens	Proposed for retention. New code and title is *AHCPLY308 Set up sheds for placement of poultry*	Industry advised the current unit does not reflect the width and depth of knowledge and skills required by industry. The unit has been revised and expanded and can be applied to a wide variety of poultry species, breeds and life stages. The unit now reflects AQF level 3 outcomes. It is an elective in the existing *Certificate III in Poultry Production* but has now become core in the revised *AHC30522 Certificate III in Poultry Production.*

AHCPRK401 Implement a feeding strategy for pig production	Proposed for retention. New code and title is *AHCPRK403 Implement a feeding plan for pig production*	The unit has been revised to better reflect industry work requirements, with expanded Performance Evidence that must be demonstrated on a pork production site. The current unit is an elective in the current *AHC40416 Certificate IV in Agriculture*. It was also an elective in *AHC50216 Diploma of Pork Production* that was deleted on 13 June 2017 due to low enrolments. The revised unit has been added to Elective Group A - Pork Production in the revised *AHC30422 Certificate III in Pork Production*. It is also listed in Elective Group A in the revised AHC40122 Certificate IV in Agriculture
Qualifications		
Qualification Code/Name of Qualification	**Proposed for retention/deletion**	**Rationale for Retention**
Not applicable	Not applicable	Not applicable

Attachment F: Quality assurance reports

Quality Report

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[1]	**0**
Number of revised qualifications and their titles	2 AHC30422 Certificate III in Pork Production AHC30522 Certificate III in Poultry Production
Number of new units of competency and their titles	1 AHCPRK315 Care for sows prior, during and after farrowing
Number of revised units of competency and their titles	16 AHCPLY208 Collect and pack eggs for human consumption AHCPLY209 Grade and pack eggs for human consumption AHCPLY210 Catch and load poultry AHCPLY211 Collect store and handle eggs from breeder flocks AHCPLY303 Maintain health and welfare of poultry AHCPLY308 Set up sheds for placement of poultry AHCPLY309 Brood poultry AHCPLY310 Incubate eggs AHCPLY311 Clean and disinfect poultry production sheds AHCPLY312 Implement and monitor biosecurity measures in poultry production AHCPRK202 Move and handle pigs AHCPRK311 Care for health and welfare of pigs AHCPRK312 Care for weaner pigs AHCPRK313 Treat rectal prolapse in pigs AHCPRK314 Care for grower and finisher pigs AHCPRK403 Implement a feeding plan for pig production
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)

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[1] 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 *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***
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 Intensive Livestock (Pig and Poultry) Production Project to revise two qualification and 17 units of competency. The impact of the proposed changes, specifically the impact of Mandatory Work Requirements (MWR) in seven of the pork (PRK) units may have significant impact for some RTO providers, however the CfE confirms feedback during the validation phase of the project, including from RTOs who raised initial concerns, was supportive. It is the panel member's view that the rationale for inclusion of the requirements appears sound and steps were taken during development to consider other alternatives, whilst Information in the supporting implementation guide re opportunities for introductions to industry to implement these requirements is also expected to minimise impacts for those RTOs not currently engaged with pork or poultry production enterprises.
Name of panel member completing Quality Report	**Maree Thorne**
Date of completion of the Quality Report	**16 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:
		• Two revised qualifications
		• 1 new and 16 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 are clearly specified, including for specialisations within the Certificate III in Poultry Production • 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 • Where Mandatory Work Requirements (MWR) apply in seven PRK units, the information is clearly identified in the qualification, and in the individual units' Application and Assessment Requirements • The Case for Endorsement (CfE) confirms industry support for deletion of one unit of competency as the skills are no longer required by industry The endorsed components are complemented by 5 new and 2 reviewed non-endorsed skills sets, which have been QA'd. One skill set which contains units of competency which require MWR, clearly identifies the requirement and refers users to the Assessment Requirements of the individual units. 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 (4 weeks) and validation (4 weeks) phases meet policy requirements. A range of feedback and participation strategies were made available to participants throughout the development period. 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.
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.
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 volume of Performance Evidence is clearly stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements. The Assessment Conditions of the Assessment Requirements which require MWR refer users to the CVIG, which contains clear advice regarding collection of evidence directly by assessors or by third parties.
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' Additionally, the qualification packaging rules specify a minimum number of elective unit selections at AQF indicative level 3 outcomes or above.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	*Yes*	The structure of both 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. Neither qualification submitted has an entry requirement. Both qualifications have clear packaging rules with the Certificate III in Poultry Production offering options for specialisations. Neither qualification includes units with prerequisite requirements, and units with MWR are clearly identified in the Certificate III in Pork Production.
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.
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.

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

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 Intensive Livestock (Pig and Poultry) Production 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 training delivery is available to training providers to improve their delivery and to consumers	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 five new and two revised skill sets. • ensure that the training system better supports individuals to move easily from one related occupation to another The CfE outlines the alignment of the new poultry skill sets as pathways to the specialisation outcomes in the Certificate III qualification, as well as the inclusion of AHC livestock units which can enable movement from/to pig or poultry to other livestock 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

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		Changes made in unit revisions have clarified unit performance criteria and assessment conditions to ensure training providers are able to improve delivery and assessment performance. Detailed Performance Evidence (volume of both animals and activities) in Assessment Requirements clearly outlines industry expectations, with and information in relation to MWR assessment support included in the CVIG.
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	The CfE identifies the industry's vulnerability to biosecurity and zoonotic disease risks (including citing an outbreak of Japanese encephalitis in 2022) and the need to ensure the industry is as protected as possible from any future disease incursions, and as such biosecurity, hygiene practices associated with working with animals, risk assessments and hazard identification have been strengthened in all components to reflect contemporary organisational practices. Contemporary principles of animal ethics including the health, welfare and humane treatment of animals is reflected in components.

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, with options for specialisation in the Certificate III in Poultry, including a broad range of general AHC livestock and general farm electives, and enabling one to two electives for broader job roles or specific industry applications. Endorsed components will be supported by 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, food safety, and animal ethics etc where applicable, including for portability.

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 regulatory requirements and licensing	Yes	The CfE specifies that: 'No components have specific occupational and/or licensing requirements, however most components include advice directing users to check and adhere to any legislative and regulatory requirements of the jurisdiction, state or territory in which the training is being undertaken' Some units of competency include wording in the Application to the effect that: 'Commonwealth and/or state/territory health and safety, environmental protection and biosecurity legislation, regulations and codes of practice apply to keeping and working with poultry. Food safety regulations and codes also apply to eggs that are produced and sold for human consumption. Requirements vary between jurisdictions'.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the *Training Package Development and Endorsement Process Policy*
Reflect national consensus	Yes	The CfE identifies that feedback regarding the quantity of live animals and MWR for assessment on a pork production site was too restrictive for some RTOs was received and considered by subject matter expert working groups. It further indicates that feedback at the validation stage supported the MWR, including 'from the stakeholders that were previously concerned about them'. Sections 5.1 of the CfE indicates no dissenting views or unresolved issues.
Recognise convergence and connectivity of skills	Yes	Units listed in the qualifications include AHC units from a range of sectors including livestock, machinery, operation and maintenance and general work, as well as units of competency from BSB, FBP and TAE training packages.

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. Whilst 7 units specify MWR for assessment, other units allow for assessment to 'demonstrated [in a workplace] or an environment that accurately represents workplace conditions' thereby enabling flexibility of the components to meet a broad range of individual and employer needs. The CfE specifies that 'The key pork and poultry industry associations are willing to facilitate introductions for RTOs to farmers that can provide access to their worksites for delivery of the revised units. Links to these associations are included in the Companion Volume Implementation Guide.'
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. Five new, and two 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	Both Certificate III qualifications submitted for endorsement are recommended by the IRC as suitable for a traineeship pathways. 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. 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.
Support sound assessment practice	Yes	The draft Units of Competency and associated Assessment Requirements include references to volume of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered. Knowledge and Performance Evidence requirements in the Assessment Requirements aligns to the unit of competency elements and performance criteria.
Support implementation	Yes	The training package components provided for quality assurance were presented in full and in a format required to comply with the National Register requirements for publication. Quality Assurance suggestions made were fully incorporated the developer. 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.

Editorial Report

<table>
<tr><th colspan="2">1.   Cover page</th></tr>
<tr><td></td><td></td></tr>
<tr><th>Information required</th><th>Detail</th></tr>
<tr>
<td>Training Package title and code</td>
<td>AHC Agriculture and Horticulture Training Package Version 9.0

(Presented as four separate cases for endorsement)</td>
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<tr>
<td>Number of new qualifications and their titles [1]</td>
<td>Nil</td>
</tr>
<tr>
<td>Number of revised qualifications and their titles</td>
<td>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</td>
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<tr>
<td>Number of new units of competency and their titles</td>
<td>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</td>
</tr>
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<td>Number of revised units of competency and their titles</td>
<td>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</td>
</tr>
<tr>
<td>Confirmation that the draft training package components are publication-ready</td>
<td>The draft training package components are publication ready.</td>
</tr>
</table>

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

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 teplate.	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:	N/A.
• Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	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: ○ absence of spelling, grammatical and typing mistakes ○ consistency of language and formatting ○ logical structure and presentation of the document. ○ 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. 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

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
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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* t*he 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

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.

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.

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.

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. 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

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

Attachment G: Copies of Letters of Support

22 July 2022
To the Evaluation Committee
via Skills Impact

To whom it may concern,

Re: National Poultry VET Training review

We express our support for the training materials developed as part of the Poultry VET review managed by Skills Impact.

Australian Eggs is a member owned not-for-profit company providing marketing and research & development (R&D) services for the benefit of Australian egg farmers. Working together with the egg industry and the Australian Government, Australian Eggs strives to deliver value to industry and the public by investing in programs that increase consumption and ensure industry sustainability.
All known Australian egg farmers are serviced by Australian Eggs, irrespective of their size, location or farming system.

I was a subject matter expert who contributed to the Poultry VET training review between August 2021 and May 2022, and I support these training materials to be endorsed as national training products within the VET system.

Throughout the year I participated in multiple meetings to offer my feedback and expertise, which has helped to shape these new and reviewed documents.

Skills Impact were professional and effective throughout the review process.

Kind regards,

Georgia Clark
Project Manager, Innovation and Development

04 July 2022

To whom it may concern,

I and my team of trainers are subject matter experts who contributed to the Pig and Poultry VET training review between August 2021 and May 2022.

We support these training materials to be endorsed as national training products within the VET system.

Throughout the year we participated in multiple meetings to offer our feedback and expertise, which has helped to shape these new and reviewed documents.

Skills Impact were professional and effective throughout the review process, and very open to all discussions and feedback.

Regards

RTO Manager

Warwick.bricknell@sunporkfarms.com.au

0447 021 410

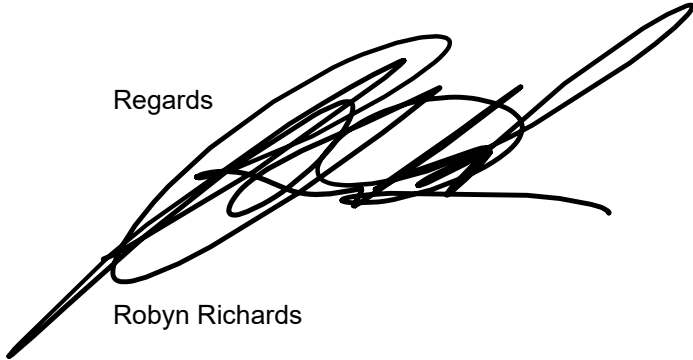Friday, 28 October 2022

To whom it may concern

Throughout the year myself, Robyn Richards, 4 Up Skilling's, Managing Director, and Jacinta Clark, 4 Up Skilling's, Training Manager, attended multiple meetings in the capacity of subject matter experts and contributed to the Pig and Poultry VET training review between August 2021 and May 2022.

We participated in the meetings, offering feedback and expertise which helped to shape these new and reviewed documents.

We would now like to support these training materials to be endorsed as national training products within the VET system.

During the process, Skills Impact were professional and effective, listening to all feedback from all parties.

Regards

Robyn Richards

12 September 2022

Mr William Henderson
Industry Skills
Standards
Specialist Skills
Impact
Level 1, 165 Bouverie Street
CARLTON VIC 3053
By email: William@skillsimpact.com.au

Dear Mr Henderson

Pig and Poultry Farming project (the Project)

This letter serves to confirm Australian Pork Limited's involvement in the Project and our support for the consultation process that Skills Impact (agriculture's Skills Service Organisation) undertook, involving industry, businesses and Registered Training Organisations (RTOs) to review the training package components.

We understand that this Project sought to update the qualifications to meet current skills requirements and standards set by the Australian government in relation to skills and training.

APL is the national representative body for Australian pork producers. It is a producer-owned not- for-profit company combining marketing and export growth, research and innovation, and policy development to assist in securing a profitable and sustainable future for the Australian pork industry. We develop industry capability through training, leadership and professional development opportunities and have strong engagement with training organisations that service the industry with pork production training.

APL was able to participate throughout the Project, promote consultation opportunities through our networks with producer representatives and RTOs and facilitate their feedback and input to help shape the draft standards. Through the project, APL and stakeholders were able to understand feedback, advice and support decisions made regarding the training package.

APL appreciates the work of Skills Impact in delivering this Project. We look forward to supporting future work to ensure the relevance and quality of training for our industry. Please contact Angela Bradburn angela.bradburn@australianpork.com.au; 0460 306 017 if you need to discuss.

Yours sincerely

Angela Bradburn, Policy Manager