

APT Qualifications

Diploma of Permaculture

Course Information & Units of Competency - Amended Sept 2011

General Information

Copyright owner of the course

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Permaculture International Limited P. O. Box 500, St Ives, NSW 2075

OR email APT admin: info@permaculture.com.au

Course accrediting body: Training and Employment Recognition Council (TERC)

AVETMISS information – ***refer to general accreditation document***

Period of accreditation: 18/11/2009 to 17/11/2014 - 5 years

NB for imported units please go to training.gov.au

Vocational or educational outcomes of the course

Diploma of Permaculture – will provide training in permaculture for those who are working as project managers on permaculture community development projects, those seeking to become permaculture systems designers and/or consultants and those developing and/or managing permaculture ethical enterprises including permaculture education.

Outcomes include employment as a project manager or consultant across permaculture, agriculture, horticulture or conservation & land management industries.

On completion the students will evaluate information to plan approaches to technical problems, take responsibility for own and others, and demonstrate a broad knowledge of permaculture principles and practices and transfer this knowledge to plan, analyse and implement approaches to permaculture projects and enterprises.

30870QLD Diploma of Permaculture

Packaging to gain the qualification

Core	Complete the two (2) units in the Core Group
Elective	Complete at <u>least 4 units from Elective Group A</u> and at least <u>5 units from Elective Groups A or B</u>
Total number of units of competency	11 Units

Apart from the listed elective options, students may select up to two (2) elective units from national Training Packages or accredited courses, so long as the selected units:

- *do not replicate other units undertaken as part of the current qualification*
- *align with other electives to make an appropriate job-related or enterprise-required set of skills and knowledge*
- *are taken from AQF levels 4 or 5*

Code	Unit of Competency	Pre-requisite	Nominal Hours
Core Group			
QLD124PPP01B	Provide advice on permaculture principles and practices	nil	80
QLD125DES02C	Design an integrated permaculture system	nil	120
Nominal Hours			200
Elective Group A			
QLD125RCH01B	Carry out permaculture field research	nil	80
QLD125PLA03B	Develop a strategic plan for a permaculture project or enterprise	nil	120
QLD125MAN04B	Manage a permaculture project	nil	80
QLD125PLA05B	Plan and supervise the implementation of permaculture project works	nil	120
QLD125RCH07B	Research and interpret requirements for a permaculture project	nil	120
QLD125BUI09B	Design permaculture structures and features	nil	80
QLD125COM10B	Prepare a sustainable community and bioregional development strategy	nil	120
Nominal Hours			480-560
Elective group B			
QLD125COM11B	Facilitate participatory planning and learning	nil	100

	activities		
QLD125COM12B	Plan community governance and decision-making processes	nil	100
AHCWRK511A	Develop workplace policy and procedures for sustainability	nil	
CHCCD516A	Work with organisation and government structures to enable community development outcomes	nil	95
CHCORG525C	Recruit and coordinate volunteers	nil	70
AHCSAW502A	Plan erosion and sediment control measures	nil	120
AHCWRK509A	Provide specialist advice to clients	nil	55
AHCORG402A	Manage organic livestock production	nil	100
AHCORG403A	Manage organic soil improvement	nil	100
AHCBUS502A	Market products and services	nil	50
AHCAGB501A	Develop climate risk management strategies	nil	60
AHCAGB501A	Manage natural areas on a rural property	nil	100
AHCORG502A	Prepare the enterprise for organic certification	nil	140
Nominal Hours			265-560

Employability Skills

Qualification Title: Diploma in Permaculture

The following table contains a summary of the employability skills as identified by the course proponent for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options and job role requirements.

Employability skill	Industry requirements for this qualification include the following facets:
Communication:	<ul style="list-style-type: none"> Listening and understanding Speaking clearly and directly Writing to the needs of the audience Negotiating responsively Reading independently Empathising Using numeracy effectively Understanding the needs of internal and external clients Persuading effectively Establishing and using networks Being assertive Sharing information
Teamwork:	<ul style="list-style-type: none"> Working with people of different ages, gender, race, religion, or political persuasion Working as individual and as a member of team Knowing how to define a role as part of a team Applying teamwork skills to a range of solutions e.g. futures planning, crisis problem solving Identifying the strengths of team members Coaching, mentoring and giving feedback

	Managing team members to achieve project outcomes efficiently and effectively
Problem solving:	<ul style="list-style-type: none"> Developing creative, innovative solutions Developing practical solutions Showing independence and initiative in identifying problems and solving them Solving problems in teams Applying a range of strategies to problem solving Using mathematics including budgeting and financial management to solve problems Applying problem-solving strategies across a range of areas Testing assumptions taking the context of data and circumstances into account Resolving customer concerns in relation to complex project issues Applying the permaculture principles to a wide range of problems, including non-agricultural problems
Initiative and enterprise:	<ul style="list-style-type: none"> Adapting to new situations Developing a strategic, creative, long-term vision Being creative Identifying opportunities not obvious to others Translating ideas into action Generating a range of options Initiating innovative solutions
Planning and organising:	<ul style="list-style-type: none"> Managing time and priorities – setting timelines, co-ordinating tasks for self and with others Being resourceful Taking initiative and making decisions Adapting resource allocations to cope with contingencies Allocating people and other resources to tasks Planning the use of resources including time management Participating in continuous improvement and planning processes Developing a vision and a proactive plan to accompany it Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria Collecting, analysing and organising information Understanding basic business systems and other relationships
Self management:	<ul style="list-style-type: none"> Evaluating and monitoring own performance Having knowledge and confidence in own ideas and vision Articulating own ideas and vision Taking responsibility for own work outputs
Learning:	<ul style="list-style-type: none"> Making own learning Contributing to the learning community at the workplace Using a range of mediums to learn – mentoring, peer support, networking, information technology, courses Applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) Being open to new ideas and techniques Acknowledging the need to learn in order to accommodate change
Technology:	<ul style="list-style-type: none"> Having a range of basic IT skills Applying IT as a management tool Using IT to organise data Being willing to learn new IT skills Having the occupational health and safety knowledge to apply technology

APT Diploma of Permaculture Units of Competency

QLD125RCH01B

Carry out permaculture field research

Unit Descriptor

This unit provides the skills and knowledge to undertake field research relevant to permaculture systems and projects. It requires the ability to design technical and social field research, prepare for field research, conduct field research, assess research outcomes and report on research relevant to permaculture systems and projects.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Carrying out permaculture field research requires detailed knowledge of permaculture design principles and processes. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Scope permaculture field research

1.1 Identify ***challenges and/or opportunities in permaculture projects or systems*** that illicit ***research questions***.

1.2 Identify the ***purpose of field research***.

1.3 Define ***field research topic***.

1.4 Assess suitability of field research subject in relation to ***permaculture principles, practices and ethics***.

1.5 Determine ***expected outcomes*** of research.

2 Design permaculture field research

2.1 Design ***field research plan***.

2.2 Determine appropriate ***research methodologies*** for data collection.

2.3 Identify ***reference groups*** of field research, if applicable.

2.4 Locate field research sites according to design requirements.

2.5 Identify ***site factors*** where appropriate and incorporate into research.

2.6 Create a budget for field research plan.

2.7 Identify and obtain ***approvals and/or permits*** required to conduct field research.

- | | | |
|---|---|--|
| 3 | Prepare to conduct field research | <p>3.1 Identify OHS hazards associated with the implementation of field research.</p> <p>3.2 Identify and document social and environmental implications associated with field research.</p> <p>3.3 Identify materials, tools, equipment and machinery required for field research, confirm cost and availability with suppliers, contractors and appropriate personnel.</p> <p>3.4 Establish and prepare field work sites for implementation of field research according to the specifications of the field work design.</p> <p>3.5 Organize access to field research subjects at times and places suitable for data collection.</p> |
| 4 | Conduct field research | <p>4.1 Undertake data collection throughout the course of field research according to the specifications of research design plan and chosen methodologies.</p> <p>4.2 Monitor field research for accuracy and compliance to research design.</p> <p>4.3 Record all research data accurately according to the specifications of the research design.</p> |
| 5 | Assess practical application of research outcomes | <p>5.1 Analyse research data for categories, themes, trends, patterns and significant information.</p> <p>5.2 Create quantitative and qualitative records of research data analysis.</p> <p>5.3 Synthesise research findings and draw conclusions based on evidence and reasoned arguments.</p> <p>5.4 Assess the meaning of research outcomes for practical application, based on conclusions drawn from the field research.</p> |
| 6 | Report field research findings | <p>6.1 Determine desired actions from field research reporting.</p> <p>6.2 Determine target audience for field research reporting.</p> <p>6.3 Draft research report and take feedback.</p> <p>6.4 Publish and circulate field research report.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles, practices and ethics

- Field research characteristics and elements
- Field research methodologies
- Field research plan design
- Permaculture systems implementation and management techniques and practices
- OHS procedures and planning
- Growth habits, physiological properties and taxonomic specification of animals/plants involved in permaculture
- Participants and stakeholders of permaculture systems and projects.
- Scientific and mathematical research approaches, data collection, processing and analytical techniques and procedures
- Auditing and reporting procedures
- Linkages across disciplines areas
- Research planning and budgeting

Essential skills:

Ability to:

- Communicate and negotiate orally and in writing with research reference groups
- Research query formulation
- Research and evaluate information
- Field research data collection techniques
- Calculate the cost and spatial and logistical requirements of components of the field research
- Enter, analyse and organise data quantitatively and qualitatively in charts, tables and graphs.
- Produce written reports on research outcomes and conclusions based on appropriate evidence and reasoned arguments
- Comply with legislative requirements.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Challenges and/or

opportunities may include:

- old or simple technology applied to new or complex problems
- behaviour change including organisational change and transformation
- design opportunities in agriculture and community food production
- perceived resource or energy waste in food production systems
- design opportunities to increase sustainability of the built environment
- opportunities for sustainable energy efficiency gains
- opportunities for sustainable resource use gains
- opportunities to increase sustainable social interconnectedness and communications
- opportunities to direct energy, resources and finance to earth care and people care
- Challenges in the equitable distribution of food, energy and other critical resources

Permaculture projects or systems may include:

- locations and places where permaculture is practiced
- garden agriculture systems
- community gardens
- sustainable agricultural systems
- local food distribution projects and enterprises
- ideas and inventions created with permaculture principles and ethics in mind
- ideas and inventions relating directly or indirectly to permaculture thinking and ethical stance
- resource, energy and waste-minimisation strategies
- systems designed to maximise outputs (yields) and minimise inputs (resources and energy)

Research questions may include:

- comparisons of similar subjects
- what are the impediments to sustainability strategies?
- how are more sustainable outcomes facilitated?
- when is it most beneficial to establish permaculture initiatives?
- who may contribute resources and skills to permaculture projects?
- what if? questions
- tests of qualities of a product

Purpose of field research may include:

- who benefits?
- target audience or group
- community benefit
- benefit to the planet and its systems
- benefit to human society
- benefit to biodiversity and ecological systems
- testing of unproven theories
- contribution to food, energy or water security
- testing of technology or strategy uptake
- testing of community opinions or preferences
- nutritional content of food
- health aspects of products or treatments

Field research topic may include:

- people or groups of people participating in or related to permaculture projects
- people or groups of people participating in or related to other topics which themselves relate to permaculture
- systems and/or technical elements of permaculture systems
- animals-related studies (including insects, reptiles, birds, fish etc)
- plant-related studies
- studies of integrated plant and animal systems
- appropriate technologies or technological solutions
- appropriate energy generation, storage and capture
- water treatment, catchment and storage systems
- natural systems
- environmental issues
- product comparisons

Permaculture principles, practices and ethics may include:

- The main summaries of permaculture principles and ethics are found in Bill Mollison *Permaculture: A Designers Manual*, (1988); Bill Mollison and Reny Mia Slay *Introduction to Permaculture* (1991) and David Holmgren *Permaculture: Principles & Pathways Beyond Sustainability* (2002)

Expected outcomes may include:

- hypothesis
- written statement about the specific outcomes that are expected from the research process
- overall concept of what the field work will achieve in terms of a practical application to enterprise objectives or industry practices

Field research plan must include:

- A staged sequence of steps and accompanying methodologies for obtaining answers to the research questions.

Research methodologies may include:

- group and individual interviews
- dialogue and storytelling
- action research
- needs studies
- use of communications technology
- case studies
- records and testimonials
- electronic recording equipment
- questionnaires
- statistical sampling
- observation
- surveys

Reference groups may include:

- those who will use the research to influence decision making and policy
- those who will benefit from the research
- the researchers
- ethics committees
- anyone who is researched

Site factors may include:

- environmental factors
- social and cultural contexts
- other location characteristics

Approvals and/or permits may include:

- approvals to involve animals in research under Animal welfare legislation and Codes of Practices on bioethics
- use of trademarked and patented plants, products or treatments in the field work
- access to private, community or government lands as part of the field work
- conducting trials involving proscribed animal or plant species

- OHS hazards** may include:
- disturbance or interruption of services
 - solar radiation
 - dust
 - noise
 - air-, soil- and water-borne micro-organisms
 - chemicals
 - biological, radioactive or other hazardous substances
 - insect, snake or animal bites and stings
 - animal hazards such as bites, kicks and animal disease transfer
 - sharp hand tools and equipment
 - manual handling
 - slippery and uneven surfaces
 - moving vehicles, machinery and machinery parts

- Social and environmental implications** may include:
- Cultural impacts
 - Community structures
 - Family and group dynamics
 - individual understandings and feelings
 - waste handling and disposal
 - soil erosion
 - ecosystem disturbance
 - machinery use

- Materials, tool, equipment and machinery** may include:
- recording equipment
 - gardening and agricultural tools
 - measuring and monitoring devices
 - digging, cutting and cultivating machinery

- Data collection** may include:
- numerical and qualitative recording
 - electronic record keeping
 - written records
 - web site and information technology recording
 - field observation records
 - journal entries
 - data base recordings

- Quantitative and qualitative records** may include:
- statistical analysis
 - charts and graphs
 - qualitative comparisons
 - qualitative classifications
 - stories and dialogues
 - case studies

- Synthesise research findings** may include:
- grouping of findings into classes or groups
 - integration of findings
 - generation of novel insights and conclusions
 - synergies between research elements and findings
 - identification of trends, themes and patterns

Research outcomes may include:

- hypothesis proven
- hypothesis not proven
- potential for individuals or groups to act on findings or use them in other work
- potential for funding or support for a project or idea based on the research outcomes

Desired actions may include:

- Verification of material, technology, plant or animal suitability for use in a permaculture system
- Identification of markets and stakeholders
- Determination of needs and values of community members and individuals
- Location of grant and funding opportunities

Target audience may include:

- local councils
- community groups
- business associations
- charities
- neighbourhood associations
- other government bodies

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit

should be undertaken in an actual workplace or in a realistically simulated environment

- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

***Access and Equity
Considerations***

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125DES02C

Design an integrated permaculture system

Unit Descriptor

This unit provides the skills and knowledge to design integrated permaculture systems in a range of contexts including developing a design brief, undertaking a site analysis, developing conceptual designs and producing a final design. The preparation of an integrated permaculture system design requires detailed knowledge of permaculture design principles, the ability to transfer concepts to novel permaculture situations, strong evaluation and planning skills and research capacities.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Developing an integrated permaculture system requires detailed knowledge of permaculture design principles and processes. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Develop a design brief

- 1.1 Initiate contact with the ***client*** when appropriate according to quality ***customer service practices***.
- 1.2 Establish purpose, ***needs and requirements*** of design by consulting with client.
- 1.3 Evaluate integrated ***permaculture design context*** and consider impacts of ***design stages, elements, functions and relationships***.
- 1.4 Develop a ***design brief*** in consultation with the client.
- 1.5 Negotiate ***cost structures*** and timelines with the client.

2 Undertake design analysis

- 1.6 Evaluate and document cost structures and plan for budgeting limits and possibilities.
- 2.1 Obtain existing maps, ***geospatial data*** and aerial photographs of property.
- 2.2 Survey and obtain ***social research data*** relevant to integrated permaculture design.
- 2.3 Undertake ***field research*** supporting integrated permaculture design contexts and specific fields of inquiry, where required.
- 2.4 ***Survey area*** included in Zones 1, 2, 3, 4 and 5 using ***appropriate survey tools and equipment***.

- 2.5 Prepare a **base plan**.
- 2.6 Record **site assessment** factors on the site plan.
- 2.7 Undertake **analysis** of the site and **bioregional analysis** of the local area to fully understand them.
- 3 Interpret site in permaculture terms
 - 3.1 Undertake **research** of potential **permaculture design elements**, to assess their suitability for the site.
 - 3.2 Choose appropriate permaculture design elements on the basis of thorough research.
 - 3.3 Revise brief with client in relation to research and analysis.
- 4 Prepare a design concept
 - 4.1 Determine **appropriate concepts**.
 - 4.2 Prepare presentations of **draft design concept** options for the client.
 - 4.3 Prepare **concept design drawings** to illustrate conceptual themes and patterns informing the location and layout of proposed design elements.
 - 4.4 Compile lists of materials and quantities.
 - 4.5 Prepare a list of plant and animal species and varieties suitable for chosen concept.
 - 4.6 Prepare a **preliminary budget** for conceptual design.
 - 4.7 Present chosen **concept plan** in a consistent graphic style.
 - 4.8 Undertake consultation with the client to agree on options and approaches for design development.
 - 4.9 Review and revise concepts, elements, budget and the design brief after taking feedback from the client.
- 5 Produce final design
 - 5.1 **Design** integrated permaculture system in accordance with design brief, available budget, research, analysis, chosen elements and concepts.
 - 5.2 Produce detailed **permaculture design documents**.
 - 5.3 Present design plans, drawings and documents to the client.
 - 5.4 Take feedback from the client and revise design as required.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Elements of integrated permaculture design.

- Principles of integrated permaculture design.
- Strategies for urban and rural permaculture design.
- Design brief elements
- Design analysis and research techniques
- Plan interpretation and map reading
- Site surveying methods and tools.
- Design concept and detail design generation.
- Permaculture design methods
- Conventional design symbols.
- Design drafting and drawing conventions.
- Plant and animal selection.
- Appropriate technologies evaluation and selection

Essential skills:

Ability to:

- Drafting and drawing techniques.
- Negotiate with clients.
- Undertake a site analysis.
- Provide urban and rural permaculture design solutions.
- Select plants and animals.
- Analyse zones and sectors of site.
- Develop concepts.
- Develop planting schedules and bills of quantity.
- Develop a design budget
- Design presentation

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- urban residential property owner
- farmers and agribusinesses
- 'lifestyle'/'hobby' farmers
- individuals seeking to purchase a rural or urban property
- rural or urban business enterprise
- housing cooperative, public housing
- public bodies
- community groups
- community gardens and city farms
- schools and educational institutions
- other organisations

Customer service practices may include:

- reply to client request in a timely manner
- communicate with the client in a professional manner
- record notes of client contact
- assess ability to meet client needs

Needs and requirements may include but are not limited to:

- food production
- system efficiency
- system production
- fibre, energy and building material production
- water harvesting
- waste treatment
- energy planning and design
- biodiversity habitat
- soil carbon building
- soil fertility
- establishment financial budget
- establishment time budget
- maintenance financial budget
- maintenance time budget
- design establishment documents
- maintenance plan
- sustainable commercial enterprise
- social amenity
- cultural considerations

Permaculture design context may include:

- bioregions and climatic zones
- geology, geomorphology and soil
- hydrological systems
- weather and climatic conditions
- ecological contexts
- cultural and social contexts
- economic contexts

Design stages, elements, functions and relationships may include:

- brief, analysis, concepts and final design stages
- plants animals, technologies, materials, permaculture guilds, structures and naturally occurring substances
- processes facilitating production, system dynamics and energy conversions
- interconnections, material and energy transfers, communications and network patterns

Design brief must include:

- statement of scope of design
- statement of client needs and requirements
- list of project elements
- list of assessable tasks

Cost structures may include:

- design budgets
- cost ceilings
- estimates of cost

Geospatial data may include:

- cadastral data
- contour lines
- drainage features
- vegetation mapping
- fire hazard zones
- soil and geological data

Social research data may include:

- surveys
- case studies
- reports
- questionnaires
- evaluations
- action research projects

Field research may include:

- Planned questioning, analysis and recommendations on a subject relevant to integrated permaculture design.

Survey area must include:

- onsite measurement of site boundaries
- mapping of boundaries to scale to a plan drawing
- onsite layout of 1m contour
- mapping of contour lines to a scale plan drawing
- measure and locate existing infrastructure and natural features on site
- mapping of existing infrastructure and natural features to a scale plan drawing

Appropriate survey tools and equipment must include:

- dumpy level or equivalent surveying instrument for taking vertical measurements on site
- dumpy level or equivalent surveying instrument for measuring angles on site
- Measuring tapes for measuring distance on site.

Base plan must include:

- property boundaries, scale and north point
- author of plans, contact details
- address of site
- date plan drawn
- existing infrastructure and natural features
- drawing to scale
- relevant overlays and drawing numbers

Base plan may include:

- large format plan (A1 or A2 at least)
- overlays such as fire, flora and fauna, soil and geology, local planning ordinances, buffer and riparian zones, use zones
- contour lines or other appropriate indication of slope direction and gradients
- drainage features
- Lot, DP, landowner address and contact details

Site assessment may include:

- initial on-site estimations of soil type, pH, texture
- topography
- aspect
- zone and sector planning
- existing vegetation
- climatic factors
- indicator species or other landscape-reading notes

Analysis may include:

- soil testing and analysis (often including detailed laboratory tests)
- weather and climate monitoring
- vegetation identification
- geology
- contour mapping
- flora and fauna surveys
- ecosystems
- fire hazard data
- hydrology
- measurements of vertical height of site features
- observation and measure of drainage features of site
- calculations of rainfall runoff
- site history
- impact of neighbouring land use on the site
- overlays presenting themes, constraints
- planning ordinances relating to the site
- other legal or legislative restraints, Caveats

Bioregional analysis may include:

- soils data
- topographical maps
- geological maps and surveys
- flora and fauna types and data
- fire hazard estimations
- potential for flood, tsunami, severe storm, wind or other natural disasters
- hydrology
- ecosystems and EVCs (Ecological Vegetation Classes)
- site history and history of the area
- climate data and history
- land-use patterns
- catchment health data
- Local Authority planning schemes
- neighbourhood context and character
- proximity to services, social centres and markets
- availability of materials, goods and services for sustainable development such nurseries, trades people, specialists, appropriate technologies, organic supplies
- permaculture and related community organisations and special interest groups
- local economy and trade opportunities, farmers markets etc
- primary source and anecdotal information

Research may include:

- surveys of permaculture books and publications, online material, audio and video material, charts and tables
- searches in libraries and databases
- viewing maps
- searching geospatial data

Permaculture design elements may include:

- plants
- animals
- fences
- permaculture guilds
- dams
- roads and tracks
- gardens
- orchards
- plantation forests
- swales and drains
- irrigation systems
- appropriate alternative technology
- farm infrastructure and buildings

Appropriate concept may include:

- themes relevant to the site, its context and the design requirements
- patterns relevant to the site, its context and the design requirements

Draft design drawings may include:

- bubble diagrams
- line drawings and sketches
- painting, collage or other artwork
- photos and rendered photos
- poster presentation
- power point presentation
- mind maps and flowcharts
- interactive model
- computer generated graphics and presentations

Preliminary budget may include:

- estimates of design budget based on conceptual work
- cost ceilings

Concept design drawings must include:

- recommendations for design costs
- preliminary conceptual sketches
- preliminary plan, section and elevation design drawings

Concept plan may include:

- use of design drawing and drafting conventions
- orthographic plan, elevation and section view of integrated permaculture design
- colour rendered drawings and effective use of graphic style to communicate essentials of design approach

Design must include:

- integration of brief requirements, analytical information and conceptual planning
- rational justification of placement of design elements
- integration of elements to produce high levels of efficiency and function in a permaculture system

Permaculture design documents may include:

- rendered plan, elevation and section drawings to scale
- detail drawings and plan specifications
- use of design drawing and drafting conventions
- use of consistent graphic style
- supporting legends and keys of elements
- design report
- supporting materials lists, tables, timelines,
- implementation schedules and management plans

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:

- access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
- access to relevant Permaculture texts and audio-visual material.
- access to a potential permaculture site for site surveying and design work.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Access and Equity Considerations

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125PLA03B

Develop a strategic plan for a permaculture project or enterprise

Unit Descriptor

This unit provides the skills and knowledge to develop a strategic plan for a permaculture project or enterprise including the ability to prepare a strategic plan brief, research and analyse planning information, develop strategic plan stages, document a strategic plan, and review a strategic plan against desired outcomes. Developing a strategic plan for a permaculture project requires knowledge of permaculture principles and practices, climate change and peak oil impacts, sustainable community development practices, research methods and strategic planning methodologies.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

The development of a strategic plan for a permaculture project requires detailed knowledge of permaculture design principles and practices, project or enterprise management, strategic planning and research methods. It requires the ability to extend theoretical information to a range of situations and use analysis for foresight. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Develop a strategic plan brief for a permaculture project or enterprise

- 1.1 Evaluate the ***current context*** of the ***permaculture project or enterprise***.
- 1.2 Determine ***core values*** of the project or enterprise
- 1.3 Define project ***vision statement***, aims and objectives.
- 1.4 Establish ***project or enterprise goals*** in consultation with stakeholders.
- 1.5 Evaluate strategic plan values, goals and vision statement with respect to ***permaculture principles and ethics***.
- 1.6 Document ***strategic planning brief***.
- 1.7 Develop ***protocols*** in consultation with stakeholders.

- 1.8 **Review and revise strategic plan brief** at appropriate project development intervals.
- 2 Research and analyse strategic planning information
- 2.1 Determine information needed for strategic plan with reference to plan brief.
- 2.2 Identify key **elements and themes**.
- 2.3 Determine research topics.
- 2.4 Compose **research plan and methodologies**.
- 2.5 Review **legal structures and regulatory documents** relevant to project or enterprise.
- 2.6 Identify professional and **specialist advisers and consultants** required for the project.
- 2.7 Review and revise strategic plan brief in relation to research findings.
- 3 Identify strategic planning stages
- 3.1 Identify **strategies** required to achieve planning goals in consultation with **relevant parties**.
- 3.2 Determine **action plans** required to execute strategies.
- 3.3 Arrange strategies and action plans into an ordered series of **strategic planning stages**.
- 3.4 Determine **planning benchmarks** for future stage completion review.
- 3.5 Review and revise plan brief and research topics with reference to strategic planning stages.
- 4 Document and distribute strategic plan
- 4.1 Produce a clear, concise and consistently formatted written **strategic planning document**.
- 4.2 Distribute strategic plan to all relevant parties to ensure effective communication of project or enterprise planning.
- 4.3 Evaluate feedback on plan documentation and review and revise documentation as required.
- 5 Review strategic plan
- 5.1 Determine mechanism for evaluation of strategic plan
- 5.2 Determine timeframes for evaluation.
- 5.3 Evaluate with reference to permaculture principles and practices.
- 5.4 Evaluate feedback from all relevant parties on implementation issues and outcomes.
- 5.5 Identify problems and revise as required.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles and practices
- Current climate change science and strategies for emission reduction and sequestration
- Energy descent planning
- Research methods
- Strategic planning processes
- Qualitative and quantitative analysis techniques
- Permaculture design
- Statutory compliance and obligations.
- Site evaluation techniques including methods of analysing soils, waterways and their condition.
- Selection and use of appropriate combinations of machinery and tools.
- OHS hazards associated with undertaking permaculture works and the controls necessary to remove or minimise risks associated with them.
- Contract documentation including specifications, plans of permaculture works, services, supplies and surveyors documents.
- Scope of works determination.
- Scheduling and time line generation.
- Task specifications and evaluation.

Essential skills:

- Clarify the planning brief
- Analyse available information
- Identify required strategies
- Research, communicate orally and in writing, negotiate, document plans and write reports for supervisors, clients and contractors.
- Assess a site for opportunities and constraints associated with implementation of permaculture works.
- Determine, document and communicate works specifications to the required standards for each task.
- Prepare schedules for implementation of permaculture works.
- Prepare a staged permaculture works plan.
- Complete an Occupational Health and Safety brief.
- Determine tools and equipment required.
- Determine scope of works.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Current context may include:

- internal and external factors impacting on organisational function and effectiveness

Permaculture project or enterprise may include but are not limited to:

- community gardens
- permaculture workshops, training and education
- sustainable agricultural systems
- urban permaculture systems
- community sustainable transition initiatives
- climate change initiatives
- conservation organizations
- sustainability not-for-profits, NGOs, businesses, companies, trusts and incorporated community associations
- permaculture design consultancies
- permaculture system implementation services
- alternative community finance and economic systems
- permaculture information and communication services

Core values may include:

- environmental restoration
- sustainable food production
- sustainability education
- environmentally sustainable human habitation
- sustainable community development
- sustainable community transition
- right livelihood
- social justice
- ecological economics
- universal human rights
- cultural recognition

Vision statement may include:

- statements of where project or enterprise would like to be in future
- imagined futures
- statements of possible futures for world outside of project

Project or enterprise goals
may include:

- environmental targets
- community development targets
- food production
- design criteria
- happiness indicators
- economic outcomes
- sustainability indicators

Permaculture principles and ethics may include:

- The main summaries of permaculture principles and ethics are found in Bill Mollison *Permaculture: A Designers Manual*, (1988); Bill Mollison and Reny Mia Slay *Introduction to Permaculture* (1991) and David Holmgren *Permaculture: Principles & Pathways Beyond Sustainability* (2002)
- sustainable agriculture
- garden agriculture
- sustainable horticulture
- sustainable aquaculture
- soil restoration
- bush regeneration
- biodiversity regeneration
- sustainable community development
- direction of yields and resources to sustainable projects and enterprises
- sustainable project and enterprise development
- bioregional development
- relocalisation
- sustainable design
- sustainability education
- earth care
- people care
- return of surpluses to earth
- setting limits to biophysical growth (population, resources, waste)

Strategic planning brief must include:

- statement of current internal and external organisational contexts
- list of core values
- vision statement
- strategic goals

Protocols may include:

- meeting and decision-making protocols
- community consultation procedures
- media and communications protocols
- modes of address
- cultural respect and sensitivity (dress code, manners, gender factors, taboos)
- dealing with difficult people or situations
- reporting procedures

Review and revise strategic plan brief may include:

- rereading brief document
- discussing relevance of brief elements
- updating brief elements in relation to changed contexts

Elements and themes may include but are not limited to:

- environment, ecology & biodiversity
- water and hydrology
- soils
- energy
- waste management
- buildings and structures
- utilities and infrastructure
- transport and town planning
- sustainable community planning
- transition planning
- food security
- economic and enterprise systems
- social factors, cultural factors
- social catchments
- green house gas emission reduction
- nutrient cycles
- legal frameworks and governance
- information and education
- sense of place

Research plan and methodologies may include:

- series of research steps
- group and individual interviews
- dialogue and storytelling
- action research
- needs studies
- use of communications technology
- case studies
- records and testimonials
- electronic recording equipment
- questionnaires
- statistical sampling
- observation
- surveys
- community forums
- participatory planning processes

Legal structures and regulatory documents may include:

- local government laws
- land overlays
- state government laws and regulations
- national government laws and regulations
- planning acts and codes

Specialist advisers and consultants may include:

- permaculture educators, designers and consultants
- community development professionals
- planning consultants
- permaculture project managers and enterprise proprietors
- permaculture specialists in gardening, agriculture, community transition work and community economic strategies
- environmental scientists

Strategies may include:

- why decisions are made
- how decisions are made
- when decisions are made
- human resource management
- financial planning
- purchases and acquisitions
- cost cutting
- income generation
- promotion and marketing
- organizational restructuring
- project or enterprise start up
- mentoring and education
- new project or enterprise initiatives
- political lobbying
- grant applications
- community consultation
- research and development
- pathway to achieving a goal

Relevant parties may include:

- clients
- indigenous communities
- community groups
- neighbours
- local and other government agencies
- employees and volunteers
- suppliers
- landowners
- other stakeholders

Action plans may include:

- a sequence of smaller steps necessary to achieve strategies
- broad directives for a range of practical initiatives to support a strategic pathway
- recommendations for further research and/or consultation to develop design and implementation plans
- delegation of areas of responsibility to appropriate group or individual

Strategic planning stages
must include but not limited to:

- sequential integration of strategies and action plan steps
- timelines
- benchmarks

Planning benchmarks may include:

- verifiable stage completion criteria
- numerical indicators
- qualitative indicators
- observable outcomes
- product production

Strategic planning document must include:

- written or electronic document including a strategic planning brief, research plan and results, planning strategies, stages, action plans, benchmarks and evaluations.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of

achieving the most positive outcomes.

- access to relevant Permaculture texts and audio-visual material.
- access to a working permaculture site, project or enterprise.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Access and Equity Considerations

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125MAN04B

Manage a permaculture project or enterprise

Unit Descriptor

This unit provides the skills and knowledge to manage a permaculture project or enterprise. It requires the ability to initiate, plan, manage, monitor and complete a permaculture project or enterprise. Managing a permaculture project or enterprise requires knowledge of permaculture principles and practices, permaculture design, bioregional and community development, community sustainable transition strategies, ecological agriculture and project management.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

The management of a permaculture project or enterprise requires in depth knowledge of permaculture principles and practices, the ability to interpret requirements for a broad range of permaculture designs; and broad skills in community development with specific competencies in transition strategies, ecological agriculture and project management. Analysis, planning, foresight and theoretical and conceptual transfer to technical challenges are required. Responsibility for the work of others is required.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Initiate permaculture project or enterprise

2 Plan permaculture project or enterprise

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Undertake ***strategic planning assessment of permaculture project or permaculture enterprise.***

1.2 Initiate ***community and bioregional assessment*** of project or enterprise.

1.3 Determine the ***scope*** of the project or enterprise.

1.4 ***Determine feasibility*** of project or enterprise.

1.5 Determine ***stakeholders*** in project or enterprise.

2.1 Determine ***core values*** guiding development of permaculture project or enterprise.

2.2 Define project or enterprise ***goals*** and ***benchmarks.***

2.3 Evaluate values and goals of the plan with respect to ***permaculture principles, practices and ethics.***

2.4 Develop ***protocols*** on cultural respect and sensitivity.

- | | | |
|---|--|---|
| | 2.5 | Research key elements and themes for project or enterprise. |
| | 2.6 | Determine planning stages, strategies and action plans . |
| 3 | Manage permaculture project or enterprise | <p>3.1 Secure human and material resources required to achieve planning strategies.</p> <p>3.2 Execute action plans to achieve strategic ends.</p> <p>3.3 Direct process outlined in actions plans.</p> <p>3.4 Integrate project human and material resources to achieve planned project outcomes.</p> <p>3.5 Establish communication process including responsibilities for conflict resolution.</p> <p>3.6 Take feedback on management practices and processes.</p> |
| 4 | Monitor permaculture project or enterprise | <p>4.1 Observe execution of project or enterprise action plan processes.</p> <p>4.2 Review and correct problematic planning processes.</p> <p>4.3 Measure project or enterprise activities.</p> <p>4.4 Monitor project or enterprise variables.</p> |
| 5 | Undertake permaculture project or enterprise | <p>5.1 Confirm completion of action plan processes.</p> <p>5.2 Determine success of project or enterprise strategies in relation to stage benchmarks.</p> <p>5.3 Document permaculture project or enterprise management initiation, planning, execution, monitoring and completion.</p> <p>5.4 Conclude permaculture project or continue to manage and monitor permaculture enterprise.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles, ethics and practices

- Strategic planning
- Community development
- Project management
- Feasibility study methods
- Energy descent action planning
- Climate change science and strategies for emission reduction and sequestration
- Contract law
- Budgetary frameworks
- Benchmarking

Essential skills:

Ability to:

- Acquire project resources
- Stakeholder consultation
- Manage project activities
- Evaluation and reporting
- Human resource management
- Group leadership

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Strategic planning and assessment may include:

- human resource management
- financial planning
- purchases and acquisitions
- cost cutting
- income generation
- promotion and marketing
- organizational restructuring
- project or enterprise start up
- mentoring and education
- new project or enterprise initiatives
- political lobbying
- grant applications
- community consultation
- research and development

Permaculture project may include but is not limited to:

- initiatives with a defined sustainability purpose and time horizon
- sustainable community development projects
- bioregional initiatives
- not-for-profit projects
- projects on public land
- community gardens
- community supported agriculture systems
- land restoration and conservation works
- alternative technology programs
- sustainability education
- social and economic development activities
- community carbon reduction and sequestration strategies
- energy descent transition projects

Permaculture enterprise may include but is not limited to:

- ethical for-profit businesses where surpluses are returned to earth care and people care
- initiatives with a focus on right livelihood with plans for ongoing operation and/or growth
- sustainable farming
- community food distribution businesses
- permaculture design and consultancies
- energy descent planning services
- climate change planning services
- permaculture works implementation businesses
- community and bioregional sustainability planning services

Community and bioregional assessment may include:

- energy descent transition awareness and preparedness
- climate change awareness
- environmental, water catchment and natural resource conservation capacity
- community economic and enterprise resilience
- integrated social, housing and community development potential
- community supported agriculture capacity
- organic and sustainable primary production capacity
- local food and water security
- greenhouse emission reduction and sequestration potential
- disaster preparedness, response and recovery
- sustainable regional transport networks and systems

Scope must include:

- identification of the geographic, financial and functional boundaries of advice on permaculture principles and practices

Determine feasibility may include:

- economic and financial assessment
- legal and planning issues
- market opportunities and challenges
- community and cultural acceptance
- bioregional suitability
- operational considerations
- resource availability
- sustainability criteria energy descent transition strategies
- climate change strategies
- environmental, water catchment and natural resource conservation projects
- community economic and enterprise systems
- integrated social, housing and community development programmes
- community supported agriculture
- organic and sustainable primary production
- local food and water security
- greenhouse emission reduction and sequestration
- disaster preparedness, response and recovery
- sustainable regional transport networks and systems

Stakeholders may include are but not limited to:

- community members
- business proprietors
- local residents
- aboriginal peoples
- children
- the aged
- government officers
- policing organizations
- clients
- suppliers
- contractors

Core values may include:

- environmental restoration
- sustainable food production
- sustainability education
- environmentally sustainable human habitation
- sustainable community development
- sustainable community transition
- right livelihood
- social justice
- ecological economics
- universal human rights
- cultural recognition

Goals may include:

- environmental targets
- community development targets
- food production
- design criteria
- happiness indicators
- sustainability indicators

Benchmarks may include:

- verifiable stage completion criteria
- numerical indicators
- qualitative indicators
- observable outcomes
- product production
- financial indicators

Permaculture principles, practices and ethics may include:

- The main summaries of permaculture principles and ethics are found in Bill Mollison *Permaculture: A Designers Manual*, (1988); Bill Mollison and Reny Mia Slay *Introduction to Permaculture* (1991) and David Holmgren *Permaculture: Principles & Pathways Beyond Sustainability* (2002)
- sustainable agriculture
- garden agriculture
- sustainable horticulture
- sustainable aquaculture
- soil restoration
- bush regeneration
- biodiversity regeneration
- sustainable community development
- direction of yields and resources to sustainable projects and enterprises
- sustainable project and enterprise development
- bioregional development
- relocalisation
- sustainable design
- sustainability education
- earth care
- people care
- return of surpluses to earth
- setting limits to biophysical growth (population, resources, waste)

Protocols may include:

- meeting and decision-making protocols
- community consultation procedures
- media and communications protocols
- modes of address
- cultural respect and sensitivity (dress code, manners, gender factors, taboos)
- dealing with difficult people or situations
- reporting procedures

Elements and themes may include:

- environment, ecology & biodiversity
- water and hydrology
- soils
- energy
- waste management
- buildings and structures
- utilities and infrastructure
- transport and town planning
- sustainable community planning
- transition planning
- food security
- economic and enterprise systems
- social factors, cultural factors
- green house gas emission reduction
- nutrient cycles
- legal frameworks and governance
- information and education
- sense of place

Stages may include:

- sequential integration of strategies and action plan steps
- timelines
- benchmarks

Strategies may include:

- why decisions are made
- how decisions are made
- when decisions are made
- human resource management
- financial planning
- purchases and acquisitions
- cost cutting
- income generation
- promotion and marketing
- organizational restructuring
- project or enterprise start up
- mentoring and education
- new project or enterprise initiatives
- political lobbying
- grant applications
- community consultation
- research and development

Action plans may include:

- a sequence of smaller steps necessary to achieve strategies
- broad directives for a range of practical initiatives to support a strategic pathway
- recommendations for further research and/or consultation to develop design and implementation plans
- delegation of areas of responsibility to appropriate group or individual

Human and material resources may include but not limited to:

- staff and volunteers
- contractors
- suppliers
- service providers
- government agents
- advisors
- plant and equipment
- plants and animals
- soils
- water
- natural resources
- processed primary production goods

Direct processes may include:

- management of human and material resources
- direction of staff or volunteers
- creation of teams
- motivation of staff or volunteers
- allocation of project works resources
- achievement of project planning goals
- monitoring of specification

Project outcomes may include:

- achievement of planning goals and aims
- community benefits
- bioregional benefits
- sustainability outcomes

Communication processes
may include:

- interviews
- dialogue
- heart circles
- management prescriptions
- feedback sessions
- debriefing
- electronic communications
- organizational systems
- social gatherings

Document may include:

- audio recordings
- video recordings
- written notes
- culturally appropriate memory strategies
- diagrams and drawings
- electronic and web documentation
- formal reports

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment

- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Access and Equity

- All workers in this industry should be aware of access and equity issues in relation to their own area

Considerations

of work.

- All workers should develop their ability to work in a culturally diverse environment.

QLD125PLA05B

Plan and supervise the implementation of permaculture project works

Unit Descriptor

This unit provides the skills and knowledge to plan and supervise the implementation of permaculture project works through preliminary planning, scope of works, safety and OHS procedures, equipment and materials, works schedules, specifications and environmental impacts; organising and supervising project works implementation.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

The planning and supervision of implementation of permaculture project works requires and broad understanding of permaculture principles, ethics and practices with understanding at depth in some areas. It requires the ability to analyse and plan and to transfer theoretical concepts to a range of situations. Supervision and responsibility for the work of others will be involved.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Carry out preliminary activities for permaculture project works

1.1 Confirm and verify ***client preferences and contract requirements*** for ***permaculture project***.

1.2 Determine ***scope of works***.

1.3 Identify ***specific statutory obligations***.

1.4 Conduct initial site visit is to verify the ***biophysical and other factors*** of the project area including ***environmental considerations*** and ***historical modifications***.

1.5 Analyse ***technical challenges*** and forecast required research and planning.

1.6 Review scope of works and contract requirements with respect to ***permaculture principles and ethics***.

1.7 Identify ***safety hazards*** and ***OHS obligations*** associated with the permaculture works.

2 Investigate resource issues associated with the works

2.1 Verify the availability, quantity and costs of plants and other materials listed in the project schedules.

- 2.2 Identify and cost **material resources** and **tools and equipment** required for **permaculture works**. Confirm availability with suppliers, contractors and appropriate personnel.
- 2.3 Investigate site access and establishment issues and plan for **environmental impacts**.
- 3 Prepare a permaculture project works plan
 - 3.1 Document a statement of scope of works.
 - 3.2 Prepare a **safety plan** for permaculture project works.
 - 3.3 List tools and materials required for permaculture project works their amounts and their sources.
 - 3.4 Prepare a staged **program of works** to provide a sequential allocation of material resources and **works tasks** with **specifications** to meet determined project **timelines**.
 - 3.5 Evaluate program of works with respect to accepted **permaculture practices**.
 - 3.6 Determine the **establishment period** and maintenance period of works.
 - 3.7 Incorporate **seasonal factors and impacts** in the staging strategy.
 - 3.8 Include, where required, special project works related to habitat resource development and enhancement in the **staged implementation** plan.
 - 3.9 Develop and prepare a consistently formatted **permaculture works plan document** including statement of scope of works, safety plan, materials and equipment lists and supply, scheduled program of works, **supervision of permaculture works** and **statement of environmental effects**.
- 4 Implement permaculture project works plan.
 - 4.1 Supervise permaculture project works.
 - 4.2 Take delivery of materials and equipment.
 - 4.3 Assemble human resources on site.
 - 4.4 Undertake **works briefing** and **safety briefing**.
 - 4.5 Undertake and **manage** permaculture project works.
 - 4.6 Inspect works tasks for adherence to specifications; correct and modify as necessary.
 - 4.7 Monitor environmental impacts of project works and modify where required.
 - 4.8 Complete permaculture project works and confirm satisfactory outcome with client.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles and practices.
- Permaculture design techniques including zone and sector planning.
- Practical understanding of the environmental issues associated with undertaking permaculture works.
- Principles of ecology including specific plant and animal relationships and habitat requirements.
- Identification, propagation, establishment and maintenance techniques of specific plant species.
- Statutory compliance and obligations.
- Site evaluation techniques including methods of analysing soils, waterways and their condition.
- Practical understanding of the advantages and disadvantages of a range of permaculture procedures.
- Appropriate control techniques against unwanted plant/animal species.
- Soil conservation, erosion control and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats.
- Selection and use of appropriate combinations of machinery and tools.
- OHS hazards associated with undertaking permaculture works and the controls necessary to remove or minimise risks associated with them.
- Contract documentation including specifications, plans of permaculture works, services, supplies and surveyors documents.
- Scope of works determination.
- Works breakdown into tasks.
- Scheduling and time line generation.
- Task specifications and evaluation.

Essential skills:

Ability to:

- Research, communicate orally and in writing, negotiate, document plans and write reports for supervisors, clients and contractors.
- Assess a site for opportunities and constraints associated with implementation of permaculture works.
- Determine, document and communicate works specifications to the required standards for each task.
- Prepare schedules for implementation of permaculture works.
- Prepare a staged permaculture works plan.

- Complete an Occupational Health and Safety brief.
- Determine tools and equipment required.
- Determine scope works.
- Determine and calculate amounts of materials required.
- Prepare a Statement of Environmental Effects.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- private individual
- company
- community group
- government agency
- or a combination of these entities

Preferences and contract requirements may include:

- client expectations of methods used to meet contract specifications
- performance conditions and expected standards of work
- lists time frames
- schedules of proposed materials and their unit costs

Permaculture project may include:

- community gardens
- permaculture workshops, training and education
- sustainable agricultural systems
- urban permaculture systems
- community sustainable transition initiatives
- climate change initiatives
- conservation organizations
- sustainability not-for-profits, NGOs, businesses, companies, trusts and incorporated community associations
- permaculture design consultancies
- permaculture system implementation services
- alternative community finance and economic systems
- permaculture information and communication services

Scope of works may include:

- geographical, financial and functional boundaries of permaculture works

Specific statutory obligations and site responsibilities may include:

- compliance with legislation, ordinances, regulations or by laws relating to the works or the work site
- Site responsibilities include OHS, industrial relations and equal opportunity and employment

Biophysical and other factors may include:

- location of the site
- site boundaries
- environmental considerations
- access issues
- potential hazards
- utility services availability and locations
- adjacent landholder considerations
- security issues
- aspect of the site
- rainfall
- humidity
- wind and sunlight intensity
- soil types
- nutrients and deficiencies
- slope
- natural and artificial watercourses
- outcrops of rock
- presence of indigenous or other significant vegetation whether indigenous or otherwise
- plants that may become a weed problem
- animals that may become a management issue, whether feral species or otherwise

Environmental considerations may include:

- use of materials that come from sustainable sources
- duty of care in conserving sites natural values
- work practices
- the use and movement of machinery, storage of materials, removal of weeds and movement of soil and other materials into, across and beyond the site

Historical modifications may include:

- human intervention such as clearance, earthworks, commercial grazing and cultivation practices
- fire management
- buildings and structures
- natural events such as wildfire, flooding, drought, and the effects of modifications at environmentally linked sites

Technical challenges may include are but not limited to:

- soil contamination
- threatened species considerations
- plant material supply
- building and landscaping material supply
- removal or modification of existing infrastructure
- removal or modification of existing vegetation and ecological elements
- drainage feature modification
- soil erosion mitigation

Permaculture principles and ethics must include:

- The main summaries of permaculture principles and ethics are found in Bill Mollison *Permaculture: A Designers Manual*, (1988); Bill Mollison and Reny Mia Slay *Introduction to Permaculture* (1991) and David Holmgren *Permaculture: Principles & Pathways Beyond Sustainability* (2002)
- sustainable agriculture
- garden agriculture
- sustainable horticulture
- sustainable aquaculture
- soil restoration
- bush regeneration
- biodiversity regeneration
- sustainable community development
- direction of yields and resources to sustainable projects and enterprises
- sustainable project and enterprise development
- bioregional development
- relocalisation
- sustainable design
- sustainability education
- earth care
- people care
- return of surpluses to earth
- setting limits to biophysical growth (population, resources, waste)

Safety hazards may include:

- soil and water contamination
- overhead branches
- buildings and structures
- machinery, equipment and tools
- dust, pollen and aerosols
- environmental conditions
- uneven and slippery surfaces
- animals and plants
- materials handling and delivery
- micro-organisms

OHS obligations may include:

- implementation of OHS policies and procedures
- hazard identification
- risk evaluation
- implementation of control measures
- OHS policies and procedures review
- OHS policies and procedures record keeping and reporting

Material resources may include:

- soil, rocks and other earth materials
- woodchips
- compost
- fencing material
- bricks and pavers
- weed barriers
- building materials
- plants and animals
- containers
- seeds and other propagation material
- fertilizers and manures
- landscaping materials

Tools and equipment may include:

- spades, forks, rakes, hoes, shovels, trowels
- buckets, brooms, wheelbarrows
- hoses and hose fittings
- tree-planters
- secateurs or snips, knives
- machinery such as tractors and 3-point linkage or trailed equipment

Permaculture works may include:

- fertiliser application machinery or backpacks
- food gardens
- community gardens
- urban permaculture systems
- rural permaculture systems
- aquaculture systems
- horticultural systems
- forest systems
- grazing and pasture systems
- animal systems and tractors
- integrated food, fiber and energy systems
- permaculture structures
- soil treatments
- preparation of soil surfaces
- installation of irrigation and/or drainage systems including earthworks
- planting methods such as hand sowing, direct seeding, tube planting, hand or machine assisted planting of seedlings, planting of divisions and transplanting
- natural area regeneration
- fencing of stock and pest animals
- the cultural or biological control of weeds and feral animals
- protection of plants by staking, tying and guarding

Environmental impacts may include:

- modifications to the surrounding environment
- removal or addition of soil and soil fertilizers
- soil compaction
- drainage modification
- soil erosion
- removal of vegetation
- destruction of habitat
- soil carbon degradation
- water table modification

Safety plan must include:

- site safety briefing
- hazard identification sheets
- risk assessment tables
- record of control measures
- review and evaluation sheets

Program of works may include:

- series of major stages of permaculture works
- materials lists and quantities
- source contact details
- Gantt charts
- task lists and specifications

Works tasks may include:

- sub tasks of major elements of works plan
- materials lists and quantities
- works directions and specifications
- tools lists

Specifications must include:

- objectively measurable standards of works performance by works task

Timelines may include:

- sequential list of works stages and tasks
- Gantt charts
- schedule diagrams

Permaculture practices may include:

- sustainable agriculture
- garden agriculture
- sustainable horticulture
- sustainable aquaculture
- soil restoration
- bush regeneration
- biodiversity regeneration
- sustainable community development
- direction of yields and resources to sustainable projects and enterprises
- sustainable project and enterprise development
- bioregional development
- relocalisation
- sustainable design
- sustainability education

Establishment period may include:	<ul style="list-style-type: none"> • time period allocated in contract documents for permaculture works • period of establishment and completion of initial works • period of establishment and maintenance to a prescribed time • period of establishment and maintenance to a prescribed outcome
Seasonal factors and impacts may include:	<ul style="list-style-type: none"> • plant supply and care • wet day access • machinery use • fire hazards • monsoon season • establishment period
Staged implementation may include:	<ul style="list-style-type: none"> • gradual replacement of habitat • planting at different times • provision of access for future works
Permaculture works plan document must include:	<ul style="list-style-type: none"> • statement of scope of works • safety plan • tools and equipment lists • materials lists • schedule of stages and tasks • task specifications • timelines • consistent formatting
Supervise permaculture works may include:	<ul style="list-style-type: none"> • directing work team activities • ensuring adherence to specifications • enforcing safety requirements • allocation of material and human resources
Statement of environmental effects may include but is not limited to:	<ul style="list-style-type: none"> • soil impacts • flora and fauna impacts • ecosystem impacts • water and drainage impacts • cultural and historical impacts • air quality impacts
Works briefing may include:	<ul style="list-style-type: none"> • site introduction • overview of works staging • allocation of teams and team leaders • review of specifications • safety considerations

Safety briefing may include:

- site safety induction
- communication of hazards
- communication of risks
- instruction in control measures
- participant feedback

Manage may include:

- direction of staff or volunteers
- creation of teams
- motivation of staff or volunteers
- allocation of project works resources
- achievement of project planning goals
- monitoring of specifications

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit

to reinforce complete understanding in aid of achieving the most positive outcomes.

- access to relevant Permaculture texts and audio-visual material.
- access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Access and Equity Considerations

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125RCH07B

Research and interpret requirements for a permaculture project

Unit Descriptor

This unit provides the skills and knowledge to gather and validate information in order to advise on planned permaculture projects. Researching and interpreting requirements for a permaculture project requires knowledge of permaculture principles and practices, research methodologies, consultation models, feasibility studies, information systems, report presentation, cultural analysis of information, cultural implications of research methods and legislative requirements.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Researching and interpreting requirements for a permaculture project requires detailed knowledge of permaculture design principles and processes. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | | |
|---|---|--|
| 1 | Select appropriate <i>research strategies</i> | 1.1 Select appropriate research methods for the requirements of the <i>project</i> and the available resources.
1.2 Select a combination of research methods to promote the validity of the outcomes.
1.3 Negotiate the selection of research strategies with <i>key people</i> . |
| 2 | Gather information | 2.1 Identify all <i>relevant information sources</i> .
2.2 Assess and analyse <i>legislative requirements</i> impacting on project.
2.3 Identify <i>government departments and agencies</i> with a potential interest in the project.
2.4 Collect and catalogue information from a wide <i>range of sources</i> . |
| 3 | Consult with key people | 3.1 Identify and consult a <i>representative range of people</i> and groups with an interest in the issues.
3.2 Review information, check for accuracy and identify the need for further information and follow-up. |

- | | | |
|---|-------------------------------------|--|
| | 3.3 | Liaise with key people, where required. |
| | 3.4 | Undertake community consultations according to agreed practices and protocols . |
| 4 | Organise and analyse information | 4.1 Organise information for the purpose of the research. |
| | 4.2 | Check the information against other available research . |
| | 4.3 | Look for patterns , observations and explanations and interpret them against the context. |
| | 4.4 | Clearly explain the concepts being analysed to key people and continue with community consultations. |
| 5 | Report the findings of the research | 5.1 Report complete and accurate details of the research methodology, information and analysis. |
| | 5.2 | Provide opportunities for the validation of the research findings using a range of different processes . |
| | 5.3 | Report the research findings in an accessible and useable style and format . |
| | 5.4 | Provide the research available to all key people and those who have an interest in the project. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles and practices and their role in sustainable development and design
- Climate change science and mitigation strategies
- Research methodologies
- Consultation models and feasibility study methodologies
- Information systems (manual and electronic)
- Report presentation
- Cultural analysis of information
- Cultural implications of research methods
- Legislative requirements

Essential skills:

Ability to:

- Select appropriate research strategies
- Gather information
- Assess practical from impractical solutions

- Consult with key people
- Organise and analyse information
- Report the findings of the research

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Research strategies may include:

- group and individual interviews
- dialogue and storytelling
- action research
- needs studies
- use of communications technology
- case studies
- records and testimonials
- electronic recording equipment
- questionnaires
- statistical sampling
- observation
- surveys

Project may include but is not limited to:

- project proposed by individual landholder, private developer, government body or agency
- intentional community, ecovillage project
- community project, community garden/farm
- ecotourism enterprise
- eco industrial park site
- educational institution project
- transition town project

Key people may include:

- individuals or communities affected by the project
- potential users of the facility/site
- potential investors in the enterprise
- neighbours
- council officers: planners, engineers, elected councillors
- community development officers
- enterprise development officers
- custodians of country
- community leaders

Relevant information sources may include:

- people
- library
- books and publications
- internet
- news media
- local government

Legislative requirements may include:

- local government planning policies
- engineering specifications
- development control plans
- ordinances
- restrictions
- zoning
- development approval requirements and process
- community consultation requirements
- national codes and legislation
- Australian building code
- Australian Securities and Investment Commission requirements
- international trade rules

Government departments and agencies may include:

- government departments and agencies such as
- planning departments
- agriculture and fisheries departments
- national parks and wildlife
- soil and water resources
- fire and emergency services
- environmental protection agencies
- housing
- health
- education
- building
- business and consumer affairs
- state regulated legal structures (associations and cooperatives)
- land tenure

Range of sources may include:

- ensuring a wide range of opinion
- avoiding bias
- being open to new ideas
- being aware of changes to technology
- being aware of changes to markets

Representative range of people may include:

- people from all groups with an interest in the project
- avoiding stereotypes or vested interests
- avoiding lobby interests and pressure
- avoiding personal opinion or bias

Protocols may include:

- meeting and decision-making protocols
- community consultation procedures
- media and communications protocols
- modes of address
- cultural respect and sensitivity (dress code, manners, gender factors, taboos)
- dealing with difficult people or situations
- reporting procedures

Other available research may include:

- literature searches
- similar studies on different topics
- local studies on different topics for the same type of project
- studies related to the same type of client group

Patterns may include:

- themes or ideas emerging in the project research
- repeated opinions on the project from stakeholders/community
- lessons from examples of similar projects in similar circumstances

Validation may include:

- confirmation of appropriateness of project
- comment on the project even after consultation
- responses to project detail

Different processes may include:

- public meeting
- personal conversation
- group discussion
- advertisement
- leaflet or information bulletin
- media interview or announcement
- participatory planning and learning process

Useable style and format may include:

- in the appropriate language/s
- appropriate to literacy levels
- appropriate to needs or special needs of audience
- sensitive to cultural norms and taboos
- culturally appropriate
- inclusive

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access

to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination

- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Access and Equity Considerations

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125DES09B

Design permaculture structures and features

Unit Descriptor

This unit describes the skills and knowledge to design permaculture structures and features. It requires the ability to develop a design brief, undertake a site analysis, develop a concept design, produce a final plan and prepare bill of quantities and estimates. Designing permaculture structures and features requires knowledge of permaculture design process, construction and engineering principles, drafting techniques, cost estimating, and calculations of materials, labour, machinery and equipment.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Designing permaculture structures and features requires detailed knowledge of permaculture design principles and construction processes. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Develop a design brief

1.1 Consult ***client*** to establish the purpose and requirements of design.

1.2 Develop ***design brief*** in agreement with the client.

1.3 Negotiate cost structures and timelines with the client.

1.4 Clarify and negotiate use of ***consultants and sub-contractors*** with client.

2 Undertake a site analysis

2.1 Inspect site where the ***permaculture structure or feature*** is to be located.

2.2 Record the ***physical elements and features*** of the site.

2.3 Analyse and record assessment of soil, topography, aspect, existing vegetation and climatic factors.

2.4 Assess and record ***other relevant information***.

2.5 Assess ***legal requirements and constraints*** on development.

3 Develop a concept design

3.1 Prepare ***concept plan*** to illustrate location and layout of proposed structure/feature according to the design brief.

- | | | |
|---|------------------------------|---|
| | 3.2 | Undertake consultation with the client to establish agreement on options and approaches for development. |
| | 3.3 | Present the concept plan in a consistent graphic style. |
| 4 | Produce a final plan | 4.1 Produce a detailed final plan according to the design brief. |
| | 4.2 | Prepare design according to enterprise standards. |
| | 4.3 | Provide information on the plan that is relevant and precise and clearly communicates development works to be undertaken. |
| | 4.4 | Include notes and specifications on the plan to assist in plan interpretation. |
| | 4.5 | Apply appropriate construction and engineering principles to permaculture plan according to industry standards. |
| 5 | Prepare <i>documentation</i> | 5.1 Prepare bill of quantities listing scope and extent of works. |
| | 5.2 | Prepare cost estimate for the client covering items in bill of quantities, labour and machinery and equipment costs. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture design process
- Construction and engineering principles
- Drafting techniques
- Cost estimating
- Environmental, resource and energy implications of building materials
- Alternative and natural building materials and techniques (e.g. earth, strawbale, pole construction, passive solar principles)
- Calculations of materials, labour, machinery and equipment

Essential skills:

Ability to:

- Develop a design brief
- Undertake a site analysis
- Develop a concept design
- produce a final plan
- prepare bill of quantities and estimates

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Client may include:

- private individual
- company
- community group
- government agency
- or a combination of these entities

Design brief may include:

- statement of scope of design
- statement of client needs and requirements
- list of project elements
- list of assessable tasks

Consultants and sub-contractors may include:

- engineers
- architects
- tradespeople
- planning officers
- other specialists required to support structural work

Permaculture structure or feature may include:

- fences
- animal yards and housing
- sheds
- storage facilities
- pergolas and trellises
- passive solar houses and structures
- greenhouses
- other utility structures and buildings

Physical elements and features may include:

- roadways
- footpaths
- buildings and other structures
- water features
- recreational facilities
- public access
- overhead/underground services and utilities
- existing trees, shrubs and other vegetation

Other relevant information may include:

- opportunities and constraints on development
- relationship to surrounding site activities and existing structures
- historical and cultural factors
- laws and regulations impacting on development
- access and site for material storage and compound area
- proximity to services and utilities
- OHS issues
- environmental impacts of proposed landscape project works

Legal requirements and constraints may include:

- compliance with legislation, ordinances, regulations or by laws relating to the works or structures
- site responsibilities including OHS, industrial relations and equal opportunity and employment
- planning and building regulations
- neighbourhood amenity guidelines
- fire safety regulations

Concept plan may include:

- preliminary conceptual sketches
- preliminary plan, section and elevations
- bubble diagrams
- photographs
- use of design drawing and drafting conventions

Final plan may include:

- orthographic projection, elevation and/or section view of structure or feature
- colour rendered drawings and effective use of graphic style to communicate essentials of design approach

Notes and specifications may include:

- direction of North
- scale
- legend of existing structures and features
- technical specifications for structural components
- client details
- who developed the plan
- location of existing services
- maintenance issues
- compliance regulations

- Documentation may include:
- contracts
 - specifications
 - quotations
 - bills of quantities
 - unit costs
 - sub-contractor estimates
 - quantity calculations
 - brief specification of materials
 - contingency items
 - prime cost items
 - development and/or consolidation works

- Bill of quantities** may include:
- lists of materials
 - quantities of materials
 - machinery hire
 - labour and wages
 - contingencies

- Cost estimate** may include:
- estimates of design budget based on conceptual work
 - cost ceilings
 - recommendations for design costs

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
- The assessee must provide evidence of specified essential knowledge as well as skills.
 - Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
 - Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.
- Context/s of Assessment and specific resources**
- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills

- elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
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- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally

used in the workplace

***Access and Equity
Considerations***

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125COM10B

Prepare a sustainable community and bioregional development strategy

Unit Descriptor

This unit provides the skills and knowledge to prepare a sustainable community and bioregional development strategy including the ability to prepare a brief, analyse available information, consult with individuals, groups and the community, identify required strategies, design organisational structures, and document a community and bioregional development strategy. It requires knowledge of permaculture and community development principles and practices, transition town processes, community profiles, structure, processes and characteristics of community organisations, funding sources and their policies and strategies for encouraging community input and participation, relevant local, state and federal strategies and legislation and specific knowledge of particular groups or issues.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Preparation of community and bioregional development and transition strategies requires detailed knowledge of permaculture principles and processes. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Prepare a brief

2 Analyse available information

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Define aims and objectives of the sustainable ***community and bioregional development strategy*** in the brief and the strategic plan.

1.2 Define core ***values, principles and guidelines*** in the brief and the strategic plan.

1.3 Develop ***protocols*** for the design, implementation and ongoing management in consultation with ***stakeholders***.

2.1 Collate Information on community and bioregion.

2.2 Identify key elements and themes.

2.3 Map interconnections and relationships between key elements and themes.

- 2.4 Determine **legal and planning instruments and guidelines** relating to the community and bioregion.
- 2.5 Identify **key people**, specialist advisers and consultants to assist in the development of the strategy.
- 3 Consult with individuals, groups and the community
 - 3.1 Respond to individual concerns in a manner which **engages support** and cooperation.
 - 3.2 Identify opportunities and approaches to ensure community access and involvement in consultation and **participatory processes**.
 - 3.3 Identify and develop processes for feedback and ongoing community or group involvement in the planning process and action outcomes.
 - 3.4 Provide guidance to the group and respond with appropriate options and solutions to address their concerns and issues.
 - 3.5 Select and apply appropriate community consultation methods and document results
- 4 Identify required strategies
 - 4.1 Develop steps required to implement strategies that are logical and capable of implementation.
 - 4.2 Clearly formulate strategies and make available to relevant parties for comment, where appropriate.
 - 4.3 Develop strategies in consultation with all relevant parties.
 - 4.4 Recognise and document opportunities and constraints to implementation.
 - 4.5 Document approaches and methods and any adjustments for future reference.
- 5 Design organisational structures
 - 5.1 Provide assistance to groups in designing appropriate mechanisms and actions to address the range of issues.
 - 5.2 Contribute to the development of policies and processes to facilitate resolution of group concerns in the public arena.
 - 5.3 Employ effective interpersonal skills to motivate the group to work cooperatively.
 - 5.4 Develop **operational arrangements** to facilitate group processes.
 - 5.5 Assist the group to identify additional assistance and **resources** as required.
 - 5.6 Contribute to organisational or management strategies for coordination of multiple activities and/or initiatives.
- 6 Document community and bioregional development strategy
 - 6.1 Support proposed strategies for sustainable community and bioregional development and transition with available evidence.
 - 6.2 Confirm that sound operational plans can be implemented based on the proposed strategies.

- 6.3 Develop documentation that is clear, concise and accurate.
- 6.4 Distribute the strategy plan to all relevant parties and ensure effective communication of information.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles and practices
- Bioregional analysis and development
- Climate change, oil and resource depletion responses
- Transition town strategies and methodologies
- Community development principles and practices
- Strategic planning framework
- Community profile development
- Community consultation and facilitation methodologies
- Structure, processes and characteristics of community organisations
- Funding sources and their policies and strategies for encouraging community input and participation
- Relevant local, state and federal strategies and legislation
- Specific knowledge of particular groups or issues

Essential skills:

Ability to:

- Prepare a brief
- Analyse available information
- Consult with individuals, groups and the community
- Identify required strategies
- Design organisational structures
- Document community and bioregional development strategy

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community and bioregional development strategy may include:

- Transition Towns group activities or programs
- ways of reducing the ecological 'footprint' of individuals, organisations or the community at large
- ways of influencing government policy
- ways of influencing business practices
- support for ideas and solutions which enable transition to a low-carbon/low-energy future
- environmental, water catchment and natural resource conservation projects
- community economics and enterprise
- social and cultural programs
- housing and community development programmes
- strategic planning frameworks
- community supported agriculture, organic and sustainable primary production and consumer networks and programs
- energy descent plans
- local food and water security
- renewable energy and appropriate
- greenhouse emission reduction and sequestration
- disaster preparedness, response and recovery

Values, principles and guidelines may include:

- ecological sustainability
- social responsibility
- social equity including inter-generational
- vision
- aims
- objectives
- by-laws
- philosophy
- ethics
- cultural and lifestyle factors
- equity
- individual/member rights and responsibilities

Protocols may include:

- meeting and decision-making protocols
- community consultation procedures
- media and communications protocols
- modes of address
- cultural respect and sensitivity (dress code, manners, gender factors, taboos)
- dealing with difficult people or situation
- reporting procedures

Stakeholders may include:

- community organisations
- community gardens
- permaculture groups
- transition groups
- land care and environment groups
- landowners
- local residents
- local business community
- local markets, fairs and events
- local government
- other government agencies

Legal and planning instruments and guidelines may include:

- local government laws
- state government laws and regulations
- national government laws and regulations
- planning acts and codes
- community development and service guidelines
- social planning frameworks
- housing policies and services
- food handling and food distribution laws

Key people may include:

- advocacy groups
- policy and decision makers in the community
- community leaders
- people with formal and informal representative roles

Engages support may include:

- processes to bring individual concerns to the public arena
- access to community and bioregional groups
- actively and routinely pursuing opportunities for individuals to participate
- employing inclusive processes

Participatory processes may include:

- team and community building activities
- community forums and discussion
- open space events
- cultural mapping processes
- creative problem solving processes
- visualisation and experiential processes
- information gathering

Operational arrangements may include:

- administration of the strategy
- contact lists, telephone trees and other strategies for informing people
- information bulletins in relevant media (both electronic and paper-based)
- trained support personnel to work with community
- record keeping systems
- secure record storage systems
- financial management systems

Resources may include but are not limited to:

- skills/administrative support
- physical resources
- transport
- venues
- material needs
- equipment
- provision of training
- financial services
- volunteer skills and time
- funding support
- provision of facilities
- educational materials

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and

- Competency is demonstrated by performance of all

specific resources

stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace

***Access and Equity
Considerations***

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

QLD125COM11B

Facilitate participatory planning and learning activities

Unit Descriptor

This unit provides the skills and knowledge to facilitate participatory planning and learning activities. It requires the ability to devise strategies for facilitation of participatory planning and learning and to carry out, report on and review participatory planning and learning. Facilitating participatory planning and learning activities requires knowledge of permaculture principles and practices, a range of participatory planning and learning activities, codes of conduct and ethical behaviour and group presentation methodology.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Facilitating participatory planning and learning activities requires detailed knowledge of permaculture principles and processes, facilitation and planning techniques. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

- 1 Devise strategies for facilitation of *participatory planning and learning*

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1 Identify and assess a range of participatory planning and learning facilitation strategies for suitability.
- 1.2 Identify and profile ***client group***.
- 1.3 Clarify planning and learning objectives and outcomes.
- 1.4 Assess ***resources required*** to conduct participatory planning and learning.
- 1.5 Identify appropriate ***venue or learning environment*** for client group and activities.
- 1.6 Select participatory planning and learning strategies which enable and encourage relevant groups/people to be involved.
- 1.7 Prepare and circulate ***program and logistical details*** to interested parties.
- 1.8 Review ***legislative and organisation requirements*** to

- ensure strategies meet all criteria.
- 2 Carry out participatory planning and learning activities
 - 2.1 Prepare information which is clear, accurate and appropriate to the needs of participants and other parties involved.
 - 2.2 Brief all participants and people involved in facilitating participatory planning and learning activities on the processes of delivery.
 - 2.3 Provide **information** to participants and other people involved at an appropriate time and place.
 - 2.4 Implement **access and equity** requirements in the participatory planning and learning activities.
 - 2.5 Take measures to expedite community participatory planning and learning activities to ensure compliance with designated timeframe.
 - 2.6 Undertake participatory planning in a manner that ensures participation in decision-making, considers need of participants and canvasses all points of view.
 - 3 Report on and review participatory planning and learning
 - 3.1 Collect and collate **feedback** from participants to facilitate analysis.
 - 3.2 Incorporate appropriate suggestions for improvement into future plans for participatory planning and learning activities.
 - 3.3 Provide summaries of responses and adopted amendments to interested parties to ensure participation by individuals and/or groups is recognised.
 - 3.4 Direct **other issues** raised during participatory planning and learning to relevant persons for response and follow up.
 - 3.5 Prepare an accurate report on participatory planning and learning activities with recommendations to enable future improvements to be made.
 - 3.6 Review and evaluate the overall effectiveness of participatory planning and learning activities and take action where necessary.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles and practices
- Learning styles and methodologies including accelerated and experiential learning
- Strategies for facilitation of participatory planning and learning
- Range of participatory planning and learning activities and processes
- Conflict resolution and strategies to deal with strong personalities

- Codes of conduct and ethical behaviour
- Group presentation methodology

Essential skills:

Ability to:

- Devise strategies for facilitation of participatory planning and learning
- Facilitate group processes in an engaging and inclusive way
- Carry out participatory planning and learning activities
- Communicate with people of all ages and socio-economic or cultural groups
- Report on and review participatory planning and learning
- Co-ordinate and brief team members
- Problem-solve and build group dynamics

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Participatory planning and learning activities may include but are not limited to:

- Team building – ice breakers, trust games, creative and social activities, goal-setting, celebration and cultural activities
- Creative Expression – wild design, mime, performing and visual arts, story telling
- Problem Solving – brainstorming, mind mapping, random-input processes, PMI, SWOT, Six Thinking Hats, theming and chunking, affinity matrix, modelling
- Experiential – visualisation, affirmation, role play, cultural mapping, 6 senses, modelling, simulations, educational and experiential games
- Information Gathering – group and individual research and observation activities, sharing information, questioning, resource and skills mapping, surveys, field trips
- Negotiation – open forum, active listening, prioritisation, consensus building, win-win.
- Dynamic Groups™ Facilitation skills (Robin Clayfield)

Client group may include:

- individuals collecting around a topic, issue or program
- government agencies or associated bodies
- community organisations
- transition groups
- housing cooperatives
- community groups
- educational institutions
- private businesses or corporations

Resources required may include:

- writing and drawing resources
- audio visual needs of presenter/trainer
- audio visual needs of participants
- books and research material
- cushions or comfortable seating
- visual props, posters and images
- musical instruments
- CD or tape player and CDs or tapes
- video playing and/or recording equipment and Videos or DVDs
- audio playing and/or recording equipment
- juggling balls
- puppets
- costumes and other roll-play props
- pin boards, white or black boards, poster boards or flip charts
- black out curtains or blinds
- signage
- instructions and information
- sand box or sand-pit
- clay, plasticine, play-dough, bread-dough for modelling
- garden or open outdoor space
- kitchen or cooking facilities
- workplace facilities, tools or equipment for training purposes
- tools, equipment, materials/ingredients to support specialised learning needs
- computer and internet access
- printing and photocopying resources
- first aid kit, fire extinguisher and emergency procedures

Venue or learning environment may include:

- formal education facilities such as classrooms
- site where project will be implemented/realised
- informal meeting places
- community centre or hall
- theatre
- place where participants feel comfortable
- workplace or simulated workplace
- garden or outdoor space
- sand pit
- home of participant or community member

Program and logistical details may include:

- time, day, date and duration
- location
- venue requirements
- budget
- costs and concession formula
- promotion
- specialist and volunteer assistance
- catering
- other logistics

Legislative and organisation requirements may include:

- laws
- regulations
- standard operating procedures (SOPs)
- codes of practice
- community consultation requirements
- privacy and information laws
- copyright
- planning acts and codes

Information may include:

- written records
- oral reports
- anecdotes
- reports
- instructions from client
- directions from supervisor/management
- interviews
- formal and informal meetings
- team meetings
- protocols

Access and equity may include:

- subject matter
- manner in which consultations are conducted
- physical accessibility
- community profile
- inclusive processes
- cultural considerations

Feedback may include:

- client satisfaction and evaluation forms
- group brainstorming
- silent feedback processes

Other issues may include:

- issues of perceived or real need and response/lack of response
- procedural issues
- insurance and liability issues
- rules, regulations and legal issues
- personality issues
- ethical issues
- access and equity issues
- authority and control issues
- health and safety issues
- financial issues
- copyright and plagiarism issues

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.
- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address

essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation
- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.

Access and Equity Considerations

QLD125COM12B

Plan community governance and decision-making processes

Unit Descriptor

This unit provides the skills and knowledge to plan community governance and decision-making processes. It requires the ability to assess future needs and, for existing groups, current community governance and decision making processes, develop options for community governance and decision making frameworks and processes, and report on preferred options for implementation. Planning community governance and decision-making processes requires knowledge of strategic planning, legal frameworks, advanced negotiation techniques, organisational change and development, group and individual goal setting techniques, risk management processes and techniques, action planning methods and information technology.

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Application of the Unit

Planning community governance and decision-making processes requires detailed knowledge of permaculture design principles and processes, strategic planning and community governance. It is likely to involve responsibility for the work of other individuals and teams as well as interactions with clients.

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1 Assess current *community governance and decision making processes*

2 Develop options for community governance and decision making processes

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised text*** is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

1.1 Identify responsibilities and duties of individuals and ***community groups***.

1.2 Investigate and define proposed or existing community governance and decision making processes.

1.3 Collate information on proposed and/or existing governance issues and arrangements.

2.1 Identify ***opportunities and constraints*** for development of community governance and decision making process options.

2.2 ***Consult*** with community on options for community governance and decision making processes.

- | | | |
|---|--|---|
| 3 | Report on preferred options for implementation | 2.3 Evaluate options in consultation with community through detailing advantages and disadvantages for each. |
| | | 3.1 Select preferred options for implementation based on comparative advantages . |
| | | 3.2 Base options for community governance and decision making processes on sufficient, valid and reliable information and analysis. |
| | | 3.3 Ensure options for community governance and decision making processes are consistent with legal frameworks and community/group values , policies, needs, guidelines and procedures. |
| | | 3.4 Implement options for community governance and decision making processes, and provide for decisions to be made in and actioned in the appropriate time-frame. |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Essential knowledge:

- Permaculture principles and practices
- Strategic planning
- Community needs analysis techniques
- Advanced negotiation techniques
- Organisational change and development
- Group and individual goal setting techniques
- Risk management processes and techniques
- Action planning methods
- Information technology
- Legal frameworks obligations and responsibilities

Essential skills:

Ability to:

- Assess current community governance and decision making processes
- Assess community needs and plan around these needs
- High level communication skills
- Develop options for community governance and decision making processes

Report on preferred options for implementation

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Community governance and decision making processes may include:

- governance of community resources, enterprises and activities
- meeting facilitation, negotiation and mediation
- conflict resolution procedures
- decision making methodologies
- consensus processes
- qualified decision making processes
- protocols
- codes of conduct

Community groups may include:

- intentional residential communities
- land-sharing communities
- housing cooperatives
- community organisations
- community supported agriculture groups
- community enterprise groups
- transition groups
- local government community

Opportunities and constraints may include:

- permaculture thinking encourages us to see solutions rather than problems
- research into ways of viewing a negative in a positive light
- research into modifications or extensions of existing systems to solve inherent problems
- old or simple technology applied to new or complex problems
- behaviour change including organisational change and transformation
- willingness/unwillingness to participate
- legal framework requirements
- vested interests and hidden agendas

Consult may include:

- facilitation
- discussion
- mediation
- conflict resolution
- problem solving
- analysis and evaluation methodologies
- forum
- active listening
- consensus building
- trust building
- participatory planning activities

Comparative advantages may include but are not limited to:

- SWOT analysis
- 6 thinking hats (de Bono)
- PMI (de Bono)
- Toast process (Robin Clayfield)
- L.I.V.E. process (Robin Clayfield)

Legal frameworks may include:

- rules of incorporation
- legislative requirements
- by laws

Community/group values may include:

- vision
- aims
- objectives
- by-laws
- philosophy
- ethics
- cultural and lifestyle factors
- equity
- individual/member rights and responsibilities

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Course.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The assessee must provide evidence of specified essential knowledge as well as skills.
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace.

- Where for reasons of safety, safety space or access to equipment and resource, assessment takes place away from the workplace the assessment environment should represent realistic workplace conditions as closely as possible.

Context/s of Assessment and specific resources

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or in a realistically simulated environment
- Assessment should reinforce the integration of the key competencies and the common competencies for the particular AQF level
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- Resources for the assessment include:
 - access to SKOPE sheets developed for this unit to reinforce complete understanding in aid of achieving the most positive outcomes.
 - access to relevant Permaculture texts and audio-visual material.
 - access to a working permaculture site for practical study purposes.

Method of assessment

- While the knowledge can be tested in written and oral assignments, performance evidence needs to be collected in actual or realistic simulated situations. It also needs to be assessed on a number of occasions.
- This unit is best undertaken in a workplace or in a realistically simulated workplace situation.

And must include (verbal and /or written) to address essential knowledge as outlined in this unit

- Written evidence
- Verbal evidence
- Group interaction
- Recorded evidence
- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Assessment if this unit will be undertaken by a registered training organisation

- Assessment of knowledge must be conducted through appropriate written/oral examination
- Practical assessment must occur:
 - ~ through appropriately realistically simulated activities at the RTO, and/or
 - ~ in an appropriate range of situations in the workplace
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Access and Equity Considerations

- All workers in this industry should be aware of access and equity issues in relation to their own area of work.
- All workers should develop their ability to work in a culturally diverse environment.