Australian Government
Department of Employment and Workplace Relations

Training Product Submission

This form facilitates Step 5.1 Submission of draft training products to the Assurance Body of the Training Package Organising Framework (TPOF) Process Requirements.

Completing this form and submitting the required information, including the attachments, provides the Training Package Assurance (TPA) team with the necessary information to assess your Training Product Submission (the submission) against the TPOF. This is an opportunity to describe how the processes you have applied to develop your products and the products themselves comply with the requirements of the TPOF.

Refer to the Training Package Assurance (TPA) Submission Compliance Guide for detailed information about the evidence required for your submission.

Components of the submission include:

- this form
- completed attachments including the Companion Volume Implementation Guide.

About this form

There are three sections to this submission form:

Section 1: Submission Details

Section 2: Submission Evidence

Section 3: CEO Declaration

Unless otherwise indicated, you must provide a response to each part of each question.

This symbol has been used to indicate where attachments and/or additional information must be uploaded with the submission.

Submission to the Assurance Body

To submit your project for assurance please:

1. Upload this completed submission form and supporting evidence into the relevant project folder in the TPA GovTEAMS Community.
2. Ensure all training package products are entered into Training Product Central (TPC) with the product drafting status set to 'Ready for Submission' and the project status set to 'Assurance Body Consideration'.
3. Publish the submission on your website. This includes:
    - Training Product Submission Form
    - Attachment A – Training Products submitted for assurance
    - Anti-discrimination Assessment
    - Consultation Log
    - Consultation Strategy
    - Technical Committee Details (including Terms of Reference)
    - Training Package Products
    - Companion Volume Implementation Guide (CVIG)
4. Email the TPA team at TrainingPackageAssurance@dewr.gov.au with the Project ID and Title to advise the submission is ready for assurance.

Incomplete submissions, including where there is insufficient or missing detail in the submission form and/or attachments, will be returned to you and the assurance process will be paused until the required information is received.

One form of evidence may satisfy multiple questions. A checklist is provided at the end of this document to assist you to ensure your submission is complete. You can use the column titled 'Evidence Reference' in the checklist to identify the document title of the specific evidence in your submission, alternatively, you may prefer to produce your own cover sheet to accompany the submission.

Assistance completing this form

Please refer to the TPA Submission Compliance Guide TPOF 1 July 2025 for information about how the TPA team will review the submission, noting that the examples of evidence provided are only a guide and not intended to be an exhaustive list.

If you need help completing this form, please contact TrainingPackageAssurance@dewr.gov.au.

Refer to the department's website and the TPA Community in GovTEAMS for further information about the Training Package Assurance process.

Section One: Submission Details

1. Jobs and Skills Council Details

Jobs and Skills Council Name:
Skills Insight

Contact person: (the person the Training Package Assurance team will liaise with during the assessment process; you can identify more than one person here if required)			
Name(s):	Elvie Arugay	Position:	Training Product Compliance Officer
Phone:	+61393213526	Mobile:	0466232838
Email(s):	elvie@skillsinsight.com.au		

2. Project Details

Project ID:	AFP_ANN_2324_002
Project Title:	Rural Operations

Provide a brief description of the project.

Historically, the Certificate II in Rural Operations served as a foundational pathway for entry-level roles common in rural and regional areas, where work is often seasonal and shifts in response to changing environmental conditions. While long-term users valued how the title reflected regional job roles, research revealed the qualification was used far more broadly across regional, remote, and peri-urban contexts—and that its title unintentionally limited visibility for learners and employers outside traditional rural settings.

To meet Training Package Organising Framework (TPOF) requirements and establish clearer vocational outcomes, the review replaced the previous open-ended importation packaging rules with a strengthened core and a comprehensive, curated list of electives. This structure maintains broad elective choice and flexible pathways into diverse entry-level roles and higher qualifications, while reflecting contemporary, technology-enabled workplace practices. Retitled as the Certificate II in Primary Industries and Rural Operations, the updated qualification preserves the regional identity valued by existing users while accurately representing its broader industry coverage.

Project History Note: This activity originally commenced under the Training Package Products Development and Endorsement Process Policy (TPPDEPP) before being temporarily paused while Skills Insight undertook a DEWR-supported Qualification Reform action-learning demonstration project. Following the transition to the Training Package Organising Framework 2025 (TPOF2025), the project was formally restarted with a clean slate to ensure full compliance with current policy

and template requirements. While preliminary context from the earlier phase provided useful background, all industry insights, structural decisions, and stakeholder positions were independently tested and reconfirmed during the restarted TPOF2025 project. Accordingly, this submission stands as a complete, self-contained evidence record for the restarted activity; archived pre-TPOF2025 records are noted for full administrative transparency against the activity code and can be provided to TPAB upon request.

3. Scope of the submission

Provide the total number of Qualifications, Units of Competency, and Skills Sets included in the proposed release of the Training Package. This may include any minor changes that will be made in the proposed release.

While the assurance assessment focuses on products that require endorsement by Skills Ministers (i.e. major changes), understanding the context for the entire release may be helpful to the Assurance Body.

Refer to the Categories of Change tables in the TPOF for the definition of major and minor changes.

	Major	Minor	Total
Qualification(s):	1	0	1
Unit(s) of competency:	0	0	0
Skill Set(s):			0

If applicable, provide an overview of minor change updates that will be included in this release.

Click here to enter text.

Complete and upload *Attachment A – Products submitted for assurance*

4. The Annual Training Product Development Plan

Provide a link to the published plan on your website.

Link/URL:	**https://skillsinsight.com.au/annual-activity-plan/**

If the activity is not listed in the plan, provide an overview of the unforeseen or urgent need addressed by the activity.

See tab 2023-2024 at the above linked webpage for Rural Operations project entry.

4.1 Where the submission contains major changes to a qualification/s, has the Purpose of any of the products changed from what is recorded in the Annual Training Product Development Plan (ATPDP)? Answer 'Yes' where the Purpose of the products is not included in the ATPDP.

☒ Yes ☐ No (go to Q5)

If yes, provide details of the changes OR where the purpose of the qualification/s contained in the project is not included in the ATPDP, please provide details below.

As noted in the Project Details, this activity was originally contracted by DEWR prior to the introduction of the Training Package Organising Framework 2025 (TPOF2025), when Qualification Purpose statements were not required in the Annual Training Product Development Plan (ATPDP). Following the formal project reset under TPOF2025, the Qualification Purpose for the redesigned qualification was established with the Technical Committee at an early meeting and guided development and stakeholder consultation throughout the restarted project. An explanation of how the Qualification Purpose was determined has been included in the User Guide.

Section 2 – Submission Evidence

Technical Committee

5. Technical Committee Composition

Upload details of the membership of the technical committee and their expertise as per Step 1.2 of the TPOF Process Requirements including the Terms of Reference for the committee

Has the composition of the technical committee changed from that published at the pre-submission stage?

☒ Yes ☐ No (go to Q6)

If yes, provide a reason for the change describing any impact of the change on the development activity.

During the restarted TPOF2025 project, the Technical Committee composition changed slightly due to staffing movements within member organisations. Where representatives left their roles, organisations either nominated proxies or new members were invited to join. One organisation, the Northern Land Council, withdrew from the committee following the departure of its original representative, electing to prioritise other projects more closely aligned with its ranger programs and frequently utilised qualifications.

6. Technical Committee Statement

Provide a statement that the technical committee has reviewed the final draft training package products. Include information about the process for the technical committee review (for example, whether the review was completed during a meeting or out of session).

The Technical Committee reviewed and confirmed support for the final draft training package products via a structured out-of-session sign-off process. On 4 August 2026, all 24 Technical Committee members were emailed the final draft materials alongside a confirmation survey link and a placeholder meeting date in case any concerns required full committee discussion. To maximise participation, a reminder email was issued on 14 August ahead of the 19 August closing date, followed by direct phone outreach to non-responding members to ensure a clear majority response was achieved. Ultimately, 14 of the 24 members formally confirmed their support, and no concerns were raised requiring the placeholder meeting to proceed. All Technical Committee confirmation records are logged in the Consultation Log under the 'All FBK and responses' tab (filtered under 'Finalisation' in the 'phase received' column).

Consultation Activity

7. Stakeholder Consultation Strategy

Upload a copy of the stakeholder consultation strategy

Did the consultation undertaken deviate from the stakeholder consultation strategy (including changes to identified stakeholders, and any delays or changes to consultation timeframes)?

Refer to pg 24-26 of TPA Submission Compliance Guide.

☒ Yes ☐ No (go to Q8)

If yes, provide a summary of what changed and why.

The consultation undertaken aligned with the Stakeholder Consultation Strategy regarding identified stakeholder groups and engagement methods, with a minor adjustment to consultation timeframes. Specifically, the consultation period was extended to accommodate targeted stakeholder engagement on the proposed title change for the qualification, ensuring industry consensus prior to finalisation.
Project History Note: As outlined in the Project Details, this strategy and all reported engagement dates reflect the restarted TPOF2025 project lifecycle.

8. Consultation Timeframes

Provide an overview of when the consultation activities were undertaken.

You can enter more than one set of dates for each consultation phase as required.

Consultation Phase	Dates
Public and government consultation	Between 18 February and 20 March 2026
Incorporating feedback (additional consultation if required)	Consensus Gathering: Between 9 and 28 June 2026 Additional consultation – Qualification Title Survey: 12 May – 1 June 2026
Senior Officials Check	Between 11 September and 6 October 2026

9. Vulnerable and Minority Cohorts

Describe how consultation activities have been responsive to the needs of vulnerable or minority cohorts, including women, people with disability, culturally and linguistically diverse communities, and First Nations people.

Information should include how vulnerable or minority stakeholders were identified and how consultation activities were tailored to respond to the needs of those stakeholders.

Refer to pg 26 of the TPA Submission Compliance Guide.

There are several priority cohorts who utilise the qualification including First Nations communities, youth and incarcerated individuals. All were represented during the consultations – at either Broad Consultation and/or Consensus Gathering workshops.
A User Guide has been developed for RTOs which includes an "Assessing Units with Aboriginal and Torres Strait Islander Cultural Content" section to support RTOs in conducting culturally appropriate assessment.

10. Consultation Log

Upload the consultation log including the high-level summary (an example consultation log is provided in GovTEAMS)

Include information about all consultation activities undertaken, how feedback has been logged, and how feedback has been addressed. For example, if a workshop was conducted and no individual feedback was gathered, describe how the results of the workshop were considered in the project.

Provide as much detail as possible to support the Assurance Assessor's understanding of the consultation process including the treatment of feedback. This detail may be provided in the high-level summary or below.

Refer to pg 27-32 of the TPA Submission Compliance Guide.

The Consultation Log provides a comprehensive summary of all feedback received, including detailed contributions from individual stakeholders.
The Consultation Log contains the following tabs and information:
* Dashboard – this project overview provides graphic information on stakeholders engaged in the project
* Consultation Summary – high-level summary of all feedback received including issues raised by stakeholders and the actions taken to address any issues
* Technical Committee Members – a list the project's Technical Committee Members and proxies.
* Engagement Activities – a list of key engagement activities that have taken place during the project, including attendee information, activity purpose and any decisions made.
* Stakeholders contacted – a list of all stakeholders who were contacted during the project. Those

identified as 'Informed' in the Engagement column were contacted regarding the project but likely did not actively participate in the project.
* All FBK and responses – a list of all feedback and any issues raised during the project, and the actions taking by Skills Insight to address this input. Note: Information regarding SRO sign-off is included in this tab.
* Qualification Title Survey – includes all responses to the Qualification Title Survey that took place as part of consultation activities.
*SRO Check – includes support and/or feedback provided by Senior Responsible Officers during the SRO check phase, and list of drop-in session attendees.

11. Senior Officials Check

Upload evidence that the Senior Responsible Officer (SRO) check was undertaken

Engagement with SROs must be recorded in the Consultation Log.

Use this space to record any additional information about the SRO check to support the Assurance Assessor's understanding of the submission.

Support was received from all Senior Responsible Officers.
The SRO check period for this project was 11 September – 6 October 2026, with an optional drop-in online meeting held 30 September for any SROs who had queries or wanted to discuss the activities in more detail. All details for this phase are included in the Consultation Log in the SRO Check tab.

12. Support from Regulatory and Licensing Bodies

Do any of the products in the submission include occupational licensing, certification or regulation requirements related to **the person** undertaking the work described in the product?

☐ Yes ☒ No (go to Q12.1)

If yes, ensure the requirement is described in the 'Legislative/Licensing/Regulatory' field in TPC and include information about implementation in the Companion Volume Implementation Guide.

Identify products that contain regulatory, licensing or legislative implications in *Attachment A – Products submitted for assurance*

Upload evidence of support from all relevant national/state and territory regulatory and/or licensing bodies

12.1 Other regulatory/legislative information

Is there regulatory/legislative information in the products relevant to the workplace/enterprise?

☐ Yes ☒ No (go to Q13)

If yes, **do not** include the requirement in the 'Legislative/Licensing/Regulatory' field in TPC. You may include this information in the 'Description' of the qualification or 'Application' of the unit of competency. You must include information about implementation implications in the Companion Volume Implementation Guide.

13. Engagement with other Jobs and Skills Councils

Are any of the products in this submission imported into training package products managed by other Jobs and Skills Councils?

☐ Yes ☒ No (go to Q14)

If yes, list the Jobs and Skills Council(s) impacted and describe how you have consulted with them. Briefly describe the impact on relevant qualifications.

Refer to pg 29 and 31 of the TPA Submission Compliance Guide.

Click here to enter text.

Upload evidence of engagement with all listed Jobs and Skills Councils

Note: where any products in this submission impact other training packages managed by your JSC, describe the impact on those other products at *Q15 Implementation Issues*.

14. Rationale for mandatory workplace requirements

Are any Mandatory Workplace Requirements (MWRs) included in the submitted products?

☐ Yes ☒ No (go to Q15)

Identify products that contain MWRs in *Attachment A – Products submitted for assurance*

If yes, describe the process undertaken to determine the inclusion of MWR. Consider the process set out in the good practice guide on MWR: On the Mark: 5 Good Practice Principles when completing this section.

Click here to enter text.

14.1 Support for mandatory workplace requirements

Upload evidence of support for proposed requirements (including from small to medium sized enterprises), and employer willingness to support learner work placements

Use this space to record any additional information about how employer support for learner work placements was gained.

Note: support is required to be demonstrated for all training package products containing MWRs in the scope of the submission, regardless of whether they have been changed as a result of the development project. Confirmation of ongoing support for MWR including employer support for work placement needs to be gathered through the consultation process.

Refer to pg 29-32 of the TPA Submission Compliance Guide.

Click here to enter text.

15. Implementation Issues

Use this space to record information about implementation issues raised throughout the development process. Please include:

- What intelligence was gathered from stakeholders about implementation of the training package products
- How any implementation issues raised through the consultation process were addressed
- Whether any other training package products within your responsibility are affected by the project.

Refer to pg 30-31 of the TPA Submission Compliance Guide.

Throughout consultation, stakeholders provided practical intelligence regarding RTO scope of registration, completion feasibility, and delivery across regional, remote, First Nations, and secondary school (VETDSS) contexts. Key implementation issues raised and addressed include:
* Not Equivalent (NE) transition impact: A stakeholder noted that classifying the updated qualification as Not Equivalent creates transition and scope implications for RTOs. Skills Insight confirmed that under TPOF Clause 3.7.2, the NE determination is required because the superseded core unit AHCWRK204 was replaced by AHCWRK212, which cannot be mapped due to major changes.
* Navigating an extensive elective list and RTO scope: While RTOs welcomed naming a broad range of electives to reduce scope-of-registration barriers, feedback suggested grouping electives under sector headings to aid navigation. Skills Insight considered this approach but retained an ungrouped list, as many units apply across multiple sectors—meaning headings would create duplication within the qualification and risk RTOs viewing sectors as narrow silos rather than exploring the full breadth of relevant electives. Instead, sector-based packaging guidance and sample training plans are provided in the User Guide, alongside retaining flexibility to import up to four electives.
* Completion timeframes and LLND scaffolding: Feedback from remote and First Nations RTOs highlighted delivery hours, LLND scaffolding, and on-site assessment logistics. Reducing the qualification from 15 to 12 units (with two universal core units) supports completion within an 18-month traineeship, while the User Guide outlines options for importing Foundation Skills (FSK) units.
Impact on other training package products: No other training package products within Skills Insight's remit are directly affected or amended by this project. Stakeholder suggestions regarding potential future consolidation of AHC Certificate II qualifications have been logged for future consideration.



Include detail about implementation in the *Consultation Log* including information about the stakeholders involved

16. Disputes

Note: This section refers to disputes as described in the Model Dispute Resolution Policy outlined in the TPOF Process Requirements.

Were any disputes recorded during the development activity?

☐ Yes ☒ No (go to Q18)

If yes, describe the dispute/s and how you applied your internal dispute resolution process to resolve the matter.

Click here to enter text.

Include detail about the dispute/s in the *Consultation Log* including information about the stakeholders involved (See example Attachment B Consultation Log - Dispute Resolution tab)

17. Alternative Dispute Resolution (ADR)

Was an Alternative Dispute Resolution (ADR) practitioner engaged?

☐ Yes ☒ No (go to Q18)

If yes, provide a summary of any disputes that were escalated to ADR. Include the recommendations produced, the final position of the Jobs and Skills Council, and a justification where the ADR practitioner's recommendations were not adopted.

Click here to enter text.

Upload a copy of the ADR practitioner's advice

18. Evidence of broad consensus

Has broad consensus been reached on all products?

☒ Yes (go to 18.1) ☐ No (go to 18.2)

Upload evidence of support (e.g. letters of support)

18.1 Provide a summary of how broad consensus has been determined.

Refer to pg 35-36 of the TPA Submission Compliance Guide.

Broad consensus was determined through a series of online meetings. Consensus Gathering workshops were held to discuss the drafts and how to provide feedback. Stakeholders from livestock production, broadacre cropping, land management, and other industries using the qualification were encouraged to register. Once they had attended, they were given the opportunity to provide feedback online through the Skills Insight Feedback Hub or via email to the project team. All feedback has been addressed with a rationale provided where requests to revise further could not be accommodated, and can be viewed in the All FBK and responses tab in the Consultation Log.

18.2 Where broad consensus is not reached, provide a justification for why the product has been submitted for endorsement, including how you attempted to gain consensus.

Click here to enter text.

Compliance with Requirements

19. Anti-Discrimination Assessment

Provide an assessment that demonstrates that the products meet anti-discrimination legislation, and associated standards and regulations, including the Disability Standards for Education 2005.

Refer to pg 38–40 of the TPA Submission Compliance Guide.

Upload a copy of the Anti-Discrimination Assessment

20. Pathways

Describe the process undertaken to ensure the training package products have pathways that facilitate movement between education sectors and employment.

Refer to pg 41–42 of the TPA Submission Compliance Guide.

Note: Pathways advice must be included in the Companion Volume Implementation Guide.

A pathways diagram has been developed and included in the CVIG. It demonstrates how an individual may progress between qualifications and/or relevant skill sets. This Certificate II qualification has been designed as a pathway for individuals working in rural, remote and very remote areas who may also undertake several tasks within a role. Example training plans have been included in the User Guide for this qualification.

21. Rationalising and Streamlining

Describe the process undertaken to rationalise and streamline the training package products.

Include information about any units and/or qualifications to be deleted and the results of any analysis of cross sector units and/or other existing units.

Refer to pg 43-44 of the TPA Submission Compliance Guide.

This qualification is not a 'one size fits all', therefore an extensive number of elective units has been included. This not only fits in with the requirements of qualification reform, but it also allows an RTO to tailor the qualification, so units are selected based on an individual's unique situation. This approach was developed directly from the evidence gathered in the project's initial Research Summary and Product Development Proposal (September 2024). Consultation for that report, including Workforce Functional Analysis workshops across five industry sectors and 46 sample training plans collected from RTOs, found that despite the current qualification's broad packaging rules, only 21% of electives selected in practice were sourced from outside the AHC Training Package. This indicated that broad wording alone was not translating into the diverse vocational outcomes it was intended to support.
As this structure is the outcome of extensive multi-phase consultation (Development, Broad Consultation, Consensus Gathering and Technical Committee sign-off), it represents the agreed final position for this release.

21.1 Has the analysis identified any overlap with existing units?

☐ Yes (go to 21.1) ☒ No (go to Q22)

21.2 Provide a justification for why existing products are not suitable.

Click here to enter text.

22. Request to change transition period

Is a change to the standard transition period (12 months) proposed for any products in this submission?

☐ Yes ☒ No (go to Q23)

Identify products where a change to the transition period is proposed in *Attachment A – Products submitted for assurance*

Provide a rationale for the proposed transition period. Include information about the consultation undertaken to identify the need for a changed transition period.

Click here to enter text.

Training Product Content

23. Training Package Products

The Training Package Assurance team will review qualifications, units of competency and Skill Sets through Training Product Central.

Note: The drafting status of each training product must be set to 'Ready for Submission' and the project status must be set to 'Assurance Body Consideration'.

Upload a copy of the Companion Volume Implementation Guide

24. Pre-requisites

Does the submission include any units of competency that contain pre-requisites?

☒ Yes ☐ No (go to Q25)

If yes, describe the process undertaken to ensure the use of pre-requisites is minimised.

During the consultation and consensus gathering periods, requests were made by RTOs who regularly utilise the qualification for many varied purposes and in many different LGAs. This often results in units of competency being used which do have prerequisites.
The listed elective bank reflects entry-level job roles and tasks identified through that consultation and still allows up to four units to be imported from other endorsed Training Packages or accredited courses, so flexibility is retained alongside clearer, evidence-based guidance for RTOs.
The prerequisite chain point was also raised and weighed during Broad Consultation, and the current packaging rules reflect the balance of feedback received across jurisdictions on this matter.

Were there any issues raised about pre-requisites through the consultation process?

☒ Yes ☐ No (go to Q25)

If yes, provide a summary of the issue/s raised and how the issue/s have been resolved.

During Broad Consultation, a stakeholder noted that the imported MEM units included in the elective bank (such as MEM18001 Use hand tools) carry multiple prerequisite requirements, making them difficult to deliver.
These units were retained in the elective bank for three reasons:
1. Other stakeholders specifically requested their inclusion as they remain actively used in several jurisdictions.
2. Because they sit within a broad elective list, RTOs are not required to select them and can choose alternative electives without prerequisites.
3. As imported units from the MEM Training Package, their prerequisite structures sit outside of Skills Insight's remit.

25. Foundation skills

How did you determine the required level of performance for each of the ACSF core skills areas?

Refer pg 51-52 of the TPA Submission Compliance Guide.

The two core units of competency have been mapped to the ACSF using the Performance Features Grids for Learning, Reading, Writing, Oral Communication and Numeracy. Both Units of Competency were analysed using the key words and terminology throughout. These were then related to the ACSF levels to benchmark the core skills requirements. For example, 'recognise and report' (Oral Communication and Reading) or 'contribute to' (Oral Communication). In other instances, the core skills required may not be as transparent. For example, a requirement to recognise safety signs which are often shown as symbols relates to Numeracy.
Information regarding the qualification's foundation skills and sample activities for each core skills area have been included in the User Guide.

26. Stand-alone Units

Does the submission include any stand-alone units of competency?

Note: stand-alone units refer to units of competency that are not packaged into a qualification.

☐ Yes ☒ No (go to Q27)

If yes, provide justification for the use of a stand-alone unit. Explain why it cannot be immediately packaged into a qualification and the proposed plan for embedding it in a qualification in future updates to the training package.

Refer pg 52 of the TPA Submission Compliance Guide.

Click here to enter text.

26.1 Support for Stand-alone Unit/s

Upload evidence of industry need and support for each stand-alone unit

Section 3 – CEO Declaration

27. Submission declaration

☒ This submission and proposed training package products were developed in accordance with all components of the Training Package Organising Framework (TPOF).

☒ I confirm the training package product/s align with their intended purpose and are structured to meet the needs of industry, employers and learners.

☒ I confirm all required attachments are included with this submission.

☒ I confirm the final draft products are accurately entered into Training Product Central and are ready for assurance assessment.

Jobs and Skills Council Chief Executive Officer			
Signature*:	*removed for website*	Date:	20/11/2026
Full Name:	Dugald Murray		

* Options for capturing the CEO signature include: copy and paste an electronic signature above; upload a separate signed document which includes the required declarations to GovTEAMS; send an email from the CEOs email address to TrainingPackageAssurance@dewr.gov.au which includes the required declarations.

27. CEO summary statement

Include a summary from the CEO describing how they have ensured that the submission has been developed in accordance with the requirements set out in the TPOF.

As Chief Executive Officer of Skills Insight, I confirm that this submission and the updated qualification 'Certificate II in Primary Industries and Rural Operations' have been developed in full accordance with the Training Package Organising Framework (TPOF) and the Standards for Training Packages.
To ensure compliance and quality, the project was formally reset under TPOF requirements and governed through structured industry oversight, including a dedicated Technical Committee and broad stakeholder consultation across rural, remote, and First Nations contexts. Throughout development, I have ensured internal quality assurance processes—covering editorial review, anti-discrimination checks, and policy compliance—were rigorously applied.
Furthermore, the qualification redesign and accompanying User Guide specifically address delivery flexibility and foundation skill pathways to reduce barriers to training, ensuring learners in regional and remote communities can gain the practical skills needed for workforce participation.

Submission Checklist

To avoid a delay in the processing of your submission, please ensure that your submission is complete. Submissions that are not accompanied by the required attachments will be returned for completion. Confirm the following documents have been uploaded where applicable.

Q.	Submission Requirement	Uploaded	N/A	Evidence Reference
Other	Publish submission to JSC website as per Step 5.1 of the TPOF. Refer to page 2 for minimum required documents.	☒		https://skillsinsight.com.au/project/rural-operations/
3	Attachment A – Products submitted for assurance	☒		2 SUB.AFP_ANN_2324_002_Attachment A - Training products
5	Technical committee membership details	☒		TC Terms of Reference: 3a SUB.AFP_ANN_2324_002_TC_ToR TC Membership: 3b SUB.AFP_ANN_2324_002_TC.membership
7	A copy of the stakeholder consultation strategy	☒		4 SUB.AFP_ANN_2324_002_Consultation Strategy
10	The consultation log	☒		5 SUB.AFP_ANN_2324_002_ConsultationLog-TPAB
11	Evidence that the SRO check was undertaken	☒		Please refer to the 'SRO Check' tab in the Consultation Log - 5 SUB.AFP_ANN_2324_002_ConsultationLog-TPAB. Letters of support have been provided by Victoria and Northern Territory, and these have been uploaded to GovTeams for reference.
12	Evidence of support from all relevant national/state and territory regulatory and/or licensing bodies	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.
13	Evidence of engagement with other relevant JSCs	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.
14.1	Evidence of support for proposed MWRs including employer willingness to support placements	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.

Q.	Submission Requirement	Uploaded	N/A	Evidence Reference
17	The Alternative Dispute Resolution practitioner's advice	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.
18	Evidence to support broad consensus	☒		Please refer to the 'All FBK and responses' tab in the Consultation Log, and use the filter in column A 'Phase Received' to show Consensus Gathering engagement. 5 SUB.AFP_ANN_2324_002_ConsultationLog-TPAB
19	The Anti-Discrimination Assessment	☒		7 ADA.Anti-discrimination.Assessment
23	Training Package products submitted in Training Product Central	☒		
	The Companion Volume Implementation Guide	☒		Please note the CVIG is in two parts: Part 1, which includes implementation information- CVIG.AHCR12.SkillsInsightImplementationGuide2026.Part1 and Part 2 which includes all mapping information- CVIG.AHCR12.SkillsInsightImplementationGuide2026.Part2. A User Guide has also been developed as part of this activity to support the revised qualification - CVUG.CertIIPrimaryIndustries+RuralOps.SkillsInsightUserGuide
26.1	Evidence of identified industry need and support for stand-alone units	☐	☒	Click here to enter the evidence reference/s, e.g. the relevant document title.