



Accredited Permaculture Training

PERMACULTURE CERTIFICATE III

PERMACULTURE CERTIFICATE IV

DIPLOMA OF PERMACULTURE

2007 • COURSE HANDBOOK

This Handbook contains vital course information including qualification requirements and assessment and recording systems

Registered Training Organisation:
National Environment Centre, Riverina TAFE
Training Provider: ERDA INSTITUTE INC
Training Venue: Djanbung Gardens PEC

CONTENTS

Section 1

Course Information
Qualification requirements
Units & Modules

Section 2

Unit Descriptions
Certificate III
Certificate IV
Diploma

Section 3

Assessment records
SKOPE sheets

Section 4

Policies & Codes of Practice
Protocols, OHS
Agreements

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CONTACT DETAILS

PERMACULTURE EDUCATION

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Nationally Recognised Training
AQTF Qualifications and
Quality Assurance



Permaculture International Ltd
APT Approved Teachers
Registration

Section 1

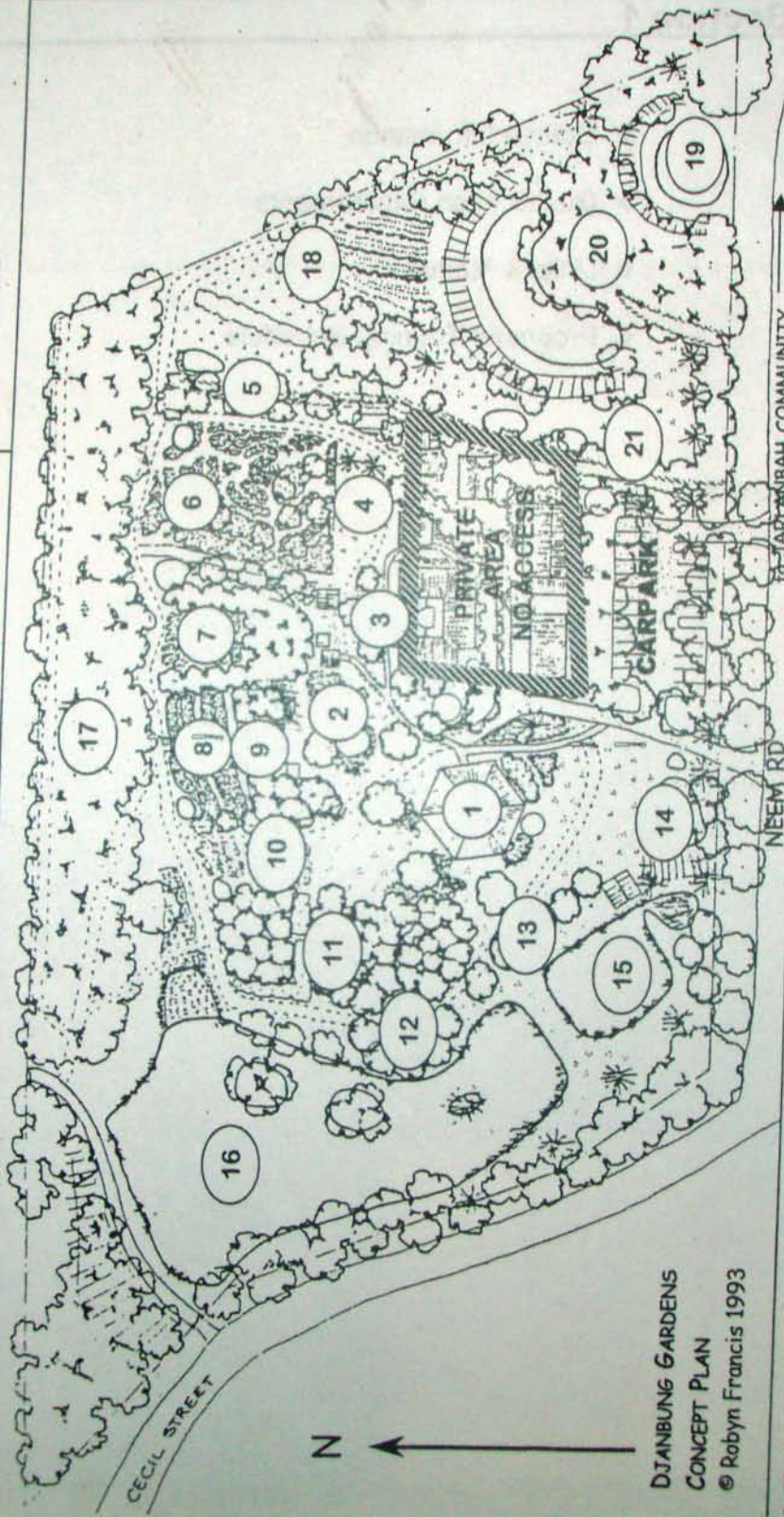
- ◆ Course Information
- ◆ Qualification requirements
- ◆ Units & Modules
- ◆ Proposed Training Schedule

NOTES:

1. Education & Resource Centre
2. Greywater Wetland Treatment System
3. Railway Carriages - Residential Area
4. Bamboos

5. Main Swale
6. Djanbung Hill Gardens
7. Reserve Garden & temporary Animal area
8. Taro Paddy & Vegetable Gardens

9. Chickens & Poultry System
10. Mulch Meadow
11. Temperate Orchard & Ducks
12. Celtic Grove



DJANBUNG GARDENS
CONCEPT PLAN
 © Robyn Francis 1993

13. Blackwater Reedbed Treatment & Flowforms
14. Sacred Lotus Pond & Bamboos
15. Lagoon - shallow filtration lily pond
16. Djanbung Waters - main dam

17. Woodlot, wildlife corridor & bushfoods
18. The Meadows
19. Top dam for gravity irrigation
20. Tropical Food Forest
21. Bushfoods Swale & Bamboos

GUIDE TO
DJANBUNG GARDENS
KEY AREAS & FEATURES

2007 COURSE CALENDAR

SEMESTER 1

FEBRUARY 19 – JUNE 27 CERTIFICATE III & IV

Feb 19- April 3: 2 days/week; Mon-Tue 9-5 for 7 weeks
Permaculture Design Course (PDC) Part-time

MID SEMESTER BREAK APRIL 6-16

April 16-20: 5-day intensive Mon-Fri 9-5.30
Bushfoods & Restoration Ecology

April 24 – June 19

Growing Abundance with Permaculture

Small Crop Production: Apr 24- May15, Tues 1.30-5pm

Food Forests & Orchards: April 30- May 14: Mon 9am-12.30

Post Harvest and Storage: May 21- Jun 19 Tues 1.30-5pm

May 1-Jun 12: Tuesdays 9am-12.30 (7wks)

Integrated Pest & Weed Management:

May 7-Jun 4: Mondays 1.30-5pm (5 wks)

Appropriate Technology Systems

SEMESTER BREAK • JUNE 27- JULY 22

WINTER SCHOOL

Jul 2-14:

Permaculture Design Course PDC 2-week intensive

Jul 16-18: **Advanced Design Skills & FLO Workshop**

SEMESTER 2

JULY 23 – DEC 6 • CERT IV & DIPLOMA

Jul 30- Aug 7: Mondays & Tuesdays 10-5, (2wks)

Seed Saving & Managing a Seed Bank

Aug 8-16: 4-day intensive Mon-Thu 9-5.30

Working with Cultural Diversity

Aug 20-24: 5-day intensive Mon-Fri 9-5.30

Sustainable Aid and Development Facilitation

Aug 27-30: 4-day practical training

Tropical Cropping Practicum

Sep 3-14: 2 week intensive

Sustainable Settlements & Ecovillage Design

MID SEMESTER BREAK • SEPT 21- OCT 8

Sep 28-Oct 5: 7-day intensive

Training And Assessment (TAA) Cert IV

ABOUT APT

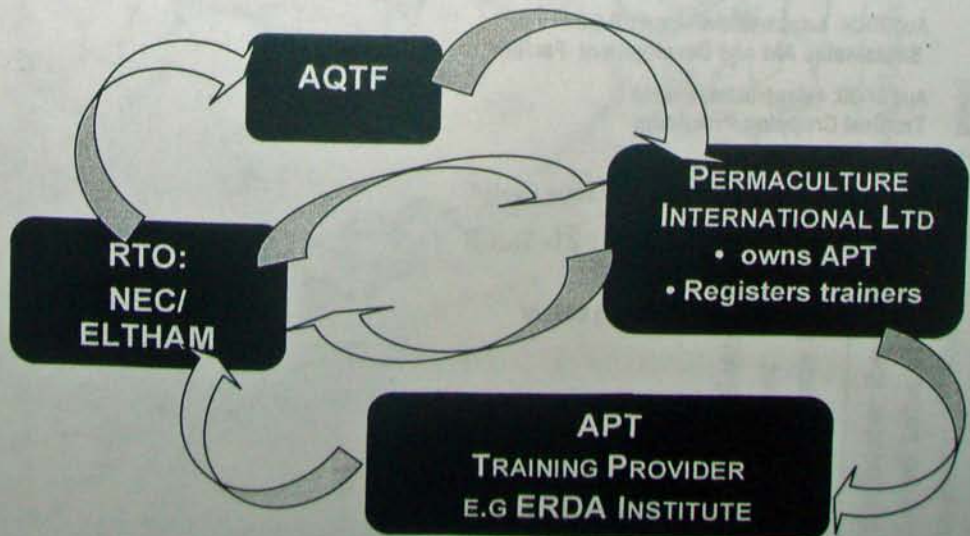
- ◆ First nationally accredited training in permaculture
- ◆ Owned by permaculture community through Permaculture International Ltd (PIL)
- ◆ Select RTO's (Registered Training Organisations) are contracted by PIL to auspice APT delivery and qualification issuance
- ◆ APT training providers must be
 - members of PIL and APT Approved Teachers Register
 - auspiced with PIL approved RTO

AQTF (Australian Quality Training Framework)

- ◆ APT operates under the Australian Quality Training Framework (AQTF)
- Process administered by RTO per PIL
- AQTF auditors oversee work of RTO
- MOA with RTO establishes delivery requirements under AQTF

The RTO carries responsibilities to...

1. Establish systems for quality training & assessment
2. Comply with legislation & regulatory requirements
3. Establish administrative & records management procedures
4. Promote access and equity principles
5. Ensure APT trainers and assessors are competent
6. Ensure assessment complies with course rules
7. Have appropriate learning and assessment strategies
8. Manage consistency & quality in training & assessment
9. Ensure adequate recording and reporting of assessment outcomes
10. Establish administrative requirements for trainers and assessors
11. Review and audit trainers and assessors
12. Deal with complaints relating to training & assessment quality issues



Important Course Information

The approach to full-time training at Djanbung Gardens is of facilitating a learning community rather than imposing a rigid institutional study regime. The aim is to weave a harmonious balance between structured, formal and informal activities in a way that will fulfil the requirements of accreditation, the needs and available resources of Djanbung Gardens, and the interests, aspirations and wellbeing of all individuals involved.

Orientation week. This week will be largely devoted to

- Orientation to APT and course requirements
- getting to know each other,
- orientation to Djanbung Gardens systems and routines,
- collective development of protocols for cooperation, decision-making and communications
- Occupational Health & Safety (OHS)
- Introduction to Permaculture & sustainability principles
- Finalising study options for registration
- Selecting elective units and key study streams

The **core minimum study hours** (Cert 3, 18hrs/wk; Cert IV, 24hrs/wk) involve structured training (practical & theory) and participation in approved activities that meet with course guidelines. Additional time will need to be allocated (e.g. 4-8 hours/week) to assessment projects and workplace experience which can be either on or off-site.

Volunteer Scholarships (Concession Fee) will do an additional 3-4 hours (or half-day) per week voluntary work on Djanbung Gardens according to priority needs of general property management, administration and assistance with events or special areas of responsibility – to be individually negotiated

Residential interns will contribute equally to maintaining the railway carriage living space, recycling and waste management and daily Djanbung chores including feeding the poultry, watering gardens and nursery, assisting visitors and conducting gardens tours, and essential maintenance in public areas.

Proposed core study schedule:

	Morning sessions	Afternoon sessions	Evenings
Monday	Cert 3 + 4 (3 hrs)	Cert 3 + 4 (3 hrs)	AV evening & pot-luck dinner
Tuesday	Cert 3 + 4 (3 hrs)	Cert 3 + 4 (3 hrs)	
Wednesday	Practical Day Cert 3 + 4	Practical Day Cert 3 + 4	Random or regular communal dinner & info/discussion evenings, guest speakers, slides, DVD's etc
Thursday	Cert 4 (3 hrs)	Cert 4 (3 hrs)	
Friday	Occasional Field Trips		

NB Most days will involve class from 9am-5pm • you will receive advanced notice of any variations

CERTIFICATE III IN PERMACULTURE COURSE CODE 30344QLD

CERTIFICATE III IN PERMACULTURE

provides 'trade' equivalent skills training in permaculture where a person is able to operate in a skilled and independent manner and for those involved in advanced permaculture training. It is equivalent to a trade qualification found in other industries.

Client groups include secondary school students, volunteer groups, property owners who are developing permaculture systems on their land, and those who are unemployed or working on labour market/community development programs including indigenous persons.

Outcomes include further training options, traineeships and employment in permaculture, agriculture, horticulture or land management industries.

CAREER OPPORTUNITIES

This qualification provides training for landowners, skilled workers, team leaders, contractual workers and tradespersons engaged in ecological landscaping and gardening services, property establishment and maintenance, planning and implementation for sustainable land-use systems including organic farming, gardening and farm forestry, installing appropriate technologies including grey-water treatment systems and composting toilets, fencing, water system installation, bush regeneration and environmental land management.

This training is also for people seeking employment and self-employment opportunities in any of the above industries and in eco-tourism, city farm and community garden projects, labour market programmes, landcare projects and a wide range of community development work.

ARTICULATION:

up to 3 elective units of competency can come from either Certificates II or IV in Permaculture, other areas of the Rural Training Package (Horticulture, Agriculture, Conservation and Land Management, Organic Production) provided the units relate to permaculture practices.

DURATION: 1.5-2 Semesters

Semester 1: Hours min 18 hrs per week includes structured class & activity-based training & project work, Plus min 3 hours per week workplace experience Additional time will be required for private study, research, homework & assessment projects

Semester 2: Practicum for grounding practical experience requirements and completing assessment projects, generally a half semester (1 term) or 8-10 week period. This may include WWOOFing.

ENTRY REQUIREMENT: some basic experience or studies in permaculture practices, horticulture, land conservation & management is helpful, though not essential for entry.

QUALIFICATION REQUIREMENTS • CERTIFICATE III IN PERMACULTURE

This qualification requires completion of 15 units of competency;

6 CORE UNITS plus 9 ELECTIVE UNITS.

Up to 3 elective units can come from Permaculture Cert II or Cert IV, or from other areas of the Rural Training Package: Conservation & Land Management, Horticulture, Agriculture, Organic Production.

CORE UNITS:

	Nominal Hrs
PIL301A Research and share information on permaculture principles and practices	40
PIL302A Provide information on integrated plant and animal systems	40
PIL303A Maintain integrated plant and animal systems	40
RTC3218A Undertake a site assessment	40
RTD3507A Undertake sampling and testing of water	20
RTF3503A Sample soils and analyse results	20

ELECTIVES:

PIL314A Read and interpret property maps and plans	10
PIL304A Carry out animal care and maintenance programs in a permaculture system	40
PIL305A Co-ordinate a permaculture crop regulation program	30
PIL306A Coordinate use of weedy plants in a permaculture system	30
PIL307A Establish a rural permaculture system	60
PIL308A Establish an urban permaculture system	60
PIL309A Install and maintain permaculture water systems	40
PIL310A Install structures for permaculture systems	30
PIL312A Plan organic garden and orchard systems	40
PIL313A Coordinate preparation and storage of permaculture products.	20
PIL315A Co-ordinate community development projects	30
RTC3404A Control plant pests, diseases and disorders	30
RTC 3213A Implement property improvement, construction and repair	30
RTC3209A Plan and construct conventional fencing	30
SRXTEM004A Deal with conflict	20
TDTR398B Negotiate a contract	20

TOTAL NOMINAL HOURS: 600

The qualification will be attained when sufficient Units of Competency have been completed.

To complete a Unit of Competency the training & assessment requirements must be fulfilled. Assessment involves demonstrating you have acquired the necessary knowledge and skills.

The assessment process is continuous throughout training and requires ongoing participation and record-keeping by the student as well as the assessor.

Training will be delivered in Training Modules designed to support the requirements of one or more Units of Competency.

Some Units will require completion of more than one training module to complete

CERTIFICATE IV IN PERMACULTURE COURSE CODE 30343QLD

CERTIFICATE IV IN PERMACULTURE

provides skills training in permaculture for those who will be supervising works on rural properties, who are working as project officers on community projects, and those seeking to become permaculture designers and/or advisors. Client groups include those who have completed prior permaculture studies, those looking to be supervisors on labour market/community development programs including those based in indigenous communities. Outcomes include further training options, employment as a supervisor/project coordinator in permaculture, agriculture, horticulture or land management industries.

CAREER OPPORTUNITIES

Career and employment opportunities include urban and rural property design and implementation supervision, permaculture and environmental information services, development and management of sustainable land-use systems, environmental management and community development programs, education and training in permaculture and environmental management, facilitation and coordination services, and eco-tourism enterprises and operations.

This qualification provides skills training for people involved in or wanting to establish an enterprise or small business including design and information service, organic cottage industry, organic production systems, CSA, rural enterprises, market garden and organic horticulture, forestry, seed farming, and value-adding industries, or seeking employment as permaculture trainers, supervisors and project coordinators for rural properties, rural development programs, city farms, community gardens, labour market programs, landcare projects and community development work, including working with Indigenous communities and overseas development programs.

DURATION: 2 semesters

24 hrs per week training (4 days per week)

minimum 5 hours per week workplace experience (except during workplace internship periods)

ARTICULATION:

up to 3 elective units of competency can come from Certificate III or Diploma of Permaculture, or from other areas of the Rural Training Package including Horticulture, Agriculture, Conservation and Land Management, and Organic Production provided the units relate to permaculture practices.

Note:

The core units of Certificate IV are an essential pre-requisite for Diploma of Permaculture studies.

QUALIFICATION REQUIREMENTS • CERTIFICATE IV IN PERMACULTURE

UNITS OF COMPETENCY - CERTIFICATE IV IN PERMACULTURE

CORE UNITS (5 UNITS)	Nominal Hrs*
PIL401A Provide advice on permaculture principles and practices	60
PIL402A Design a rural permaculture system <u>OR</u>	
PIL403A Design an urban permaculture system	80
PIL404A Plan for the implementation of permaculture works	60
PIL405A Select appropriate technologies for a permaculture system	40
PIL406A Identify and analyse bioregional characteristics and resources	40
ELECTIVE UNITS (min 7 UNITS)	
PIL402A <u>OR</u> PIL403A	80
PIL407A Design harvesting and storage systems for permaculture products	40
PIL408A Implement & monitor animal health and welfare programs for a permaculture system	40
PIL409A Manage and monitor a permaculture seed bank	30
PIL410A Recommend approaches for sustainable community and bioregional development	30
BSZ404A Train small groups	20
BSBSBM405A Monitor and manage business operations	60
RTC4905A Cost a project	30
RTC4911A Operate with a budget framework	40
RTD4808A Promote community programmes	30
RTD4802A Develop approaches to include cultural and human diversity	30
RTD4804A Develop community networks	40
RTD4805A Facilitate ongoing group development	40

RULES: This qualification requires completion of 12 units of competency; 5 core units plus 7 electives. Up to 3 units can come from Permaculture Cert III or Diploma, or from other areas of the Rural Training Package, as described on previous page under *ARTICULATION*.

TOTAL NOMINAL HOURS: 800

DIPLOMA IN PERMACULTURE COURSE CODE 30342QLD

DIPLOMA OF PERMACULTURE

Is designed for those involved in permaculture design, consultancy and/or management, and community development. It is also designed for those who are seeking to develop management level skills and knowledge through training.

CAREER OPPORTUNITIES

This qualification will provide training in permaculture for those who are working as project managers on permaculture community development projects, and those seeking to become permaculture systems designers and/or consultants, and work as facilitators and consultants for community consultative and planning processes. Client groups include those who have completed basic permaculture studies, those looking to be supervisors on labour market/community development programs including those based in indigenous communities, and those involved in ecovillage and intentional community development. Outcomes include further training options, employment as a project manager or consultant across permaculture, agriculture, horticulture or land management industries.

PREREQUISITES: completion of core units from Cert IV in Permaculture is an essential prerequisite for entering into Diploma studies.

Note: Diploma of Permaculture may require up to 3 semesters. The first semester comprises intensive formal training followed by up to 2 semesters of mentored project work, research and practical internship

DIPLOMA QUALIFICATION REQUIREMENTS: Complete 10 units of competency

- A minimum of six (6) elective units from Group A below
- An additional four (4) elective units from Group A and/or B below

GROUP A Elective units

PIL501A Carry out permaculture field research	80
PIL502A Design an integrated permaculture system	120
PIL503A Develop a strategic plan for a permaculture project	60
PIL504A Manage a permaculture project	60
PIL505A Plan the implementation of a permaculture project	60
PIL506A Design and plan a sustainable settlement	120
PIL507A Research and interpret requirements for a permaculture project	120
PIL508A Plan management strategies for overseas development projects	120
PIL509A Plan and design structures for permaculture systems	80

GROUP B Elective units

PIL510A Prepare a community and bioregional development strategy	120
PIL511A Facilitate participatory planning and learning activities	80
PIL512A Plan community governance and decision-making processes	80
BSBADM504A Plan or review administration systems	80
RTC5203A Plan erosion and sediment control measures	120
RTC5801A Provide specialist advice to clients	60
RTC5912A Market products and services	80
RTE5523A Develop climate risk management strategies	80
RTD5802A Support group and community changes in resource management	
RTC5914A Prepare reports	

Rules A maximum of two (2) units from other permaculture qualifications levels can be substituted for elective units in this qualification. At least 8 of the units of competency presented for this qualification must relate specifically to permaculture work procedures, activities or contexts.

DURATION: generally 3 semesters to complete Diploma studies

Section 2

- ◆ Cert III Unit descriptions
- ◆ Cert IV Unit descriptions
- ◆ Diploma Unit descriptions

NOTES:

CERTIFICATE III IN PERMACULTURE

NATIONAL ID 30344QLD

QUALIFICATION REQUIREMENTS

Complete 15 units of competency including

Six (6) core units

Nine (9) elective units

Rules:

1. A maximum of three (3) units from other permaculture qualifications levels can be substituted for elective units in this qualification
2. At least 12 of the units of competency presented for this qualification must relate specifically to permaculture work procedures, activities or contexts

CORE UNITS

PIL301A Research and share information on permaculture principles and practices

This unit deals with the skills and knowledge required to research and share information on permaculture principles and practices. It requires the ability to research general information on permaculture and share general information with others on permaculture. Researching and sharing information on permaculture principles and practices requires knowledge of permaculture principles and practices, culturally appropriate speech and behaviour, basic research techniques and communication techniques.

PIL302A Provide information on integrated plant and animal systems

This competency standard covers the process of providing information on integrated plant and animal systems. The provision of information is likely to be under limited supervision from others with checking only related to overall effectiveness. The provision of information requires the application of sound knowledge of permaculture and a broad range of plant-related skills. The provision of information is normally done within routines, methods and procedures where some discretion and judgement is required.

PIL303A Maintain integrated plant and animal systems

This competency standard covers the process of maintaining integrated plant and animal systems. It requires the ability to plan maintenance works, undertake maintenance, and report completion of activities. Maintaining integrated plant and animal systems requires a knowledge of permaculture activities appropriate to climate and soil types, plants and animals commonly found on permaculture properties, permaculture maintenance principles and practices, recycling and typical permaculture solutions to water catchment and storage.

RTC3218A Undertake a site assessment

This competency standard covers the process of undertaking a site assessment as part of preliminary tasks leading to the development of a landscape or project design. It requires the ability to identify the purpose for site assessment, collect and collate base information, prepare for the site visit, undertake site inspection, and document information. Undertaking a site assessment requires knowledge of map reading, soil properties, plant recognition, and environmental threats and problems.

RTD3507A Undertake sampling and testing of water

Covers the process of sampling and testing water quality as part of a monitoring program. It requires the ability to plan for sampling and testing, prepare equipment and resources, carry out sampling and testing and complete water sampling and testing activities. Sampling and testing water quality requires knowledge of monitoring schedules, hydrological cycle, water quality determinations and standards, principles of water quality control, sampling and testing methods and groundwater salinity.

RTF3503A Sample soils and analyse results

Covers the process of carrying out soil sampling and interpreting the results as a foundation for further horticultural operations such as nutritional programs and irrigation scheduling.

Carrying out soil sampling at this level requires application of horticultural knowledge and a range of horticultural skills. The work is usually done within routines, methods and procedures where some discretion is required in the selection of sites, equipment and materials, organization of work, services, actions and the achievement of outcomes within time and budgetary restraints.

ELECTIVE UNITS

PIL304A Carry out animal care and maintenance programs in a permaculture system

This competency standard covers the functions required to carry out animal care and maintenance programs in a permaculture system.

It requires the application of knowledge and skills to accurately diagnose the type and scope for animal care and maintenance needs and administer appropriate programs. Competency requires an awareness of legislative requirements with regard to animal welfare. The work in this standard is likely to be carried out under routine supervision within enterprise guidelines.

PIL305A Co-ordinate a permaculture crop regulation program

This competency standard covers the process of coordinating a crop regulation program in which thinning and pruning of flower, fruit or vegetable crops is undertaken to control yield and quality. Crop regulation methods may include manual thinning, chemical thinning, selective harvesting, training, summer and winter pruning, hedging, skirting, topping and trimming. Irrigation and plant nutrition programs are covered in other units of competency.

Coordinating a crop regulation program is likely to be under limited supervision from others with checking only related to overall progress. The work requires the application of horticultural knowledge and a broad range of horticultural skills. Coordination is usually done within routines, methods and procedures where some discretion and judgement are required in the selection of equipment and materials, organisation of work and the achievement of outcomes within time and budgetary constraints.

PIL306A Coordinate use of weedy plants in a permaculture system

This competency standard covers the process of controlling and making use of weedy plants in a permaculture system. Implementation is likely to be under limited supervision from others with checking only related to overall progress. Responsibility for and limited organisation of the work of others may be involved. Implementation requires the application of knowledge in areas such as weed recognition, permaculture and the lifecycles of weed predators and hosts. It also includes, permaculture design methods, such as use of succession in a permaculture system and the use of harvest as a means of control.

PIL307A Establish a rural permaculture system

This competency standard covers the establishment of a permaculture system from a previously prepared permaculture design for a site.

The work requires the application of permaculture knowledge with depth in some areas and a broad range of horticultural and integrated animal management skills. Establishing a permaculture system is normally done where some discretion and judgement are required in the selection of equipment and materials, organisation of work and the achievement of outcomes within time and budgetary constraints.

PIL308A Establish an urban permaculture system

This competency standard covers the establishment of an urban permaculture system from a previously prepared permaculture design for a site.

The work requires the application of permaculture knowledge with depth in some areas and a broad range of permaculture skills. Establishing an urban permaculture system is normally done where

some discretion and judgement are required in the selection of equipment and materials, organisation of work and the achievement of outcomes within time and budgetary constraints.

PIL309A Install and maintain permaculture water systems

This competency standard covers the process of installing and maintaining permaculture water systems. It requires the ability to organise resources for installation work, set out and prepare site, install water system components, complete installation work, commission water system systems and communicate with work team members, supervisors, contractors and consultants. Installing permaculture water systems requires knowledge of methods and techniques of permaculture water systems, components of permaculture water systems, behaviour of water on varying terrain and soil types, soil water retention testing techniques, soil characteristics and enterprise OHS procedures.

PIL310A Install structures for permaculture systems

This competency standard covers the process of installing permaculture structures and features. These structures and features may include fences, trellises, animal housing, sheds, pergolas and other functional or ornamental constructions.

The installing of permaculture structures and features is likely to be under limited supervision from others with checking only related to overall progress and is usually done within established routines, methods and procedures. Some discretion and judgement may be required in the assembly and securing of the materials used in the structure or feature.

PIL311A Kill and dress small livestock for domestic consumption

This competency standard covers the process of identifying and selecting livestock for slaughter, preparing killing equipment, conducting safe and humane slaughter of livestock, dressing hanging and protecting meat, appropriately storing meat and ensuring meat is appropriate to end-use requirements. Competency also requires the application of skills and knowledge to hygienically clean equipment and slaughter areas and dispose of carcasses in the case of diseased animals. All work in this area needs to be conducted in a way that ensures that slaughter and post-slaughter processes are conducted according to animal welfare, health and occupational health and safety requirements.

PIL312A Plan organic garden and orchard systems

This competency standard covers the process of planning organic garden and orchard systems.

The planning of organic garden and orchard systems requires the application of horticultural and permaculture knowledge including permaculture principles, plant types, condition and requirements to establish plants for optimum production. The work is normally done using established routines, methods and procedures. Discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

PIL313A Coordinate preparation and storage of permaculture products.

This competency standard covers the process of coordinating the preparation and storage of permaculture products. It requires knowledge of permaculture principles and ethics, integrated pest management principles, and handling and storage requirements of products. Coordinating the preparation and storage of permaculture products requires the ability to plan for treatment of permaculture products, coordinate treatment and preparation of permaculture products, implement treatments, storage and presentation requirements.

PIL314A Read and interpret property maps and plans

This unit covers the process of reading and interpreting property maps and plans. It requires the ability to recognise maps and plans, take-off information from maps and use maps in field situations. Reading and interpreting property maps and plans requires knowledge of the range of maps and plans, models, aerial photographs, projection systems, mapping conventions, land survey systems, contours, slopes and slope profiles, elevations and cross-sections, topographic features, GPS and GIS, and scale.

PIL315A Co-ordinate community development projects

This competency standard covers the process of coordinating community development projects for small-scale projects. Responsibility may be for the basic direction and coordination of small groups working on a permaculture-related project. The coordination of community development projects is likely to be under limited supervision with checking only related to overall progress. Work site coordination requires the application of extensive permaculture knowledge, and a broad range of relevant skills. The work is usually done within routines, methods and procedures where some discretion and judgement is required in the selection of equipment, work organisation, services, actions, and achieving outcomes within time constraints.

RTC3209A Plan and construct conventional fencing

This competency standard covers the functions required to plan and construct conventional fencing. Conventional fencing refers to post and wire/wire netting under tension and can be used for animal control or as a deterrent for people and vehicles. It requires the application of skills and knowledge to identify and incorporate fencing needs and enterprise objectives into an efficient and cost effective fence. It also requires the ability to match fencing requirements to the property's topography. It requires an awareness of workplace safety and environmental practices associated with maintenance activities.

RTC 3213A Implement property improvement, construction and repair

This competency standard covers the functions required to carry out maintenance and construction of improvements to properties. It requires the application of basic skills and knowledge to assess condition of structures and plan for new improvements. It requires an awareness of workplace safety and environmental practices associated with maintenance activities.

RTC3404A Control plant pests, diseases and disorders

This covers the process of controlling plant pests, diseases and disorders taking into consideration integrated pest management options. Implementation requires the application of knowledge in areas such as pests and disease recognition, lifecycles, biology and control, and predators and hosts.

CERTIFICATE IV IN PERMACULTURE

National ID 30343QLD

Complete 12 units:
5 core + 7 elective

CORE UNITS

PIL401A Provide advice on permaculture principles and practices

This competency standard covers the process of providing advice on permaculture principles and practices. It requires knowledge of permaculture principles, practices and strategies, innovation and appropriate practices in plant and animal management and customer service and communication skills. Providing advice on permaculture principles and practices requires the ability to identify client preferences and requirements for information, and provide information on permaculture principles, practices and strategies

PIL402A Design a rural permaculture system

20% of course

This competency standard covers the process of designing a rural permaculture system. It requires the ability to negotiate with clients to develop a permaculture design brief, provide design solutions, select plants and animals and oversee site development. It requires knowledge of permaculture systems, permaculture plants and animals used in permaculture systems and soil preparation.

The preparation of a permaculture design is likely to be undertaken without supervision. Responsibility for the work of others may be involved. It requires a broad range of permaculture skills and involves the application of underpinning knowledge with depth in some areas such as plant and animal selection, soils, permaculture design principles, drafting techniques and communication skills.

PIL403A Design an urban permaculture system

This competency standard covers the process of designing an urban permaculture system. It requires the ability to negotiate with clients to develop a permaculture design brief, provide design solutions, select plants and animals and oversee site development. It requires knowledge of permaculture systems, permaculture plants and animals used in permaculture systems and soil preparation.

The preparation of a permaculture design is likely to be undertaken without supervision. Responsibility for the work of others may be involved. It requires a broad range of permaculture skills and involves the application of underpinning knowledge with depth in some areas such as plant and animal selection, soils, permaculture design principles, drafting techniques and communication skills.

PIL404A Plan for the implementation of permaculture works

This competency standard covers the planning and preparation required to implement permaculture works. Planning will involve liaison with the client/project manager, use of contract documents and specifications of works, complying with statutory obligation and responsibilities, preparation of a program of works to ensure sequential allocation of resources, and efficient use of contractors. Planning the implementation of permaculture works requires a broad range of skills and requires the application of horticultural, natural science and environmental skills. Additionally, costing, estimating and basic budgeting skills will be needed. Planning is likely to be undertaken with minimal guidance and requires responsibility for the management of timelines, and the purchasing and ordering of materials to meet contract requirements and sequences of tasks.

PIL405A Select appropriate technologies for a permaculture system

This unit covers the process of identification of new and appropriate technologies and the evaluation of their suitability to a permaculture situation. It requires the ability to investigate appropriate technologies for permaculture system, evaluate the permaculture systems capabilities in relation to the use of new technologies and assess the suitability of new technology solutions to permaculture applications.

Selecting appropriate technologies for a permaculture system requires knowledge of types of appropriate technology systems commonly available and applied to the design of energy conscious houses, farms and offices, the benefits from combining a number of different appropriate

technologies and the limitations of each different technology, and design of systems using appropriate technologies.

PIL406A Identify and analyse bioregional characteristics and resources

This competency standard covers the process of researching, extracting and providing information on bioregional characteristics and resources. It requires the ability to process a request for information on bioregional characteristics and resources, identify information sources, organise self or others, ensure information meets request, prepare and finalise reports. Researching, extracting and providing information on bioregional characteristics and resources requires knowledge of bioregional issues, relevant bioregional issues, types of information sources, methods and means of accessing data and means of validating information.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

ELECTIVE UNITS

PIL407A Design harvesting and storage systems for permaculture products

This competency standard covers the process of design of harvesting and storage systems for products to meet year round needs. It requires the ability to determine harvesting and storage system requirements, identify requirements for maintaining optimum condition of permaculture products and prepare harvesting and storage plan.

Design of harvesting and storage systems for permaculture products requires knowledge of permaculture products commonly harvested and stored, post-harvest treatment and preparation techniques, preservation methods for permaculture products, design of storage areas, developing planting and harvesting schedules for permaculture products and preparing plans and reports.

PIL408A Implement and monitor animal health and welfare programs for a permaculture system

This competency standard covers the process of implementing and monitoring animal health and welfare programs for a permaculture system. It requires the ability to provide information to the work group about animal welfare, facilitate the participation of others in complying with animal health and welfare guidelines, implement and monitor enterprise programs for animal care, deal with animal emergencies and maintain animal health records. Implementing and monitoring animal care programs for a permaculture system requires knowledge of animal health and welfare, and relevant animal welfare legislation and codes of practice.

PIL409A Manage and monitor a permaculture seed bank

This unit covers the process of managing a permaculture seed bank.

It requires the ability to plan seed collection, implement seed collection and maintain a seed collection in storage. Managing a permaculture seed bank requires knowledge of plant biology, handling and extraction of seed, treatment and documentation, collecting ethics, protocols and legislative parameters and storage techniques.

PIL410A Recommend approaches for sustainable community and bioregional development

This competency standard covers the recommending approaches for sustainable community and bioregional development.

It requires the ability to identify potential for sustainable community and bioregional development, develop processes to consult and to communicate with stakeholders. Recommending approaches for sustainable community and bioregional development requires knowledge of principles governing sustainable community and bioregional development, sources of relevant materials and verbal information, and cultural protocols and perspectives. Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

BSBSBM405A Monitor and manage business operations

This unit is concerned with the operation of a business and implementing a business plan, developing and implementing goals and strategies. Developing and maintaining networks, selection and

application of technology, developing and adjusting operational procedures, research into new business opportunities, research legislation, codes and policies relating to the business and risk management. The strategies involve monitoring, managing & reviewing operational procedures in existing micro and small business or a department in a larger organization.

RTC4905A Cost a project

This unit covers the process of obtaining, calculating, summarising and presenting the costs of materials, equipment and labour for a project to the best financial advantage of an enterprise. Costing a project is likely to be undertaken without supervision with only general guidance on progress sought by managers. Costing a project requires a broad range of analytical skills and involves the application of extensive underpinning knowledge that includes pricing structures and project financial requirements.

RTC4911A Operate with a budget framework

This competency standard covers the process of operating within an allocated cash flow budget. It requires the ability to participate in formulation of a budget, and supervise and monitor financial transactions. Operating within a budget framework requires knowledge of banking routines, record keeping systems for receipts and expenditure, cash flow analysis, and costing and forecasting mechanisms

RTD4808A Promote community programs

This unit covers the process of promoting community programs within a local or regional context that raises public interest and commitment, and attracts use, clients or customers of the program and group services. It requires the ability to develop a strategy to promote community programs, prepare written/graphic materials, present in a range of direct promotional situations, present a specific proposal, overcome objections, maintain office records and provide customer service. Promoting community programs requires knowledge of program services, basic marketing principles, local advertising channels and local or regional communities and industries.

RTD4802A Develop approaches to include cultural and human diversity

This unit covers the process of identifying and accessing culturally diverse groups in the community so they are included in program development and implementation. It requires ability to identify cultural diversity in a community, develop processes to include culturally diverse groups and communicate support for their involvement. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area. NOTE: for Indigenous contexts, the delivery and assessment against this competency must comply with community protocols and guidelines and be supported by elders and custodians of country.

RTD4804A Develop community networks

This competency standard covers the process of developing relationships that support the establishment and development of the group, and providing support from within the community or the group. It requires the ability to identify community cultures and goals, communicate with people of different ages, cultures and sexes, give presentations to diverse groups of people, and handle contentious issues raised by others in conjunction with strong views. Developing community networks requires a knowledge of community structures, organizations and cultures, relevant government community action programs, rural industry operations and structures, affirmative action and anti-discrimination policies.

RTD4805A Facilitate ongoing group development

This unit covers the process of supporting a community groups in its ongoing management and resolution of issues. It requires the ability to maintain contact and provide fresh input into group activities, establish a network of contacts, and facilitate resolution of group operating difficulties. Facilitating ongoing group development and facilitation techniques, legislative requirements for group operations, programs and projects, committee and group procedures, and community and sector cultures and perspectives.

Diploma of Permaculture

Qualification Requirements: Complete 10 units of competency

- A minimum of six (6) elective units from Group A below
- An additional four (4) elective units from Group A and/or B below

** denotes units addressed in Sustainable Human Settlements Course

GROUP A

PIL501A Carry out permaculture field research

This competency standard covers the process of undertaking field research relevant to permaculture. It requires the ability to design field research relevant to permaculture, conduct field research and to assess practical application of research outcomes. Carrying out permaculture field research requires knowledge of growth habits, physiological properties and taxonomic specification of animals/plants involved in permaculture, scientific and mathematical research approaches, and reporting procedures

PIL502A Design an integrated permaculture system

402? 403? 404? 405? 406? 407? 408? 409? 410? 411? 412? 413? 414? 415? 416? 417? 418? 419? 420? 421? 422? 423? 424? 425? 426? 427? 428? 429? 430? 431? 432? 433? 434? 435? 436? 437? 438? 439? 440? 441? 442? 443? 444? 445? 446? 447? 448? 449? 450? 451? 452? 453? 454? 455? 456? 457? 458? 459? 460? 461? 462? 463? 464? 465? 466? 467? 468? 469? 470? 471? 472? 473? 474? 475? 476? 477? 478? 479? 480? 481? 482? 483? 484? 485? 486? 487? 488? 489? 490? 491? 492? 493? 494? 495? 496? 497? 498? 499? 500? 501? 502? 503? 504? 505? 506? 507? 508? 509? 510? 511? 512? 513? 514? 515? 516? 517? 518? 519? 520? 521? 522? 523? 524? 525? 526? 527? 528? 529? 530? 531? 532? 533? 534? 535? 536? 537? 538? 539? 540? 541? 542? 543? 544? 545? 546? 547? 548? 549? 550? 551? 552? 553? 554? 555? 556? 557? 558? 559? 560? 561? 562? 563? 564? 565? 566? 567? 568? 569? 570? 571? 572? 573? 574? 575? 576? 577? 578? 579? 580? 581? 582? 583? 584? 585? 586? 587? 588? 589? 590? 591? 592? 593? 594? 595? 596? 597? 598? 599? 600? 601? 602? 603? 604? 605? 606? 607? 608? 609? 610? 611? 612? 613? 614? 615? 616? 617? 618? 619? 620? 621? 622? 623? 624? 625? 626? 627? 628? 629? 630? 631? 632? 633? 634? 635? 636? 637? 638? 639? 640? 641? 642? 643? 644? 645? 646? 647? 648? 649? 650? 651? 652? 653? 654? 655? 656? 657? 658? 659? 660? 661? 662? 663? 664? 665? 666? 667? 668? 669? 670? 671? 672? 673? 674? 675? 676? 677? 678? 679? 680? 681? 682? 683? 684? 685? 686? 687? 688? 689? 690? 691? 692? 693? 694? 695? 696? 697? 698? 699? 700? 701? 702? 703? 704? 705? 706? 707? 708? 709? 710? 711? 712? 713? 714? 715? 716? 717? 718? 719? 720? 721? 722? 723? 724? 725? 726? 727? 728? 729? 730? 731? 732? 733? 734? 735? 736? 737? 738? 739? 740? 741? 742? 743? 744? 745? 746? 747? 748? 749? 750? 751? 752? 753? 754? 755? 756? 757? 758? 759? 760? 761? 762? 763? 764? 765? 766? 767? 768? 769? 770? 771? 772? 773? 774? 775? 776? 777? 778? 779? 780? 781? 782? 783? 784? 785? 786? 787? 788? 789? 790? 791? 792? 793? 794? 795? 796? 797? 798? 799? 800? 801? 802? 803? 804? 805? 806? 807? 808? 809? 810? 811? 812? 813? 814? 815? 816? 817? 818? 819? 820? 821? 822? 823? 824? 825? 826? 827? 828? 829? 830? 831? 832? 833? 834? 835? 836? 837? 838? 839? 840? 841? 842? 843? 844? 845? 846? 847? 848? 849? 850? 851? 852? 853? 854? 855? 856? 857? 858? 859? 860? 861? 862? 863? 864? 865? 866? 867? 868? 869? 870? 871? 872? 873? 874? 875? 876? 877? 878? 879? 880? 881? 882? 883? 884? 885? 886? 887? 888? 889? 890? 891? 892? 893? 894? 895? 896? 897? 898? 899? 900? 901? 902? 903? 904? 905? 906? 907? 908? 909? 910? 911? 912? 913? 914? 915? 916? 917? 918? 919? 920? 921? 922? 923? 924? 925? 926? 927? 928? 929? 930? 931? 932? 933? 934? 935? 936? 937? 938? 939? 940? 941? 942? 943? 944? 945? 946? 947? 948? 949? 950? 951? 952? 953? 954? 955? 956? 957? 958? 959? 960? 961? 962? 963? 964? 965? 966? 967? 968? 969? 970? 971? 972? 973? 974? 975? 976? 977? 978? 979? 980? 981? 982? 983? 984? 985? 986? 987? 988? 989? 990? 991? 992? 993? 994? 995? 996? 997? 998? 999? 1000?

This competency standard covers the process of designing an integrated permaculture system. It requires the ability to develop a design brief, undertake a site analysis, develop a concept design and produce a final design for an integrated permaculture system. The preparation of an integrated permaculture system design requires detailed knowledge of permaculture design principles and processes, and plant and animal relationships

PIL503A Develop a strategic plan for a permaculture project **

This unit requires the ability to prepare a project brief, vision statement, aims, objects, goals, strategies, benchmarks, data collection methods, strategic planning processes, qualitative & quantitative analysis techniques etc

PIL504A Manage a permaculture project

This unit covers the process of managing a permaculture project. It requires the ability to acquire project resources, manage project activities, and finalise project and evaluate and report on activities. Managing a permaculture project requires knowledge of permaculture principles and practices, contract law, project management systems, and budgetary framework.

PIL505A Plan the implementation of a permaculture project

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This unit covers the process of planning the implementation of a permaculture project. It requires the ability to evaluate and assess project, determine project tasks and associated timelines, assess resource requirements, develop project budget and document the plan. Planning the implementation of a permaculture project requires knowledge of permaculture principles and practices, data collection methods, qualitative and quantitative analysis techniques, methods for analysing and evaluating information, presenting information and community consultation.

PIL506A Design and plan a sustainable settlement **

Includes site assessment/evaluation (including catchment context: natural, social & services), & ability to develop a social strategy, concept plan and management plan for a sustainable settlement: co-housing, eco-village, housing co-op, land-sharing communities

PIL507A Research and interpret requirements for a permaculture project **

This unit embraces legal & planning frameworks, tenure, cultural, social and economic factors, including consultation models

PIL508A Plan management strategies for overseas development projects

This unit covers the process of planning management strategies for overseas development projects. It requires the ability to research local conditions and culture, develop strategies and methodologies to facilitate community directed program development, develop strategies for a community health program, and research and evaluate technologies and resource conservation strategies. Planning management strategies for overseas development projects requires knowledge of permaculture principles and practices, environmental, social, political, economic, health, housing, education/literacy, equity and human rights, food and security issues relevant to overseas projects.

PIL509A Plan and design structures for permaculture systems **

This unit encompasses design for the built environment including roads, buildings, water features, recreational facilities etc. Includes passive solar design & alternative building materials and techniques

GROUP B

PIL510A Prepare a community and bioregional development strategy **

This unit covers preparing a brief, analysing info, consultation with individuals, groups & community, develop strategies and design organisational structures. Includes community economics as well as socio-cultural & natural resource factors

PIL511A Facilitate participatory planning and learning activities **

This unit requires ability to facilitate participatory planning and learning programmes and activities for community groups, education etc. Essential for anyone working with groups. Includes conflict resolution skills and group presentation methodologies.

PIL512A Plan community governance and decision-making processes **

Includes assessing needs & developing options for community governance, and decision making frameworks & processes, negotiation and conflict resolution, and facilitation.

BSBADM504A Plan or review administration systems

This unit covers planning and/or reviewing the requirements for effective administration systems and procedures for implementing, monitoring and reviewing the system

RTC5801A Provide specialist advice to clients

This competency covers the process of providing specialist advice to clients relevant to agriculture, horticulture, or conservation and land management. It requires the ability to develop and maintain technical knowledge, communicate with clients, and formulate a response to client enquiries and needs. Providing specialist information requires knowledge of environmental sustainability and land use issues, enterprise policy, legislation and consultation methods, techniques and protocols.

RTC5914A Prepare reports

This unit covers the process of preparing comprehensive reports for a rural, horticultural or land management setting. It requires the ability to research material, evaluate information, produce a document, and deliver oral presentation. Preparing reports requires knowledge of information and research sources, report structure and presentation, and public presentation techniques and approaches

RTD5802A Support group and community changes in resource management

This competency covers the process of supporting changes in resource management processes in a group or community context. It requires the ability to identify changes occurring at group and community levels, identify potential impacts and reactions, and facilitate change in management processes. Supporting group and community changes in resource management requires knowledge of change management theories at individual and group level, meeting procedures, local networks and groups, and community viewpoints and cultures.

RTE5921A Market products and services

This unit covers the functions required to market products and services in an agricultural, horticultural or land management enterprise. It requires the application of skills and knowledge to plan and implement a marketing strategy, and monitor and improve market performance. It also requires the ability to collect, analyse and present data in the internal and external business environment. In addition, it requires an awareness of industry structures and business trends. The work will be carried out independently within own area of responsibility and within enterprise guidelines.

Unit Selection

Certificate II in Permaculture

Requirement Complete 15 units of competency including

- s • Six (6) core units • Nine (9) elective units

Hours

Core units	◇ PIL201A Work effectively in permaculture	20
	◇ PIL202A Harvest, treat and store seed	30
	◇ PIL203A Record information about the local bioregion	30
	◇ PIL204A Check and operate permaculture water systems	30
	◇ RTC2701A Follow OHS procedures	10
	◇ RTC2012A Plant trees and shrubs	30
Elective units	◇ PIL205A Prepare and store permaculture products	30
	◇ PIL206A Establish and maintain permaculture crops	30
	◇ PIL207A Care for animals in a permaculture system	30
	◇ PIL208A Pick permaculture crops	30
	◇ PIL209A Recognise plants and animals in a permaculture system	30
	◇ PIL210A Operate within community projects	20
	◇ PIL211A Recognise threats and create opportunities in a permaculture system	20
	◇ RTC2005A Fell small trees	20
	◇ RTD2022A Carry out natural area restoration works	40
	◇ RTC2026A Undertake propagation activities	40
	◇ RTC2210A Maintain properties and structures	20
	◇ RTF2504A Determine basic properties of soil/growing media	20
	Rules	1. A maximum of three (3) units can come from other areas as defined in 3.1 of the accreditation document.
2. At least 12 of the units of competency presented for this qualification must relate specifically to permaculture work procedures, activities or contexts		

CERTIFICATE III

CORE UNITS: 6 Units

Nominal Hrs

PIL301A Research and share information on permaculture principles and practices	
PIL302A Provide information on integrated plant and animal systems	40
PIL303A Maintain integrated plant and animal systems	40
RTC3218A Undertake a site assessment	40
RTD3507A Undertake sampling and testing of water	20
RTF3503A Sample soils and analyse results	20

ELECTIVES: Select 9 units

(Note: up to 3 can come from Cert 2 or 4)

PIL314A Read and interpret property maps and plans	10
PIL305A Co-ordinate a permaculture crop regulation program	30
PIL306A Coordinate use of weedy plants in a permaculture system	30
PIL307A Establish a rural permaculture system	60
PIL308A Establish an urban permaculture system	60
PIL309A Install and maintain permaculture water systems	40
PIL313A Coordinate preparation and storage of permaculture products.	20
PIL312A Plan organic garden and orchard systems	40
RTC3404A Control plant pests, diseases and disorders	30

PIL310A Install structures for permaculture systems	30		
RTC 3213A Implement property improvement, construction and repair	30		
RTC3209A Plan and construct conventional fencing			
PIL315A Co-ordinate community development projects	30		
PIL304A Carry out animal care and maintenance programs in a permaculture system			
CERTIFICATE IV			
CORE UNITS (5 UNITS)			
PIL401A Provide advice on permaculture principles and practices	60		
PIL402A Design a rural permaculture system <u>OR</u>			H1 07
PIL403A Design an urban permaculture system	80		H1 07
PIL404A Plan for the implementation of permaculture works	60		H1 07
PIL405A Select appropriate technologies for a permaculture system	40		H1 07
PIL406A Identify and analyse bioregional characteristics and resources	40		H1 07
ELECTIVE UNITS (7 UNITS)			
PIL402A Design a rural permaculture system			H2 07
PIL403A Design an urban permaculture system	80	*	
PIL407A Design harvesting and storage systems for permaculture products	40	*	
PIL408A Implement & monitor animal health and welfare programs for a permaculture system	40	*	H2 07
PIL409A Manage and monitor a permaculture seed bank	30	*	H2 07
PIL410A Recommend approaches for sustainable community and bioregional development	30		
BSBSBM405A Monitor and manage business operations	60		
RTC4905A Cost a project	30		
RTC4911A Operate with a budget framework	40		
RTD4808A Promote community programmes	30		
RTD4802A Develop approaches to include cultural and human diversity	30		
RTD4804A Develop community networks	40		

RTD4805A Facilitate ongoing group development	40		
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DIPLOMA of PERMACULTURE

GROUP A - Elective Units

A minimum of six (6) elective units from Group A below

PIL501A Carry out permaculture field research		* H2 07	
PIL502A Design an integrated permaculture system		* 08	
PIL503A Develop a strategic plan for a permaculture project		* H2 07	
PIL504A Manage a permaculture project		* 08	
PIL505A Plan the implementation of a permaculture project <i>PIL404A?</i>			?
PIL506A Design and plan a sustainable settlement		* H2 07	
PIL507A Research and interpret requirements for a permaculture project <i>how much of this is covered by the Specialist course?</i>			?
PIL508A Plan management strategies for overseas development projects <i>via sustainable aid to devel. fund & Aug 5 day intensive</i>			?
PIL509A Plan and design structures for permaculture systems		* 08	

GROUP B Elective units

An additional four (4) elective units from Group A and/or B below

PIL510A Prepare a community and bioregional development strategy		* H2 07	
PIL511A Facilitate participatory planning and learning activities <i>also covered partially by Specialist course</i>			
PIL512A Plan community governance and decision-making processes		* 08	
BSBADM504A Plan or review administration systems			
RTC5203A Plan erosion and sediment control measures <i>N7S site - more info - training package</i>			?
RTC5801A Provide specialist advice to clients			
RTC5912A Market products and services			
RTE5523A Develop climate risk management strategies			
RTD5802A Support group and community changes in resource management			
RTC5914A Prepare reports			

ASSESSMENT PROCESS

Units of Competency describe a typical task relating to permaculture practices at a particular level (Cert 1-4, Diploma etc). The units also describe the breadth and depth of knowledge and skills required for someone to be deemed competent.

Assessment in a Units of Competency must be carried out by a qualified assessor, employed or auspiced by a RTO (Registered Training Organisation). APT assessors must also be approved and registered with PIL (Permaculture International Ltd).

The assessment process is continuous throughout training and will require ongoing participation and record-keeping by the student as well as the assessor.

Assessment credits will be accrued through

1. facilitated learning, research and practical activities and classes
2. completing a range of group and individual project work.
3. Participation in voluntary work, workplace experience, wwoofing etc.

Training Modules are the courses, training programs and subject areas or streams, designed to support the requirements for attaining one or more Units of Competency.

Some Units will require completion of more than one training module to complete

A complete copy of the full APT Levels 1-5 Units of Competency are available for reference.

<p>Evidence for assessment in Units of Competency - anything which supports an assessee's claim of competency:</p> <ul style="list-style-type: none">• products made by the assessee• processes (eg. Safe work practices, communications)• knowledge and understanding documents, testimonials, experience	<p>◆ Evidence presented must be:</p> <ul style="list-style-type: none">• Valid• Sufficient• Current• Authentic• Reliable• Fair
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Assessment for On-going training programs

- ◆ APT trainers and assessors use the Hortus SKOPE model for assessment
- ◆ Hortus SKOPE model used across Australia as guide to training delivery

SKOPE MODEL

- **S - Support** - record books, references, work reports, journal, log sheets
- **K - Knowledge** - training sessions, modules, subjects, presentations
- **O - Observation** - tasks to be verified by trainer, field supervisor
- **P - Products** - work produced by student
- **E - Experience** - specified time or work outputs

SKOPE used for...

- Training record book for students
- Record keeping of trainer
- Concurrent assessment (rather than end of course)
- Outline of training program requirements for students
- A useful tool for pre-assessment

SAMPLE ONLY

ASSESSMENT RECORDS

Students are responsible for collecting, collating and presenting the evidence required to complete each unit of competency.

SKOPE

The SKOPE sheets provide an on-going record of completion of various training activities contributing to the attainment of each unit of competency or unit cluster (Integrated SKOPE).

Please keep your individual SKOPE sheets up to date.

Collective class SKOPE records of training will be updated on a weekly basis.

LOG SHEETS

For each SKOPE you will be required to keep a LOG SHEET to document your activities relating to gaining the relevant unit/s of competency. Your log sheets are for short entries noting date & activities undertaken. Entries for external work are to be verified by supervisor/woof host/employer. Please use Log Sheets to cross reference journal entries where more detailed reports have been documented. Typical Log Sheet entries will include:

- Classes attended
- Work undertaken (practical projects, workplace experience, voluntary work)
- Research (e.g. library, magazines, web search)
- Meetings & interviews
- Excursions and visits

An electronic template is available if you prefer to keep your log sheets on your computer.

JOURNAL

A journal or diary is to be kept to record daily activities relating to the training. This forms a vital part of your assessment evidence.

The journal can be a book or electronic record on computer or combination of these.

Entries may include

- summaries of & notes from training sessions,
- description practical activities undertaken, excursions etc
- tools or techniques used & OHS precautions
- details of voluntary work & workplace experience (signed off by supervisor)
- record of and notes from meetings
- research notes & references consulted
- draft notes and sketches
- ideas and observations
- analysis and evaluations.

PHOTOS

Photographic evidence is an important way to document practical work and projects and for creating electronic products as part of your course work (powerpoint presentations, reports, fact sheets etc). A digital camera is available for student use. You are encouraged to maintain a personal folder of your photographs in iPhoto on the classroom computer.

FILES

Personal files are to be kept for course notes, project work, documents, references, photos, plans, and other relevant evidence. Please maintain a hard copy file and computer file for your documentation.

Collective files will also be kept for shared and group project work. These are best maintained in the filing cabinet or box files (Hard copy documents), or on the class computer (electronic documents) in the classroom. For assessment purposes, it will be helpful to initial your contributions to group and collective files.

INTELLECTUAL PROPERTY

Intellectual property rights is to respected regarding use of copyright materials. Standard copyright law does permit a degree of copying for study purposes. It is also important to acknowledge sources of information in your work, reports and assignments. This includes noting title of book (paper, article etc), name of author and date of copyright or publication. Information gleaned from the web should note the URL address/link – this can be copied and pasted into your document.

STUDENT WORK & EVIDENCE PORTFOLIO

Student's ownership of individual work produced is recognised and respected. However, there are requirements for maintaining evidence portfolios with ERDA Institute after training in the event of an AQTF audit. The evidence portfolio can be a combination of hard-copy and electronic copy (e.g. CD) of Log Sheets, select journal entries, design work, assignments, photos and other examples and records of work produced or undertaken. You will be requested to sign a Media Release form regarding future use of your materials by ERDA Institute

INTEGRATED SKOPE UNITS: PIL301A Research and share information about permaculture principles and practices; PIL302A Provide information on integrated plant and animal systems; PIL303A Maintain integrated plant and animal systems

		<i>Check completed</i>
S SUPPORT	<p><i>Keep supporting information to be verified by trainer at end of course including:</i></p> <ul style="list-style-type: none"> ◆ Keep a work journal and log sheet of research, activities and work undertaken ◆ Letters from supervisors, clients and workplace ◆ Keep a file of information sources and references ◆ Records of maintenance schedules & tools used 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
K KNOWLEDGE	<p><i>Complete the following modules:</i></p> <ul style="list-style-type: none"> ◆ Permaculture Principles and Practices /PDC ◆ Communications, customer service & research ◆ Read, interpret and prepare maps & plans ◆ Plants and animals in Permaculture, pests & weeds ◆ Integrated systems implementation & maintenance 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
O OBSERVATION	<p><i>To successfully compete the program you will need to demonstrate the ability to:</i></p> <ul style="list-style-type: none"> ◆ Discuss various landuse and management practices ◆ Research and share general and specific information on permaculture practices ◆ Respond to client needs and context ◆ Deliver presentations and information to groups ◆ Undertake maintenance works using correct tools & handling practices 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
P PRODUCTS	<p><i>Provide written work/samples of work including:</i></p> <ul style="list-style-type: none"> • Species lists for integrated systems • Research file and projects • Create visual and/or AV information products • Create information sheets or articles for print • Maintenance schedules & activity reports 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
E EXPERIENCE	<p><i>You will need to complete the following work experience:</i></p> <ul style="list-style-type: none"> ◆ Sharing information in a range of contexts e.g. information stall, visitor enquiries, conduct guided tours, presentations to community groups, radio etc ◆ Undertake information research projects ◆ Research and enter information into pc data base &/or website ◆ Practical experience working in integrated plant & animal systems – Djanbung Gardens & other sites 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Notes:



UNIT: PIL401A Provide advice on permaculture principles and practices

This competency standard covers the process of providing advice on permaculture principles and practices. It requires knowledge of permaculture principles, practices and strategies, innovation and appropriate practices in plant and animal management and customer service and communication skills. Providing advice on permaculture principles and practices requires the ability to identify client preferences and requirements for information, and provide information on permaculture principles, practices and strategies

		<i>Check completed</i>
S SUPPORT	<p><i>Keep supporting information to be verified by trainer at end of course including:</i></p> <ul style="list-style-type: none"> ◆ Journal of work completed ◆ Client consultation notes ◆ Client letters of reference 	<input type="checkbox"/> _____
K KNOWLEDGE	<p><i>Complete the following subjects:</i></p> <ul style="list-style-type: none"> • Permaculture principles & practices/PDC • Client communications & Design Skills C402-C (Assumes K&S from Cert III: C304.c, C305-c, C307-c) 	<input type="checkbox"/> _____ <input type="checkbox"/> _____
O OBSERVATION	<p><i>To successfully complete the program you will need to demonstrate the ability to:</i></p> <ul style="list-style-type: none"> ◆ Provide reliable & accurate advice to clients, individuals or groups in a range of contexts on a broad range of pc applications. ◆ Use of appropriate client communication techniques ◆ Communication of advise in personal, household, community & bioregional contexts 	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
P PRODUCTS	<p><i>Provide written work/samples of work including:</i></p> <ul style="list-style-type: none"> ◆ Client brief ◆ References researched ◆ Reports ◆ Correspondence – email enquiries ◆ Minutes from meetings ◆ Discussion papers and articles, e-products <p>Other information products you have provided pc advice for.</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
E EXPERIENCE	<p><i>You will need to complete the following work experience:</i></p> <ul style="list-style-type: none"> ◆ Preparation of reports and memos for clients on permaculture –minimum 2-3 site consultations ◆ Provide information and practical advice to public &/or client enquiries, course participants ◆ Volunteer on information stalls ◆ Give 2-3 presentations to groups including a workshop presentation 	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Communication that contributes to productive and harmonious relations across employees and customers	<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 customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information • Speaking and writing in languages other than English
Team work that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving that contributes to productive outcomes	<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 projects issues

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Initiative and enterprise that contributes to innovative outcomes	<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 that contributes to long and short term strategic planning	<ul style="list-style-type: none"> • Managing time and priorities— setting time lines, co-ordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • 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, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
Self management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology that contributes to effective carrying out of tasks	<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 OHS knowledge to apply technology • Having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Employability Skills embedded in units of competency

The detail and application of Employability Skills facets will vary according to the job role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are embedded within the various components that make up each unit of competency.

The following table contains examples of embedded Employability Skills for each component of a unit of competency:

Unit component	Example of embedded employability skill
Unit Title	Give formal presentations and take part in meetings (Communication)

Section 4

- ◆ Policies & Codes of Practice
- ◆ OHS (Occupational Health & Safety)
- ◆ Protocols and Procedures
- ◆ Agreements

NOTES:

POLICIES AND CODES OF PRACTICE

All approved registered deliverers, trainers and assessors of Accredited Permaculture Training are required to abide by the following policies and codes of practice.

ABBREVIATIONS USED:

- PIL** Permaculture International Limited
APT Accredited Permaculture Training
APT-ATR APT Approved Teachers Register
APT Committee Committee established by PIL to administer and advise on APT matters including the APT Approved Teachers Register
APT Deliverers Individual trainers and assessors of APT and organizations including RTO's involved in delivering APT programmes

GRIEVANCE POLICY

1. A grievance is a complaint arising from any situation within the control of the management or staff, including any educational matter that causes a student or staff/trainer serious concern or distress.
2. APT deliverers must ensure that APT trainees and clients have access to a fair and equitable process for dealing with grievances and provides an avenue for trainees to appeal against decisions that affect the trainees' progress.
3. The grievance policy is made known to trainees prior to provision of training and assessment and a member of staff, or an appropriate responsible person, APT Committee member or PIL director will be identified as the contact person for such matters.
4. Any student, staff member or person involved with APT can express a grievance about any person, procedure or event of APT delivery to the APT Deliverer, the APT Committee and to PIL. Every effort is to be made by the APT Deliverer and by PIL or PIL's nominated representative to resolve grievances in a timely and confidential manner.
5. It is expected that before any grievance action is taken a reasonable attempt has been made to resolve the issue between the parties directly involved. If an issue cannot be resolved in this way, then the complainant is encouraged to discuss their concern with an APT Committee representative or PIL Director.
6. Where a grievance cannot be resolved internally, PIL will advise trainees and clients of the appropriate legal body where they can seek further assistance.
7. If the student/staff member believes their grievance is a legal or criminal matter, or if in the process of exploring a grievance significant legal or criminal issues arise, the matter should be referred to the Police or appropriate legal agents.

CODE OF PRACTICE

1. APT Deliverers will maintain high professional standards in the delivery of training and assessment services, and which safeguard the interests and welfare of trainees and/or clients.
2. APT Deliverers will maintain a learning environment that is conducive to the success of trainees.

3. APT Deliverers will have the capacity to deliver and assess the vocational qualifications for which they offer training services, provide adequate facilities, and use methods and materials appropriate to the learning and assessment needs of trainees.
4. APT Deliverers will monitor and assesses the performance and progress of their trainees.
5. APT Deliverers will ensure that teaching staff are not only suitably qualified but are also sensitive to the cultural and learning needs of trainees, and will provide training for their staff as required.
6. APT Deliverers will ensure that assessments are conducted in a manner which meets the endorsed components of the relevant Training Package(s) and/or accredited courses.
7. APT Deliverers will be committed to access and equity principles and processes in the delivery of their services.

STUDENT BEHAVIOUR POLICY

1. Students have a responsibility to behave appropriately including showing respect towards other APT students, staff and clients. Harassment of any nature will not be tolerated.
2. Students are expected to attend and participate in training sessions as required by the program coordinator. Valid reasons with relevant documentation should be provided for non-attendance.
3. APT Deliverers will expect that the use and handling of tools, machinery and equipment will be carried out in a safe and proper manner according to OHS guidelines.
4. Mobile phones are to be switched off during training sessions unless by prior agreement.

Students unable to meet the above requirements will be referred to the program coordinator for counselling. Continued disregard for these guidelines may result in referral to APT and PIL management for further action.

STUDENT ASSISTANCE

APT Deliverers will maintain a focus on the interests and welfare of students/trainees and their learning. To support this, APT Deliverers will encourage students to discuss concerns about their training and related allowances to their trainer or program coordinator. Where necessary, the student will be referred to others for special assistance.

PERMACULTURE INTEGRITY POLICY

1. APT Deliverers will ensure that all APT delivery methods, content and conduct reflects and supports the permaculture ethics of Earth Care, People Care and Fair Share.
2. APT Deliverers will duely respect and acknowledge the intellectual property used in developing and delivering training modules and materials and will comply with copyright law at all times.

Contacts:

National Environment Centre

Permaculture International Ltd

How dangerous is the hazard you've found?

For each hazard, think about:

1 How severely could it hurt someone or how ill could it make someone?

2 How likely is it to be that bad?

++ very likely could happen any time	+ likely could happen sometime	- unlikely could happen, but very rarely	-- very unlikely could happen, but probably never will
---	---	---	--

☠ kill or cause permanent disability or ill health

!!! long term illness or serious injury

!! medical attention and several days off work

! first aid needed

1	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6

The numbers show you how important it is to do something:

1 top priority: do something immediately

6 low priority: do something when possible

Four ways to deal with hazards

Eliminate the hazard

change equipment or materials

change work methods

Eliminate the hazard

This is the *most effective way* to make the workplace safer.

Always try to do this.

Change equipment or materials

If you can't eliminate the hazard, you can next think about the redesign of equipment or processes.

(For example, putting in exhaust fans or lifting equipment will mean people are less likely to be affected by fumes or backstrain.)

Change work methods

If you can't eliminate the hazard or change the equipment or the materials, think about different ways the work could be done.

(For example, change daily routines so that keyboard operators have breaks from their keyboards to do other duties.)

Use personal protective equipment

Personal Protective Equipment (PPE) is the *least effective way* of dealing with hazards.

You may have to use PPE while you find better ways of dealing with the hazard.

Thinking prompts for observers

Choose one of the lists below. These are *not full checklists*, but ideas to get you thinking. Circle the number of the one you choose, and keep it in mind as you check the workplace.

1

Could people be injured or made sick by things such as

- noise
- light
- radiation
- high or low temperatures
- electricity
- moving or falling things (or people)
- flammable or explosive materials
- things under tension or pressure (compressed gas or liquids; springs)
- any other energy sources or stresses

2

What could go wrong?

- What if equipment is misused?
- What might people do that they shouldn't?
- How could someone be killed?
- How could people be injured?
- What may make people ill?

3

Can workplace practices cause injury or sickness?

- Are there heavy or awkward lifting jobs?
- Can people work in a comfortable posture?
- If the work is repetitive, can people take breaks?
- Are people properly trained?
- Do people follow correct work practices?
- Is there poor housekeeping? Look out for
 - clutter
 - torn or slippery flooring
 - sharp objects sticking out
 - obstacles

4

How might these injuries happen to people?

- broken bones
- eye damage
- hearing problems
- strains or sprains
- cuts or abrasions
- bruises
- burns
- lung problems
- poisoning

5

Imagine that a ten-year-old child were to be brought into your workplace.

What would you warn them to be extra careful of?

6

What are the special hazards which may occur only occasionally—for example during maintenance and other irregular work?

List all the hazards you've found

Hazard	How severe?	How likely?	What priority?	What could be done to lessen the risk?
<i>Example</i> plate glass door at foot of stairs from back office on Level 2 to mezzanine	!!!	++	1	safety glass in door safety treads on steps
Crack in floor along base of bookshelves	!!	+	3	mat has been placed replace with deeper shelving Put board under
Step on top back patio not clearly marked	!!	+	4	check building code Paint or mark with a sign
Obstruction to exit with table	!	--	6	Rearrange room furniture
Chairs not ergonomically designed	!!!	+	2	Purchase chairs ergo chairs
Table in corner have sharp corners protruding	!	+	4	shift furniture so walking by is not so confined
Temp Gate			5	round edges; protect
Star Picket			3	
Hose lying around			5	neaten up
Bridge			2	feed second rail
Cane road			3	remove eggs
compost toilet (cleaning)			3	wear gloves, wash hands segregate shoes/wheelbarrow
Hammock			3	warn people, secure properly
Cobwebs			4	use mits, need insecticides
Nails of deck			3	wear shoes, secure with straps
Garden taps			5	label taps; use plug

Cert III & IV in Permaculture Training

PPE: Personal Protective Equipment

PPE	Examples of situations where required
Work Boots (closed, strong leather)	
Long work pants	
Work shirts; Long-sleeved	
Short-sleeved	
Work Gloves: Strong Leather	
Gardening Gloves (strong fabric/soft leather)	
Waterproof Gloves	
Sun Hat	
Sunglasses	
Dust mask	
Protective glasses/goggles	
Ear muffs	
Hard hat	

Djanbung Gardens Protocols

Class Attendance

Students are responsible for attending the necessary classes and training activities. Prior notice should be given where possible if you are unable to attend or will be arriving late, or notify the trainer as soon as possible when prior notice is not possible

Students are not to attend course activities under the influence of legal or illegal substances (pot, alcohol, valium etc) which impair ability to concentrate and interact effectively. Students who are prescribed medications which effect performance by a medical doctor should discretely inform the tutor or supervisor.

Computer & Internet

The **iMac** in the main room is for the use of students for internet, web research and developing course work (reports, power point presentations, data base etc)

The computer may be used when other classes are in progress provided that approval is sought from the trainer and usage does not interfere with training.

CD burner – an external CD burner is available for your use.

Printer – the printer is available for your use – paper and print toner costs to be born by the students through a user-pays system

Digital Camera

A digital camera is available for use by students for course work. Please download your photos when finished to leave the memory card free for the next person. The camera has a set of rechargeable batteries and recharging unit. Please ensure the cameras USB cable remains on the computer desk at all times.

Library

Students are encouraged to make good use of the library. Use of the library is subject to the following conditions

books are not to leave the main building

books not to be left on the verandahs

please return books to the correct section after use

handle books carefully – do not bend spines back or fold pages as markers

report any damaged books and seek instructions for repair

Videos and DVDs

When watching videos and DVDs let others know so they can join you – this saves on unnecessary use of electricity, and wear & tear on equipment.

Please handle DVDs carefully, • do not touch the data side of the disk • do not place on tables or other surfaces • do not leave out of case except when in use

IMPORTANT all DVDs and videos used to be immediately returned safely to their proper sleeve/case and returned to the shelf

PLEASE DO NOT LEAVE IN THE MACHING OR LYING AROUND.

Some DVD's are not stored in the general library – a list of these is available and these may be booked for group viewing

FIRST AID KIT is located under computer desk

Main Building

Main Room

The main room is available for student use as a common room outside of class activities and venue bookings subject to the following protocols:

Always leave the room tidy after class and personal use: clean up after use, put chairs back to tables or usual location, leave sofa neat and arrange cushions, deal with used cups etc.

TV viewing & playing music –permitted only if it does not interfere with others using the space for study

Shut down computer and switch off all electrical appliances at the wall to reduce unnecessary electricity consumption.

Evenings – do not leave lights on when room is not in use. Avoid using spotlights (for event usage only). Please close doors in the evenings when finished.

Treat the earthbrick walls and floor with care – they damage easily. Please don't scrape tables or furniture on the floors when moving them and please don't rock back on chairs.

A roster will be established for cleaning the main room and public verandah areas.

Kitchen:

The canteen kitchen is not for general or personal use.

Tea-making facilities are available on the veranda area.

Please don't borrow equipment from the kitchen or take mugs, cutlery etc from the main building to the carriages. (conversely don't leave mugs or plates from the carriage kitchen in the main building area)

A roster will be established for assisting with any scheduled communal meals cooked in the canteen, for cleaning the kitchen – this will involve being trained into specific canteen kitchen protocols.

Veranda areas

You are welcome to use these areas but do leave things neat and tidy. Always remember this is a public space and needs to be kept free of safety hazards.

Please push chairs back under the table after use and return furniture to usual position if they have been moved for special occasions or activities.

The seed bank and processing area is on the western verandah.

Under no circumstances are library books to be left on the verandas.

FIRE EQUIPMENT

Make sure you know where the fire hydrants are located in case of fire

Sundays

Please avoid using the main building areas before midday on Sundays.

After midday the main room and verandah areas can be used as usual.

Sundays only contact Robyn if there is an emergency or very important matter that requires immediate attention

Please pay attention to the main building orientation and protocol session and check if you are unsure of anything.

RESIDENTIAL INTERNSHIPS

The Carriages inside & covered verandah areas are a smoke-free zone

Kitchen: interns will share the kitchen in the 3rd railway carriage which has a gas stove, fridge, sink with hot/cold water and a shower recess. The kitchen has basic equipment (pots, pans, cups, plates, cutlery, electric kettle, cupboard for food storage). There is also an additional food prep area reserved on the veranda, and an outdoor cooking area with wood-fired B-B-Q and Cob oven.

Gas is very expensive so please conserve use in the following ways:

- Communal cooking of main (evening) meals – rostered system
- Pre-soak dried grains (lentils, beans etc) before cooking
- Avoid using the gas oven – it uses a lot of gas (fire up the cob oven instead).

NB firewood is free – you just need to collect it (and please observe protocols regarding what wood for which purpose and where to collect)

The Cob Oven needs around 3 hours firing to accumulate enough heat so make good use of it and prepare a few things to bake each firing (pizza, cakes, bread, cookies etc)

Communal Kitty: a communal kitty will be established for weekly contributions to purchase shared essentials (e.g. loo paper, cleaning materials), and for staple foods such as cooking oil, rice, pasta, sugar, honey etc.

Bathroom: at present there is 1 shower in the kitchen carriage. This shower and associated waste water treatment system has limited capacity and can only cope with 6 short showers per day (3 morning, 3 evenings). There is also a bush shower by the bamboo where you can have a solar shower or mandy. Recommend using tank water for bush showers and mandies (dam water quality is not suitable)

PLEASE ONLY use natural products for washing, shampoo etc

Toilet: the composting toilet to be used only for solid deposits. Please use wood shavings to add after each deposit (sawdust only in emergencies) Do not add any other materials to the composting toilet including food scraps or sanitary pads/tampons. Please urinate elsewhere – there is a composting urinal for use and citrus trees that can benefit from direct nitrogen hits.

Natural Cleaning – there will be workshop on natural cleaning for the kitchen, shower, personal etc which will include instructions on general and specific cleaning protocols for Djanbung.

Laundry: there is a laundry tub (cold water only) for hand washing clothing. There is no wash machine available – recommend using the laundromat in town for major washes. Clothes line available.

Routine tasks and housekeeping/maintenance of the carriages to be rostered and shared equally between residents as well as tending the animals and essential watering of gardens and nursery, and managing waste and recycling systems.

Voluntary work component of concession scholarships will be delegated and/or rostered in collaboration with Robyn.

Waste & Recycling: Djanbung doesn't have a garbage collection service – we need to deal with this ourselves and it costs \$5 per wheelie bin to take to the Nimbin tip. Please do everything you can to reduce garbage and also to minimise generating recyclable waste. Recyclable waste also needs to be carted off site to Nimbin or Lismore.

Other Matters

Phone: Access to the office phone is strictly restricted to emergencies. There is an option for the interns to arrange for a separate phone connection to the carriages.

Mobile phones – some mobile phones have limited reception in Nimbin. CDMA mobiles work best in rural areas though the Mobile network service will be upgraded within the next few months for better reception.

Banking: Nimbin has a local credit union (Summerland C.U.) in town with ATM. There are a number of F-post in town. All other major banks are located in Lismore.

ESSENTIAL RULES & ROSTERS for RESIDENTS & GUESTS:

Kitchen

- keep surfaces clean as you go
- rationalise washing up routines to save water
- floor – sweep daily – wash 1-2 times/week
- fridges – keep clean & don't overload – minimise opening & closing – ensure doors are properly closed
- only use approved cleaning agents
- save energy & water where possible
- close all windows and doors at night (possums, rats etc might move in & wreck havoc)
- make sure compost container is closed at night

Shower

- wipe clean after every use
- keep showers short and limit use
- clean thoroughly at least weekly with bi-carb and vinegar

Toilet

- Only for solid deposits
- Check wood shaving supply
- Use recycled loo paper (preferably unbleached)
- Sweep out daily
- Wipe handbasin daily
- Clean thoroughly once a week

NB toilet light can be left on as a night light but please make sure it's switched off in the morning

Verandah

- Sweep at least 3x a week or every second day
- Keep uncluttered – ensure no trip factors especially for night access
- Don't keep/leave food items out including compost/chook bin

Paved areas

- Sweep 1-2 times/ week
- Weed edges as required

Monthly & Seasonal tasks

- Sweep cobwebs off carriage walls & ceilings, and walls facing verandah
- Clean windows
- Cut weeds and grasses around carriage perimeter
- Check for seasonal maintenance, e.g. cleaning gutters, grease trap etc

Keep accommodation carriages clean

Please inform Robyn immediately of any problems, issues or malfunctioning of essential equipment or services in the carriages.