

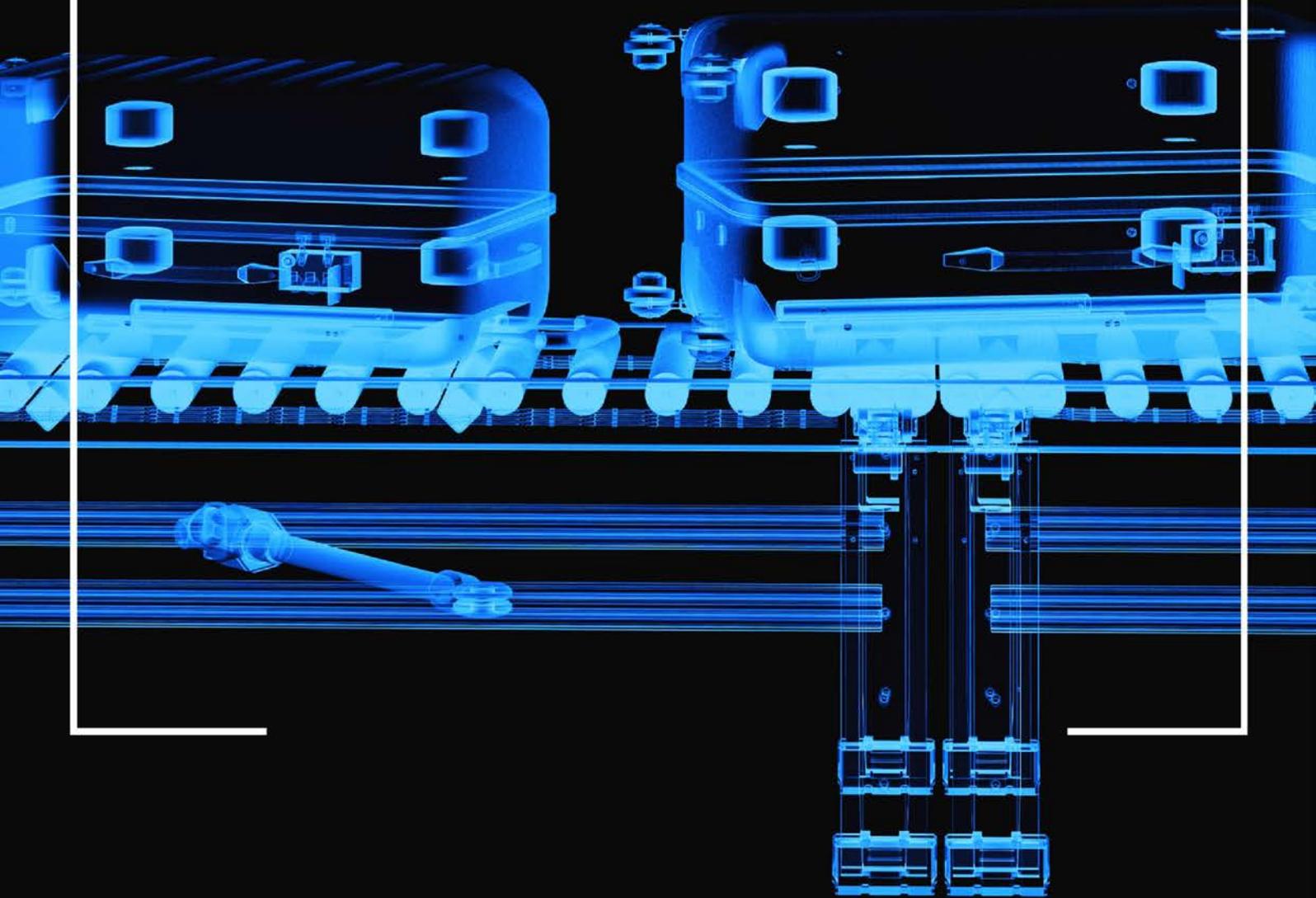


AUSTRALIAN  
INDUSTRY  
STANDARDS

# CASE FOR ENDORSEMENT

## AVIATION TRAINING PACKAGE

3D CT SCANNING



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## DESCRIPTION OF WORK

The purpose of the project is to review and develop AVI Aviation Training Package material due to changing industry skill requirements relating to new 3D Computed Tomography (CT) scanning equipment. This emerging technology is being implemented at major points of entry into Australia. Industry has identified a need to train individuals using 3D CT scanning equipment with the required skills and knowledge to ensure safe operation and effective threat identification at security points. The skills and knowledge will be addressed through micro-credentialing in a single unit Skill Set to be undertaken by those individuals currently operating the equipment.

This Case for Endorsement is for consideration of one new Unit of Competency. The following revised components do not require endorsement but are noted here as they will be part of AVI Aviation Training Package Release 6.0:

- 2 revised units of competency approved through an IRC minor change process
- 1 revised qualification minor change to replace a superseded imported elective unit
- 1 new Skill Set
- Case for Endorsement (CfE)
- Companion Volume Implementation Guide (CVIG).

The AVI Aviation Training Package products CVIG and CfE are developed in accordance with the relevant clauses of the Australian Industry Skills (AIS) Funding Agreement with the Department of Education, Skills and Employment. In particular, the development complies with the:

- Standards for Training Packages 2012
- Training Package Development and Endorsement Process Policy
- Training Package Products Policy
- Training Product Development Programme Guidelines.

### Industry Reference Committee sign off

Aviation Industry Reference Committee (IRC) members recommend that the AVI Aviation Training Package be submitted to the AISC for endorsement with written support from the IRC chair.

Aviation IRC Chair Signature:

Date: 16.04.2020



Stephen Leahy

Chair, Aviation Industry Reference Committee

## DEVELOPED TRAINING PACKAGE COMPONENTS

The draft Aviation Training Package component for endorsement listed in the table below is available from the [AIS AVI Training Package](#) project site.

### Aviation Training Package Aviation Project material submitted for endorsement

Code	Title
AVIO0021	Conduct screening using 3D CT X-ray scanning techniques

## IRC DETAILS

### Aviation Industry Reference Committee

The Aviation IRC members will put forward the AVI Aviation Training Package materials for endorsement consideration by the AISC. The IRC members support the CfE of the Unit of Competency and anticipate minimal impact of these changes on Aviation and allied industry stakeholders and the Vocational Education and Training (VET) sector.

### Aviation Industry Reference Committee Members

Stephen Leahy Aviation IRC Chair	Greg Tyrell Australian Association for Unmanned Systems
Claire Roberts Airservices Australia	Matt Norrey Australian Services Union
David Mogford Australian Airline Pilots' Association (AusALPA)	Mike Higgins Regional Aviation Association of Australia
Douglas Nancarrow The Royal Aeronautical Society Australian Division	Peter Howe Australian Helicopter Industry Association
Lynda Douglas Department of Defence	Roger Crosthwaite Civil Aviation Safety Authority (CASA)
Samantha Leighton Australian Airports Association	Sarah Davis Qantas Airways Limited
Steven Galjar Aviation/Aerospace Australia	

## KEY STAKEHOLDERS

### Technical Advisory Committee Members

Melissa Strong	TAFE NSW
Julie Logan	TAFE NSW
Kurt Jackson	Avalon Airport Australia
Richard Franks	Specialised Career Solutions
Mark Costello	Asset College
Daan van Vroonhoven	Securitas Transport Aviation Security
Janine Hill	Rapiscan Systems
Amol Virkar	Karratha Airport
Steve Caldwell	NT Airports
Stephen Meltz	Thruvision
Simarpreet Singh	SNAP
Fiona Marvis	Department of Home Affairs

### State/Territory Training Authorities

Name	Organisation
Dr Timothy Sealey	Skills Canberra
Dr Patrick Goodarzi	Skills Canberra
Susan Bearfield	Skills & Economic Development, NSW Department of Industry
Matthew Hatton	Skills Policy, Enablers and Analytics, NSW Department of Education
Enoch Wong	Skills and Higher Education, NSW Department of Education
Dianne Campbell	Workforce NT, Department of Trade, Business and Innovation
Vicki Lundh	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Christopher Buchanski	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Ross Hanley	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Peter Eastment	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Filippa Ross	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Melinda Toze	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Danijela Guerrero	Skills Investment and Market Strategy. Dept. Employment, Small Business & Training
Juliana Fitzpatrick	Skills and Workforce Capability Department of Innovation and Skills
Paul Frost	Skills and Workforce Capability Department of Innovation and Skills
Linda Seaborn	Skills Tasmania, Department of State Growth
Jacqueline Spencer	Department of Education and Training
Madeleine Hayne	Department of Education and Training
Paul Muenchow	Department of Training and Workforce Development WA
Frances Parnell	Department of Training and Workforce Development WA
Lucinda Pita	Department of Training and Workforce Development WA

## EVIDENCE OF INDUSTRY SUPPORT

### Industry stakeholders

During the review and development of the Unit of Competency and its assessment requirements, AIS used a variety of consultative methods to ensure relevant stakeholder engagement. This included establishing a Technical Advisory Committee (TAC) and conducting a site visit at Avalon Airport. This consultation is supported in the letter of support attached in Appendix D – Letter of Support.

A list of TAC members can be found in on page 5 of this document. Specifically, consultation was conducted via:

- Face-to-face meetings, phone, video/teleconference meetings and emails to key industry stakeholders
- IRC member communications to their relevant industry networks using various methods
- Emails to STAs and VET regulators
- Email alerts on project progress to stakeholders
- Information about the project, progress updates and draft materials posted on the AIS website throughout the life of the project
- TAC meetings.

### Advice about alternative approaches explored

The AVI20118 Certificate II in Transport Security Protection qualification addresses the skills and knowledge required to use 2D X-ray scanning equipment. Alternative arrangements to include the new unit in the core or specialisation groups of that qualification was not proposed by industry as it presents a barrier to completion for individuals who do not have access to the new 3D technology. That qualification will be reviewed in the future when it is considered reasonable that learners will be able to undertake training and assessment on the 3D CT scanning equipment.

### Key stakeholder awareness of the expected impact of the changes

Key Aviation industry stakeholder views were sought, and draft materials were prominent on the AIS website project page for sector-wide consultation. All feedback was presented to IRC members during the development of the AVI Aviation Training Package Release 6.0.

Stakeholder feedback was considered and discussed with TAC members and all decisions made at TAC meetings were documented.

As part of the AIS communication strategy, all key Aviation industry stakeholders were regularly informed of the expected impacts during the consultation periods.

### States and Territories

State and territory industry stakeholder views were sought, and all feedback was presented to IRC members and primary Aviation stakeholders during the development of the AVI Aviation Training Package Release 6.0. All key stakeholder feedback was considered during the consultation periods and the draft materials were prominent on the AIS website project page for sector-wide consultation. The following table shows support, or otherwise, for the Case for endorsement. All State/Territory

Training Authorities were consulted and where the case for endorsement is not supported the reason/s for this are outlined in the 'Report/s by Exception' section of this case for Endorsement.

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	Supported
New South Wales	Department of Education	Supported
Northern Territory	Department of Trade, Business and Innovation	Supported
Queensland	Department of Employment, Small Business and Training	Supported
South Australia	Department for Innovation and Skills	Supported
Tasmania	Skills Tasmania	Supported
Victoria	Department of Education and Training	Not supported
Western Australia	Department of Training and Workforce Development	Supported

## Report by exception

The following table shows a consolidation of issues reported by exception. It indicates the issue, the State/Territory which opposes the Case for Endorsement, and the IRC response to the issues.

Issue	STA	IRC Response
<b>Non-compliance with the Standards for Training Packages</b>	Vic	
I note the CfE proposes endorsement of one new unit AVIO0021 Conduct screening using 3D CT X-ray scanning techniques to be package in an unendorsed new Skill Set AVISS00079 3D Computed (CT) X-ray Scanning Skill Set.		This unit, housed in a single unit Skill Set, meets a defined need of industry to address additional skills and knowledge requirements of employees who are already qualified/authorised to perform the role of the screening officer within the aviation environment to operate emerging 3D CT scanning technology.
This is contrary to the Training Package Products Policy which states (3.5.1) that "units must be packaged so that the resulting qualifications include a range of relevant competencies that are sufficient for a broad range of		Clause 3.5.1 relates to the packaging rules for a qualification and is not relevant in this instance.

<p>typical jobs in that industry". Skills Sets are not endorsed and the inclusion of a newly developed unit with a Skill Set cannot be a mechanism for endorsement under the Standards. Proposing to put forward a newly developed Unit of Competency in a Skill Set without putting forward the qualification that houses the Unit cannot be considered by the AISC.</p>		<p>Neither the <i>Standards for Training Packages, Training Package Products Policy</i> or <i>Training Package Development and Endorsement Process Policy</i> state that a unit must be packaged in a qualification as a mechanism for endorsement.</p> <p>Both the standards and policy state that Units of competency are endorsed Training Package components.</p>
<p>The TPPP at 4.1.2 states that the unit of competency must be from "endorsed training packages". This unit has not been packaged in a qualification for endorsement and therefore is not in an endorsed training package.</p>		<p>This is a new unit and as such has not yet been endorsed. This Case for Endorsement seeks endorsement of Release 6.0 of the Training Package in order to meet this clause.</p>
<p>Clause 4.1.3 states that advice must be provided in the Companion Volume about how the skill set outcome relates to a qualification outcome.</p>		<p>That information is included in the Companion Volume Implementation Guide and more specifically in the Pathways Information section of the Skill Set.</p>
<p>The proposed submission from Australian Industry Standards to the AISC does not meet Standard 1 or 2 of the Standards for Training Packages. It will not assist speed to market.</p>		<p>The independent quality assurance reports found the "training product complies with the Standards for Training Packages 2012."</p>
<p>As this unit is being put forward as an "orphan unit" and not through an established, agreed mechanism for endorsement it cannot be endorsed and therefore cannot be implemented in Victoria.</p>		<p>The Case for Endorsement will be submitted through the established mechanisms for consideration by the AISC in accordance with the <i>Training Package Development and Endorsement Process Policy</i>.</p>
<p><b>Licensing and regulatory requirements statement needs amendment</b></p>	<p>Vic</p>	
<p>The Skill Set directs candidates to read the part of the AVI Aviation Training Package that outlines licensing and regulatory</p>		<p>Agree with this feedback. That statement will be changed to: <i>Statutory/legislative requirements apply to this Skill Set. Users are required to check with the relevant jurisdiction for current requirements.</i></p>

<p>requirements. Given that the unit is not proposed to be packaged in any qualification until a future unspecified time there is no information in the Training Package that would provide this information.</p>		
<p>TPU, on behalf of the Victorian STA, is unable to provide support for the Case for Endorsement until the Skill Set is revised to remove reference to the Training Package containing information on regulatory requirements. Candidates should be advised to refer to the relevant regulator for this information as it is not in the training package, nor is the training package the authoritative source.</p>		<p>That statement has now been changed.</p>
<p><b>Lack of clarity re how this is to be implemented and implausible speed to market issue as a result</b></p>	<p>Vic</p>	
<p>The rationale for endorsing this single unit without packaging it in any qualification is that the equipment is still in the trial phase and not yet rolled out in the respective passenger aviation, air cargo and maritime sectors. This lack of equipment availability in the industry would seem to negate the imperative to endorse this single unit without delay to address speed to market.</p>		<p>Airports are trialling the equipment as part of the implementation process. All Tier 1 airports in Australia were to have the security upgrade by 31/12/2020, however disruptions to the Aviation Industry as a result of COVID-19 may delay that implementation.</p> <p>Although it has not yet been rolled out nationally, speed to market is critical as current training against the manufacturer's guidelines do not sufficiently address the level of competency required by airport screeners who are currently required to operate the equipment to identify threats at security points.</p>
<p>No advice has been provided regarding whether this unit will be included as a core or an elective within AVI20118 Certificate II in Transport Security Protection; and you do not propose to update this qualification until the associated equipment is rolled out</p>		<p>The AVI20118 Certificate II in Transport Security Protection is achieved through a core and specialisation streams only. The packaging rules do not allow for importing units or general elective choices. The IRC have determined that including this unit in the core or specialisation groups in this release of the Training Package, will create a barrier for completion to learners who do not have access to the equipment.</p>

<p>nationally. This will not enhance speed to market in Victoria, and delivery of the unit will have to be delayed until the qualification is updated.</p>		
<p>TPU, on behalf of the Victorian STA, is unable to provide support for the Case for Endorsement until the IRC details the timeframe for completion of equipment trials and appropriate packaging of the unit within and endorsement of a revised AVI20118 Certificate II in Transport Security Protection.</p>		<p>Implementation timeframes for equipment trials is outside of the remit of the IRC. Industry will continue to be consulted to gauge the extent of the rollout and the AVI20118 Certificate II in Transport Security Protection will be revised when it is reasonable that those undertaking training and assessment will have access to the equipment so as not to disadvantage learners.</p>
<p>The CfE provides no indicative timeframe for completion of the trial or proposed process for appropriate packaging of the unit to ensure employers and learners can access the full range of skills and knowledge required to perform the work and meet regulatory requirements. It is contradictory to emphasise speed to market while acknowledging that the unit cannot be packaged in a qualification as the equipment is still in the trial phase.</p>		<p>Airports will conduct initial trials of the equipment before implementing across all screening lanes. In some instances, this will require upgrades to facilities and equipment, and it may be several years before every screener in the sector has access to the equipment. The implementation timeframes for airport security upgrades is governed by the Department of Home Affairs.</p> <p>The range of skills and knowledge to perform tasks of a screener are covered in the Aviation Transport Security Regulations 2005 - Reg 5.06. This Skill Set is only targeted to those operating the 3D CT scanning equipment.</p>
<p>TPU, on behalf of the Victorian STA, is unable to provide support for the Case for Endorsement until the IRC clarifies how industry priorities for implementation will be addressed given that the relevant equipment is still in the trial phase in only two locations.</p>		<p>Since the Case for Endorsement was drafted, initial trials are now complete and 3D CT scanning is now in operational use at several locations. The Case for Endorsement will be adjusted to reflect this.</p>

## IMPLEMENTATION OF THE NEW TRAINING PACKAGE

### **Advice about how Training Package component(s) meet occupational and licensing requirements**

Persons employed in the Aviation industry need to fulfil competency and training requirements as detailed in Department of Home Affairs regulations and relevant assessment conditions contained within the qualifications and Units of Competency of the AVI Aviation Training Package.

### **Implementation issues of note and management strategy**

Presently, 3D CT Scanning equipment is in operational use in at least two locations. Trials and implementation at other locations will be staggered. Not all learners in the industry will have access to the equipment at this stage. For this reason, the unit could not be included in the AVI20118 Certificate II in Transport Security Protection as the packaging rules requires learners to complete core and a specialisation group; there are no general electives in this qualification. When the equipment is rolled out nationally and 2D is phased out in the future, that qualification will be reviewed to determine suitability for inclusion in either the core or specialisation groups.

### **Supporting equitable access and progression of learners**

The equity review undertaken for the proposed Skill Set, Unit of Competency and its assessment requirements provides evidence that the draft Training Package components meet the requirements of flexibility and functionality. Access to training and mobility within and between industry sectors is supported by industry.

The Unit of Competency and assessment requirements state that 'Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate'.

### **Supporting learner transition between education sectors**

There are no formal transition arrangements between the VET sector and the higher education sector for the Unit of Competency being submitted to the AISC.

### **Supporting movement of skills within and across organisations and sectors**

The Unit of Competency has been developed to ensure that it is applicable to roles related to transport security duties of aviation, maritime and air cargo security personnel.

### **Implications of new and revised components**

- RTOs and agencies are acutely aware of delivery and resource issues as they have been directly involved in the development and validation of the draft endorsed components. This involvement means that RTOs and agencies have planned implementation arrangements for their workers.
- The new Skill Set and Unit of Competency will provide participants the competency required to operate 3D CT X ray screening equipment and interpret images.
- The components have been developed to comply with the Standards for Training Packages 2012.

### **Industry priorities for implementation**

Due to aviation regulatory updates and the significant growth in aviation passenger growth and the

implications on the Aviation industry, speed to market is important.

### **Supporting implementation across a range of settings**

The thoroughness of the development, consultation and validation processes, and the resource requirements specified in the Unit of Competency, ensures the Unit of Competency can be delivered and assessed in a variety of contexts. A range of models may be used, including common training at a single training location, which means trainees and/or trainers are transported to the training location with assessment being completed during the course and/or finalised in the workplace.

### **How the downstream impacts (including, state and territory funding arrangements) of the changes will be managed (for example, where the case for endorsement recommends the deletion of units/qualifications)**

- The extensive development, consultation and validation processes undertaken to develop draft endorsed components, ensures that the Unit of Competency and Skill Set can be implemented under the national regulator. The Unit of Competency and its assessment requirements specify delivery and assessment can be undertaken in a simulated workplace operational environment, according to the demands of the work involved.
- The agencies, RTO's and industry stakeholders directly involved in the development process are both employees, enterprise RTO's, and regulators so they are acutely aware of the need to ensure that the Unit of Competency can be implemented across a range of settings. This awareness also extends to the risk nature of work in aviation environments and the need to ensure the safety of participants in training and assessment.

## **INDUSTRY EXPECTATIONS ABOUT TRAINING DELIVERY**

### **Advice about how Training Package component(s) meet occupational and licensing requirements**

Individuals employed in the Aviation industry need to fulfil competency and training requirements as detailed in assessment conditions and under aviation regulations. This training addresses specific requirements around working within the Aviation transport security industry.

### **Timelines for implementation of the components**

Upon endorsement, training will be developed and implemented as soon as possible to ensure those operating the equipment are competently trained and provide nationally accredited recognition of those skills to be employed in a role.

### **Overarching expectations of industry for the delivery/assessment of the components**

The new Unit of Competency and Skill Set are based on the technical competency required in transport security protection. The expectations of industry are that people will be expected to fulfil the requirements of the relevant tasks within their roles.

### **Reflection of contemporary work organisation and job profiles**

In consultation with industry and RTOs, the functional roles of people within the Aviation transport

security protection industry have been mapped to the technical competencies in which an individual can be expected to achieve with this new Unit of Competency and Skill Set.

### **Credit arrangements existing between Training Package qualifications and higher education qualifications**

There are no formal transition arrangements between the VET sector and the higher education sector for the units being submitted to the AISC.

## **COAG INDUSTRY SKILLS COUNCIL REFORMS TO TRAINING PACKAGES**

**Explanation of how the decision being sought from the AISC would support the COAG Industry and Skills Council reforms to Training Packages including to:**

### **Remove obsolete, superfluous and duplicative qualifications and units from the system**

This submission does not propose the removal of any qualifications or Units of Competency from AVI Aviation Training Package on the National Register.

### **Include information about industry's expectations of training delivery (i.e. duration of training mode of delivery and learner characteristics)**

This submission describes industry's expectations for training delivery and provides a Companion Volume Implementation Guide (CVIG) that describes general aviation learner characteristics.

### **Improve qualification design to enable individuals to upskill and move easily from one related occupation to another**

- The Skill Set has been developed to ensure it can be undertaken by individuals employed within broad security screening occupational areas.
- The Skill Set provides effective pathways for individuals moving between job roles with the transport security protection environment.

### **Improve the efficiency of the training system through the creation of units of competence that can be owned and used by multiple industry sectors**

AVI Aviation Training Package Release 6.0 components may be suitable for use in allied industry sectors for security screening roles.

### **Foster greater recognition of Skill Sets**

AIS has developed one new Skill Set that provides a vocational pathway for individuals to progress into specialised areas of the Aviation industry.

### **Evidence of completion of the Training Package development work assigned by the AISC in the Case for Change**

This CfE encompasses a submission of Training Package development activity directed by the Commonwealth through the Activity Order AIS/TPD/2018-19/002.

### **Evidence that Training Package components are prepared for publication**

The Quality Report provides confirmation that the draft endorsed components meet the Standards for Training Packages 2012. Training Package products presented for endorsement can be viewed via the following links:

<https://www.australianindustrystandards.org.au/projects/avi-3d-computed-tomography-scanning/>

# APPENDICES

## **EQUITY REPORT**

### **Independent Equity Report**

Provided by Tricia Fidock – See [Appendix A](#)

## **EDITORIAL REPORT**

### **Independent Editorial Report**

Provided by Trish Gamper – See [Appendix B](#)

## **QUALITY ASSURANCE REPORT**

### **Independent Quality Report**

Provided by Tina Berghella – See [Appendix C](#)

### **AIS Declaration**

AIS declares that the draft endorsed components of the AVI Aviation Training Package meets the requirements of the:

Standards for Training Packages 2012

- Training Package Development and Endorsement Process Policy
- Training Package Products Policy
- Training Product Development Programme Guidelines

### **Companion Volume Implementation Guide**

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816>

## **LETTERS OF SUPPORT**

Provided by – See [Appendix D](#)

## Training Package Quality Assurance

# APPENDIX A – INDEPENDENT EQUITY REPORT

### A. SECTION 1 – COVER PAGE

Information required	Detail
Training Package title and code	<b>AVI Aviation Training Package Release 6.0</b>
Number of new qualifications and their titles <sup>1</sup>	<b>0</b>
Number of revised qualifications and their titles	<b>0</b>
Number of new units of competency and their titles	<b>1 – AVIO0021 Conduct screening using 3D CT X-ray scanning techniques</b>
Number of revised units of competency and their titles	<b>0</b>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	<b>The Unit of Competency reviewed meets the requirements as outlined in Section 2.</b>
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	No
Date of completion of the report	<b>10 February 2020</b>

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<sup>1</sup> When the number of training products is high the titles can be presented as an attached list.

## B. SECTION 2 – EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

Equity requirements	Equity reviewer comments
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> <li>• Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</li> <li>• Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</li> </ul>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>This unit meets all requirements and complies with the Training Package Products Policy (TPPP) and the associated equity requirements.</p> <p>There are no entry requirements or any other apparent barriers in the Unit of Competency reviewed.</p> <p>Licensing, legislative, regulatory or certification requirements are applicable to this Unit of Competency reviewed as this is a specialist skill with security implications.</p> <p>The Companion Volume Implementation Guide (CVIG) provides advice on reasonable adjustment.</p> <p>Assessment conditions prescribe requirements for language, literacy and numeracy needs.</p>

## SECTION 3 - TRAINING PACKAGE QUALITY PRINCIPLES

### Quality Principle 4

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

#### Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?</p>	<p>This Unit of Competency and its assessment requirements provide scope for contextualisation to a range of settings.</p>

Equity requirements	Equity reviewer comments
2. Is there evidence of multiple entry and exit points?	This unit does not appear in any qualifications but is available as a Skill Set
3. Have prerequisite units of competency been minimised where possible?	Unit does not have prerequisites.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	This Unit of Competency is written in plain English and can be easily understood.

### Quality Principle 5

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

#### *Key features*

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	AIS has developed one new Skill Set that provides vocational pathways for individuals to progress into broader qualification outcomes within the areas of the Aviation industry.

### Quality Principle 6

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

#### *Key features*

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

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> (see Training Package Standard 11)	Pathways advice is provided in the Companion Volume Implementation Guide (CVIG). Equitable access advice is in the Companion Volume Implementation Guide (CVIG).

Equity requirements	Equity reviewer comments
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Foundation Skills are explicit in the Unit of Competency. Assessment conditions specify, "Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate".

## **Tricia Fidock – Industry Skills Specialist (Water and Transport & Logistics)**

### **Demonstrated experience in analysis of equity issues in the training or educational context**

- Employment with Australian Industry Standards Limited SSO since January 2016 (administration and Industry Skills Specialist)
- Employment with Transport and Logistics ISC 2011 – 2015 (administration)
- 5 years with Holmesglen TAFE, teaching Business Training Package. Consideration of equity issues in delivery of training and assessment was mandatory.
- Taught distant learning students remotely

### **Demonstrated understanding of vocational education and training**

- Performed in a variety of roles in the VET Sector
- Current role with AIS since January 2017
- Foundation Skills workshop for trainers and assessors
- Developed assessment tools for international and disadvantaged students with a variety of learning issues

### **Demonstrated commitment by the person to ongoing professional development**

- Participation in ongoing Commonwealth Departmental forums
- Completion of courses and professional development programmes related to VET
- Professional knowledge updates via forums, newsletters and internal workshops
- Teamwork and leadership workshops within VET Sector
- Internal workshops developing Training Product products

### **Details of relevant qualifications**

- Bachelor of Business (Management)
- Diploma of Training and Assessment (Holmesglen)
- Certificate IV in Training and Assessment (Swinburne)

# APPENDIX B – INDEPENDENT EDITORIAL REPORT

1. Cover page	
Information required	Detail
Training Package title and code	<b>AVI Aviation Training Package (Release 6.0)</b>
Number of new qualifications and their titles <sup>2</sup>	NA
Number of revised qualifications and their titles	NA
Number of new units of competency and their titles	<b>One (1) new Unit of Competency</b> AVIO0021 Conduct screening using 3D CT X-ray scanning techniques
Number of revised units of competency and their titles	NA
Confirmation that the draft training package components are publication-ready	The draft Unit of Competency will be publication ready once uploaded onto training.gov.au
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes. Trish Gamper (Gamper Consulting Services)
Date of completion of the report	3 February 2020

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<sup>2</sup> When the number of training products is high the titles can be presented as an attachment.

## 2. Content and structure

### Units of competency

Editorial requirements	Comments
Standard 5: <ul style="list-style-type: none"> <li>The structure of units of competency complies with the Unit of Competency template.</li> </ul>	The structure of the Unit of Competency complies with the Unit of Competency template and contains all necessary requirements.
Standard 7: <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	The structure of the assessment requirements complies with the assessment requirements template. Performance and knowledge evidence contain adequate frequency and/or volume of evidence required and the assessment conditions outline mandatory conditions for assessment and details relevant equipment and resources required.

### Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	NA
Standard 10: <ul style="list-style-type: none"> <li>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.</li> </ul>	NA

### Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> <li>A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template.</li> </ul>	Australian Industry Standards (AIS) provided a Companion Volume Implementation Guide (CVIG) for editing which complies with the CVIG template. The CVIG has been quality assured in accordance with AIS internal processes.

### 3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li>• <b>Unit codes and titles</b> and <b>qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</li> </ul>	<p>The code and title of the new Unit of Competency was cross-referenced with the Skill Set, CVIG and the Case for Endorsement.</p>
<ul style="list-style-type: none"> <li>• Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	<p>The Unit of Competency was provided in full.</p>
Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li>• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:               <ul style="list-style-type: none"> <li>○ absence of spelling, grammatical and typing mistakes</li> <li>○ consistency of language and formatting</li> <li>○ logical structure and presentation of the document.</li> <li>○ compliance with the required templates</li> </ul> </li> </ul>	<p>The Unit of Competency was reviewed for:</p> <ul style="list-style-type: none"> <li>• spelling, grammatical and typing errors</li> <li>• consistency of language and formatting</li> <li>• structure and presentation</li> <li>• compliance with required templates.</li> </ul> <p>Minor edits were marked up using track changes and forwarded to AIS before a final review of the Unit of Competency.</p> <p>I am satisfied with the quality of the Training Package component with regard to the above points.</p>

# APPENDIX C – INDEPENDENT QUALITY REPORT

## Quality Report Template

### Section 1 – Cover page

Information required	Detail
Training Package title and code	AVI Aviation Training Package
Number of new qualifications and their titles <sup>1</sup>	Nil
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	1 new unit AVIO0021 Conduct screening using 3D CT X-ray scanning techniques
Number of revised units of competency and their titles	Nil
Confirmation that the panel member is independent of: the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')	Yes, Tina Berghella is independent of the Training Package and its review, has not been involved in the development and validation of this Training Package and the Case for Endorsement and has not undertaken the Editorial and Equity Reports.
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	The training product complies with the Standards for Training Packages 2012.
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	The training product complies with Training Package Products Policy.
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	The training product complies with Training Package Development and Endorsement Process Policy.
Panel member's view about whether: the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing	The evidence of consultation and the validation process are fit for purpose and commensurate with the scope. The estimated impact of the proposed changes is sufficient and convincing.
Name of panel member completing Quality Report	Tina Berghella, Oggi Consulting
Date of completion of the Quality Report	25 <sup>th</sup> February 2020

<sup>1</sup> When the number of training products is high the titles can be presented as an attached list.

## Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Training Packages consist of the following: AISC endorsed components: qualifications units of competency assessment requirements (associated with each Unit of Competency) credit arrangements One or more quality assured companion volumes</p>	Yes	<p>The components for this release include: One Unit of Competency and its associated assessment requirements One quality assured companion volume implementation guide Qualifications and credit arrangements are not relevant to this release.</p>
<p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	Yes	<p>Training Package Product Policy is met.</p> <p>This is evidenced by: The Editorial Report confirms that coding and titling are consistent with policy The Equity Report confirms that training package access and equity requirements are met The Equity Report confirms that foundation skills are sufficiently explicit and recognisable as appropriate to meet industry needs Equivalence tables are provided in the companion volume implementation guide One Skill Set has been identified.</p>
<p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	Yes	<p>Training Package Development and Endorsement Policy is met.</p> <p>This is evidenced by the processes described in the Case for Endorsement.</p>
<p>Units of competency specify the standards of performance required in the workplace</p>	Yes	<p>The unit specifies the standards of performance required in the workplace.</p>
<p>The structure of units of competency complies with the Unit of Competency template</p>	Yes	<p>The structure of the unit complies with the template. This is supported by the Editorial Report.</p>
<p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	<p>The assessment requirements specify the performance and knowledge evidence and the conditions of assessment.</p>
<p>Every Unit of Competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	<p>The unit has associated assessment requirements and the structure complies with the template. This is supported by the Editorial Report.</p>

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Qualifications comply with the Australian Qualifications Framework specification for that qualification type	Yes	Not applicable to this release.
The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	Yes	Not applicable to this release.
Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	Yes	Not applicable to this release.
A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	Yes	The draft companion volume implementation guide sighted in this review complies with the companion volume implementation guide template.
Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	Yes	No additional companion volumes were provided for this review.

### Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

#### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The Skills Service Organisation, Australian Industry Standards, was contracted to undertake the 3D Computed Tomography Scanning project on behalf of the Aviation Industry Reference Committee.</p> <p>The changes demonstrate a clear link back to the 2019 Industry Skills Forecast which describes the need to develop new skills in 3D Computed Tomography (CT) scanning.</p> <p>This work includes one new Unit of Competency and its associated assessment requirements, and one new Skill Set.</p> <p>The description of the consultation and validation activities and outcomes described in the Case for Endorsement provides evidence that the work was driven by industry needs.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> <li>• ensure that more information about industry's expectations of training delivery is available to training</li> </ul>	Yes	<p>The AVI Aviation Training Package (Release 6) components are responsive to Ministers' policy initiatives, including the move to the contestable model for the development and maintenance of training packages. This is demonstrated in the Case for Endorsement through adherence to the Standards for Training Packages, Training Package Development and Endorsement Process Policy, Training Package Products Policy and Training Product Development Guidelines.</p> <p>The AVI Aviation Training Package (Release 6) components are also responsive to the training package reforms supported by the following evidence: Guidance about how industry expects training to be delivered is provided in the companion volume implementation guide The Case for Endorsement states that the new unit can be used in allied industries One Skill Set is included in this submission.</p>

<p>providers to improve their delivery and to consumers to enable more informed course choices</p> <ul style="list-style-type: none"> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of Skill Sets</li> </ul>		
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The research, consultation and validation activities described in the Case for Endorsement reflect the scope and impact of the changes and provide evidence of a systematic and robust process for developing training package products that reflect contemporary workforce outcomes.</p> <p>Stakeholders consulted included the members of the Aviation Industry Reference Committee, members of a Technical Advisory Committee of industry specialists and other key stakeholders. Representatives included employers, employer groups, employee representatives, regulators, government, industry advisory bodies, and state and territory training authorities.</p> <p>A list of stakeholders who participated, and the consultation and validation methodology, is provided in the Case for Endorsement.</p>

**Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	Yes	One Skill Set, AIVSS00079 3D Computer Tomography (CT) X-ray Scanning Skill Set, is included in this submission.
Promote national and international portability	Yes	The AVI Aviation Training Package (Release 6) components are designed to support portability across Australian jurisdictions.
Reflect regulatory requirements and licensing	Yes	The Companion Volume Implementation Guide states, 'individuals seeking accreditation as a Transport Security Screening Officer should check industry-specific accreditation requirements with the Aviation and Maritime Security Division of the Department of Home Affairs.'  This is consistent with the information provided in the Case for Endorsement.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	A letter of support from the Chair of the Aviation Industry Reference Committee is provided in the Case for Endorsement.  There are no reports by exception.
Recognise convergence and connectivity of skills	Yes	The components are suitable for use in allied industries.

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	There are no barriers to the Unit of Competency and the Skill Set being contextualised to meet individual and employer needs.  This is confirmed by the Equity Report.
Support equitable access and progression of learners	Yes	The Unit of Competency does not contain pre-requisites.  There are no barriers to learner progression on completion of the Unit of Competency and Skill Set.

**Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	Yes	There are no barriers to entry.

**Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements**

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	Yes	The companion volume implementation guide provides advice about training and assessment delivery that supports implementation across a range of settings.

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support sound assessment practice	Yes	<p>The unit and associated assessment requirements are clearly written, logically sequenced and have consistent breadth and depth.</p> <p>Minor editorial queries were identified and resolved during this review.</p>
Support implementation	Yes	<p>The draft components are consistent with the required templates. This is supported by the Editorial Report.</p> <p>A quality assured companion volume implementation guide was sighted and will be available at the same time as the Training Package.</p> <p>The Case for Endorsement confirms that no implementation issues were identified or raised.</p>

# APPENDIX D – LETTERS OF SUPPORT

AVIATION Skill Set and Unit of Competency – Letter of support



Mr Robert Adams  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne VIC 3205

18 February 2020

Dear Mr Adams,

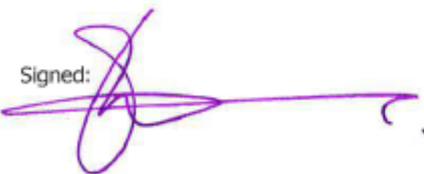
It is confirmed that our organization has engaged in communication and consultation regarding the initiative to review a Skill Set and a Unit of Competency within the AVIATION Training Package.

In addition, the proposed Aviation training package products have aligned to the Department of Homeland Affairs regulations to keep Australia safe.

I am pleased to support the inclusion of the following into the AVI Release 6 Training Package:

- Skill Sets – AVISS00079 3D Computed Tomography (CT) X-ray Scanning Skill Set
- Unit of competency – AVIO0021 Conduct screening using 3D CT X-ray scanning techniques

Yours sincerely

Signed: 

Name: Daan van Vroonhoven

Position: Country Manager Aviation

Securitas Transport Aviation Security Australia Pty Ltd

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17 April 2020

Mr Robert Adams  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne VIC 3205

Dear Mr Adams

**AVIATION Skill Set and Unit of Competency – Letter of support**

It is confirmed that our organization has engaged in communication and consultation regarding the initiative to review a Skill Set and a Unit of Competency within the AVIATION Training Package.

In addition, the proposed Aviation training package products have aligned to the Department of Homeland Affairs regulations to keep Australia safe.

I am pleased to support the inclusion of the following into the AVI Release 6 Training Package:

- **Skill Sets**

AVISS00079 3D Computed Tomography (CT) X-ray Scanning Skill Set

- **Unit of Competency**

AVIO0021 Conduct screening using 3D CT X-ray scanning techniques

Yours sincerely

Kurt Jackson  
Aerodrome Operations Manager  
Avalon Airport Australia

20 February 2020

Mr Robert Adams  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne VIC 3205

Dear Mr Adams

**AVIATION Skill Set and Unit of Competency – Letter of support**

It is confirmed that our organization has engaged in communication and consultation regarding the initiative to review a Skill Set and a Unit of Competency within the AVIATION Training Package.

In addition, the proposed Aviation training package products have aligned to the Department of Homeland Affairs regulations to keep Australia safe.

I am pleased to support the inclusion of the following into the AVI Release 6 Training Package:

- **Skill Sets**  
AVISS00079 3D Computed Tomography (CT) X-ray Scanning Skill Set
- **Unit of competency**  
AVIO0021 Conduct screening using 3D CT X-ray scanning techniques

Yours sincerely,

Signed: 

Name: Janine Hill  
Position: Business Development Executive

# AUSTRALIAN INDUSTRY STANDARDS

Australian Industry Standards (AIS) is a Government appointed Skills Service Organisation (SSO) that partners with industry to shape the workforce of the future through the development of skills standards.

We work under the direction of Industry Reference Committees (IRCs) that represent the following sectors: aviation, transport and logistics, maritime, energy, water and utilities, public safety, police, fire, defence and corrections. Together, these industries keep Australia productive, powered and secure.

AIS supports IRCs through industry engagement, research and analysis to prioritise the skill needs of their industry. We help to develop contemporary, future focused and world class qualifications for the workforce, create career pathways, and support industry growth and productivity.

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**Australian Government**  
Department of Employment,  
Skills, Small and Family Business