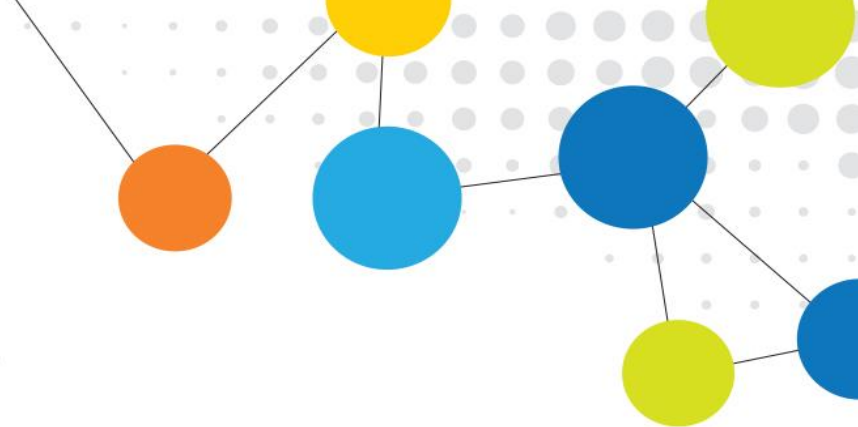




Australian  
Industry and  
Skills Committee



# MARITIME TRAINING PACKAGE

## RELEASE 8.0

Case for Endorsement

Name of allocated IRC: Maritime  
Name of the SSO: Australian Industry Standards

## 1. Administrative details of the Case for Endorsement

*Refer to Attachment A for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products*

### 1.1 Case for Change details

This Case for Endorsement (CfE) encompasses Training Package development activity proposed in the Maritime Industry 2020 Skills Forecast.

The Case for Change was **approved at the 12 August 2020 AISC meeting** and directed by the Commonwealth through **Activity Order AIS/TPD/2020 - 21/001 dated 26 August 2020**.

On behalf of the Maritime Industry Reference Committee (IRC), MAR Release 8.0 submission includes:

- one updated qualification
- seven updated Units of Competency
- one new Unit of Competency
- one new Skill Set.

#### **MAR Operations (Linesperson)**

The initial scope of this project was to review the Certificate II in Maritime Operations (Linesperson) and seven associated Units of Competency and develop one new Unit of Competency.

As part of the review process, the Technical Advisory Committee (TAC) determined that a new Unit of Competency was not required. The preferred approach was to incorporate work practices and requirements for new technologies into existing Units of Competency (where relevant).

In total, this project has revised one qualification and seven Units of Competency.

#### **MAR Dredging Operations**

The initial scope of this project was to develop one new Skill Set and four new Units of Competency to establish the skills and knowledge required by seafarers to undertake maintenance and capital dredging operations within Australian territorial waters.

As part of the review process, the TAC determined that one new Skill Set and only one new Unit of Competency was required. The TAC determined that the IMO (International Maritime Organisation) regulatory framework for developing skills and knowledge in specialist maritime training, was an appropriate model for the dredging operations project. This approach requires a crew person to develop skills and knowledge which is consistent with the vocational outcomes of a seafarer undertaking basic familiarisation training under the IMO STCW (Standards for Training Certification and Watchkeeping). The new Unit of Competency has also been incorporated into the elective bank of the Certificate III in Marina Operations.

In total, this project has developed one new Skill Set, one new Unit of Competency and updated one qualification.

#### **Training Package Maintenance**

Eight qualifications were revised as part of MAR Training Package Maintenance. Three qualifications were revised as a result of updating Units of Competency as part of the linesperson project and five

qualifications were revised to update imported Unit of Competency. One Skill Set was revised, and two Skill Sets were included to meet AMSA (Australian Maritime Safety Authority) job role requirements.

## 1.2 Timeframes and delays

These projects commenced on 26 August 2020 and the Case for Endorsement submitted in agreed timeframes.

## 2. Changes to training products and how these will meet the needs of industry

*Refer to Attachment B for information on how the proposed updates to qualifications will better support job roles in industry.*

### **Linesperson**

The revised qualification and Units of Competency update the skills and knowledge requirements for Maritime operations linespersons to work with highly automated line equipment and safely perform mooring and unmooring operations. They incorporate current industry (port, terminal and wharf) practices, and new technologies. This meets industry's need for linespersons to work safely and efficiently and enables enterprises to meet regulatory compliance standards.

The revised materials enable seafarers to:

- choose electives which meet specific port, wharf and terminal requirements relevant to their place of employment
- access a pathway into a senior linesperson job role, able seafarer deck and/or integrated rating
- be recognised for prior learning under the STCW requirements for basic security awareness, and
- apply for credit for units associated with STCW and Near Coastal requirements in environmental work practices

### **Dredging Operations**

The new Skill Set and Unit of Competency address the skills and knowledge requirements for seafarers undertaking dredging operations, with a focus on safety standards. The materials incorporate current industry practices and technologies, and safety and requirements. They provide a new pathway for seafarers to develop skills and knowledge specialising in marine dredging operations, enable vocational skills transferability across the maritime industry, and support the mobility of skilled workers.

## 3. Stakeholder consultation strategy

*Refer to Attachment C for:*

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues*

### 3.1 Identification of stakeholders

At the start of each project, AIS opened expressions of interest for those wanting to participate on the Technical Advisory Committees (TAC), via email update to general subscribers. AIS consulted with enterprises and stakeholders identified through forums, seminars and other various engagement activities. AIS also sought nominations from members of the maritime. Industry stakeholders from across all sectors of the Maritime industry covering most states and territories were represented in either the TAC or the IRC in relation to these projects.

### 3.2 Strategies for engaging stakeholders

Throughout the development process, AIS used the following communication strategies to ensure relevant stakeholders were consulted:

- Phone, video/teleconference meetings and emails to key gas industry stakeholders
- IRC member communications to their relevant industry networks using various methods
- Establishment of a Technical Advisory Committee (TAC) from industry to validate the changes being made to the training products
- Emails to State and Territory Training Authorities (STAs) and VET regulators
- Email alerts on project progress to stakeholders providing project information (398 registered subscribers to the Maritime Industry Training Package).
- Formal feedback was received from 13 stakeholders for the two projects, representing enterprises, state government bodies, training organisations and State Training Authorities

As part of the AIS communication strategy, key industry stakeholders' views were sought, and all feedback presented to the TAC and the Maritime Industry Reference Committee (IRC) during initial drafting, redrafting and finalisation of products.

Stakeholder feedback was considered and discussed with TAC members and all decisions made at TAC meetings were documented. In addition, the AIS communication strategy entailed keeping all key industry stakeholders regularly informed of the expected changes and impacts during the consultation periods.

TAC engagement activities started from September 2020 and finished in April 2021.

Public consultation periods were:

#### **MAR Operations (Linesperson)**

- 22 January 2021 – 22 February 2021
- 23 March 2021 – 9 April 2021

#### **MAR Dredging Operations**

- 5 January 2021 – 2 February 2021
- 23 March 2021 - 9 April 2021
- 12 April 2021 – 27 April 2021

STA provided feedback throughout the lifecycle of the project including the following specific STA consultation periods:

- 31 May 2021 – 21 June 2021

### 3.3 Participation by different types of stakeholders

Industry stakeholders represented in the Technical Advisory Committees for the projects, either came from regional areas across states and jurisdictions, or represented their wider networks from these areas. These included operators of regional ports, wharfs and terminals in regional and remote areas.

## 4. Evidence of industry support

### 4.1 Industry support

The Maritime IRC signed off on this Case for Endorsement on 30<sup>th</sup> June 2021.

Industry support is evidenced by positive comments received throughout public consultations and letters of support from industry stakeholders representing employers, employees, government department and registered training organisations.

The letters of support confirm that the draft materials address the skills needs to support workforce development.

### 4.2 Engagement of States and Territories

All State/Territory Training Authorities (STAs) were provided with all draft products and advised of the opportunity to provide feedback through the AIS website on the CfE over the period 31 May 2021 to 21 June 2021.

Relevant Industry Training Advisory Bodies (ITAB's) were consulted throughout the process.

The following STAs have provided written support for the Case for Endorsement:

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	As we have no current activity in this package we would support the majority STA view on the case for endorsement. <i>Tim Sealey – Assistant Director: Analytics and Policy Services</i>
New South Wales	Department of Education	The Dredging Operations and Maritime Operations Linesperson projects in the package are centred on developing a skill set with focus on safety standards. NSW supports the case for endorsement on the Maritime Training Package. <i>Marilyn Ng – Manager Policy: Skills Policy, Reform and External Policy</i>
Northern Territory	Department of Trade, Business and Innovation	The NT STA has no objections to the AISC considering for approval the MAR Maritime Training Package Case for Endorsement. <i>Nelson Brown - Policy Officer: Workforce and Skills Strategy, Business and Workforce</i>
Queensland	Department of Employment, Small Business and Training	Thank you for the opportunity to review the Maritime Training Package Case for Endorsement (CfE). Based on there being no known issues for Queensland, support is provided to progress the CfE to the AISC for consideration. <i>Filippa Ross – Manager, Industry Engagement</i>
South Australia	Department for Innovation and Skills	Thank you for the opportunity to review the units and skill sets proposed in the Case for Endorsement for MAR, Dredging Operations and Maritime Operations Linesperson. The SA STA supports this Case for Endorsement. <i>Paul Frost – Senior Skills Consultant, Skills Planning and Initiatives</i>
Tasmania	Skills Tasmania	Thanks, and providing any issues raised by Tasmanian stakeholders have been addressed, Skills Tasmania supports the MAR Training Package Case for Endorsement and materials for the following projects: <ul style="list-style-type: none"> <li>• Dredging Operations</li> <li>• Maritime Operations Linesperson</li> </ul>

		<i>Michael McGee – Industry Liaison Officer</i>
Victoria	Department of Education and Training	<p><b>Linesperson</b> The Victorian STA notes and supports the revisions to the following seven (7) qualifications proposed for endorsement including MAR20121 Certificate II in Maritime Operations (Linesperson)</p> <p><b>Dredging Operations</b> The Victorian STA is unable to support the Dredging Operations project progressing to the AISC due to non-compliance with the Training Package Development and Endorsement Process Policy. As we have previously advised, the addition of existing units to the elective bank of a qualification is a minor change as the units have already been endorsed as part of other qualifications. In this Case for Endorsement, the addition of the new unit, MARN018 Contribute to basic marine dredging operations, to the elective bank of the Certificate III in Marina Operations is subject to the endorsement process and a change to the qualification codes is required. The AISC must have the opportunity to understand and endorse the contribution of this new unit to the vocational outcome of the qualification. RTOs need to be alerted to the availability of new units which is the purpose of a major change. A minor release does not advise that new units are available, only that units have been added. Please submit the MAR30120 Certificate III in Marina Operations for endorsement to enable endorsement of the new unit MARN018 Contribute to basic marine dredging operations.</p> <p><i>Jacqui Spencer – Manager, Training Products Unit</i></p>
Western Australia	Department of Training and Workforce Development	<p>Based on the materials provided, the Western Australian State Training Authority supports the Case for Endorsement for the MAR Maritime Training Package Version 8.</p> <p><i>Frances Parnell - Manager, Training Curriculum Services</i></p>

#### 4.3 Mitigation strategies

Key stakeholders are aware of the expected impacts of the Training Package changes. During public consultation periods, additional information was provided regarding which qualifications would contain the new Units of Competency. Training providers were consulted to provide their input around this discussion.

The revised qualifications are equivalent to the ones they supersede. All superseding Units of Competency are equivalent to those they supersede. Mapping attachments are included in this release to show what changes have been made to the reviewed Units of Competency.

#### 4.4 Letters of industry support

Refer to Attachment G for letters of support including those from the following organisations:

- Mario Dsouza: Port Authorised Officer, Safety, Security and Emergency Management - Port of Melbourne
- Glen Williams: Branch Secretary - Maritime Union of Australia (MUA)
- Bahram Abedi: Seafarer Standards and Liaison Officer – Transport for NSW, Maritime

- Kerri Simpson: Industry Director – Maritime Employees Training Services (METL)
- Captain Rob Anderson: Seafarer and Offshore and Specialist Ships Australia consultant (OSSA)
- Jason Gough: Linesperson

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

No dissenting views were expressed by any stakeholders during the revision and development of Training Package material.

### 5.2 Rationale for approval

There are no dissenting views or reports by exception at this time.

## 6. Reports by exception

No reports by exception were provided by any stakeholders during the revision and development of Training Package material.

## 7. Mandatory Workplace Requirements

*Refer to Attachment D for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.*

There are no mandatory workplace requirements in the Training Package products developed in this Case for Endorsement.

## 8. Implementation of the new training packages

### 8.1 Implementation issues

No implementation issues have been raised at this time.

### 8.2 Potential for traineeship or apprenticeships

The qualifications and the associated Units of Competency included in this Case for Endorsement may be used as the basis for a traineeship. This is dependent on factors such as funding agreements and availability in each state or territory.

### 8.3 Occupational and licensing requirements

There are no occupational or licensing requirements contained in the revised qualification and Units of Competency, or in the new Skill Set and new Unit of Competency.

### 8.4 Extension to transition period

*Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs*

No extension to the transition period is requested.

## 9. Quality Assurance

*The Case for Endorsement meets the following requirements:*

<i>Standards for Training Packages 2012</i>	<input checked="" type="checkbox"/>
<i>Training Package Products Policy</i>	<input checked="" type="checkbox"/>
<i>Training Package Development and Endorsement Process Policy</i>	<input checked="" type="checkbox"/>
<i>Companion Volume Implementation Guide is available and quality assured.</i>	<input checked="" type="checkbox"/>

*Copies of quality assurance reports are included in **Attachment F**.*

## 10. Implementation of the Minister’s priorities in training packages

*Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). Attachment D also includes the rationale for retaining no and/or low enrolment products when this is the proposal.*

*Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:*

<p><i>Streamlining/rationalisation of training products</i></p>	<p>The Dredging Operations project developed new content to address the skills and needs identified for specialist maritime operations. The new Unit of Competency was included into the elective bank of the existing Certificate III in Marina Operations because it supports the skill development of seafarers across the maritime sector.</p>
	<p>For the linesperson project, the TAC agreed to include existing Unit of Competencies from the HLT and BSB training package and a radio licensing unit which was reviewed as part of MAR Release 6.0 into the qualification:</p> <ul style="list-style-type: none"> <li>○ BSBXTW301 Work in a team</li> <li>○ HLTAID011 Provide First Aid</li> <li>○ HLTWHS005 Conduct manual tasks safely</li> <li>○ MARC059 Transmit and receive information by marine VHF radio within Australian Territorial Waters</li> </ul>
	<p>The Dredging Operations project developed new content to address the skills and needs identified to support a specialist maritime job role which previously did not exist in the Maritime Training Package.</p>




	The linesperson and dredging project will add only 1 new unit of competency and 1 new Skill Set to the Maritime Training Package.
<i>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</i>	Throughout the revision and development of the Units of Competency and Skill Sets, industry's expectation was to ensure flexible delivery was available to enable all industry sub-sectors to utilise the qualifications and Units of Competency.
<i>Ensure the training system better supports individuals to move more easily between related occupations</i>	Qualifications including the Certificate II in Linesperson in the Maritime Industry Training Package do not contain entry requirements, removing barriers for learners wanting to take up any qualification at different levels. Each qualification contains a broad range of skills and knowledge, both native and imported Units of Competency. This allows those coming from different sectors of the maritime industry to gain the qualifications and move to different roles within the maritime industry.
<i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i>  <i>Foster greater recognition of skill sets and work with industry to support their implementation</i>	The new Unit of Competency is not limited to the maritime sector. The sector code for this Unit of Competency has been left as 'not applicable', which allows other industries to access and use the unit accordingly.  The new skill set for dredging operations were developed in consultation with subject matter experts and industry. This Skill Set provides seafarers with the opportunity to move between different sectors of the maritime industry.

### 11. A link to the full content of the proposed training package component(s)

The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.

A link to the training package components proposed for endorsement is included [here](#).

This Case for Endorsement was agreed to by the Maritime IRC

Name of Chair	Steve Moon
Signature of Chair	
Date	30 June 2021

## Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Maritime Training Product Release 8.0	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<b>Qualification</b>			
MAR20121 Certificate II in Maritime Operations (Linesperson)	Updated	NE	The occupational outcome of this qualification changed. The qualification is now a core and elective model. Imported units in the core were changed and a core unit was moved to the elective bank.
MAR20321 Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)	Updated	E	Updated superseded units.
MAR20421 Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal)	Updated	E	Updated superseded units.
MAR30821 Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal)	Updated	E	Updated superseded units.
MAR30921 Certificate III in Maritime Operations (Master up to 24 metres Near Coastal)	Updated	E	Updated superseded units.
MAR31021 Certificate III in Maritime Operations (Master Inland Waters)	Updated	E	Updated superseded units.
MAR40121 Certificate IV in Maritime Operations (Chief Integrated Rating)	Updated	E	Updated superseded units.
<b>Units of Competency</b>			
MARB054 Apply marine terminology and port procedures	Updated	NE	The skills and knowledge required to achieve the workplace outcome have changed.
MARB055 Maintain mooring equipment	Updated	E	The skills and knowledge required to achieve the outcome have not changed.
MARC061 Conduct mooring operations using mechanical equipment	Updated	NE	The skills and knowledge required to achieve the workplace outcome have changed.
MARC062 Perform mooring operations	Updated	E	The skills and knowledge required to achieve the outcome have not changed.

MARE003 Communicate during mooring operations	<b>Updated</b>	<b>E</b>	The skills and knowledge required to achieve the outcome have not changed.
MARF049 Follow port and terminal security procedures	<b>Updated</b>	<b>E</b>	The skills and knowledge required to achieve the outcome have not changed.
MARF050 Follow work health and safety, and emergency procedures during mooring operations	<b>Updated</b>	<b>E</b>	The skills and knowledge required to achieve the outcome have not changed.
MARN018 Contribute to basic marine dredging operations	<b>New</b>	<b>This is a new unit. No equivalent unit.</b>	New unit.

## Attachment B: How qualification updates support job roles

Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles

Job role	Qualification	Proposed updates and how these better support the job role
Linesperson	Certificate II in Maritime Operations (Linesperson)	<p>Proposed updates to the qualification include:</p> <ul style="list-style-type: none"> <li>• changing the qualification from core only model to a core and elective model</li> <li>• incorporating Units of Competencies from the HLT and BSB training package and a radio licensing unit which was reviewed as part of MAR Release 6.0 into the qualification</li> </ul> <p>These changes will allow seafarers to:</p> <ul style="list-style-type: none"> <li>• choose electives which meet specific port, wharf and terminal requirements relevant to their place of employment.</li> <li>• access a pathway into a senior linesperson job role, able seafarer deck and/or integrated rating.</li> <li>• be recognised for prior learning under the STCW requirements for basic security awareness, and</li> <li>• apply for credit for units associated with STCW and Near Coastal requirements in environmental work practices.</li> </ul>
Crew member (Dredging operations)	Unit of Competency	<p>The Dredging Operations project:</p> <ul style="list-style-type: none"> <li>• developed new content to address the skills and needs identified for specialist maritime operations which previously did not exist in the MAR Training Package</li> <li>• the new Unit of Competency was included into the elective bank of the existing Certificate III in Marina Operations to support skill development of seafarers across sectors of the maritime industry.</li> </ul>

## Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
Bahram Abedi	Transport for NSW, Maritime	Seafarer Standards and Liaison Officer	Employer	Employer	NSW
Brent Warhurst	Australian Maritime Officers Union (AMOU)	Eastern secretary	Union	consultant	NSW
Glen Williams	Maritime Union of Australia (MUA)	Official	Union	consultant	NSW
James Stevens	Dredging International (DEME)	Navigation officer	Maritime Services	Employer	QLD
Jason Gough	Svitzer Australia	Linesperson and Lead trainer and Assessor for MAR20116	Maritime Services	Employer	NSW
Kerrie Simpson	Maritime Employees Training Services (METL)	Industry Director	Training	RTO	NSW
Lindsay Whiting	NT Port and Marine	Port Manager	Transportation infrastructure	Employer	NT
Mario DSouza	Port of Melbourne	Port Authorised Officer   Safety, Security and Emergency Management	Transportation infrastructure	Employer	VIC
Rob Anderson	Offshore and Specialist Ships Australia (OSSA)	Consultant	Maritime Services	Consultant	VIC
Ryan Thornton	<i>Independent Consultant</i>	Chief Officer - Master unlimited	Maritime Services	Consultant	QLD
Stuart Davey	AqualisBraemar	Senior Marine Surveyor	Maritime Services	Employer	WA
Lucinda Pita	Department of Training & Workforce Development	Senior Program Officer, Training Curriculum Services	Government	State Training Authority	WA
Suzie Hounsham	Department of Training & Workforce Development	Senior Program Officer, Training Curriculum Services	Government	State Training Authority	WA
Henning Christiansen	Australian Institute of Marine and Power Engineers (AIMPE)	Newcastle Branch Secretary & Director Professional Development	Union	consultant	NSW

Name	Organisation	Title	Industry	Representation Type	State
Michaela Moss	Svitzer Australia	Training Manager	Maritime Services	Employer	QLD
John Herekiuha	North Queensland Bulk Ports	Port Operations Supervisor	Transportation infrastructure	Employer	QLD

#### Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	<p>Dredging Operations:</p> <ul style="list-style-type: none"> <li>Confirmed that the approach for developing the dredging operations project was appropriate and needed to be consistent with the IMO (International Maritime Organisation) regulatory framework for seafarer familiarisation.</li> </ul>	The chosen approach was adopted and as a result only one new Unit of Competency was required.
<b>Peak Industry Bodies</b>	No feedback received.	
<b>Employers (Non-IRC)</b>	<p>Linesperson:</p> <ul style="list-style-type: none"> <li>Feedback from employers suggesting changes to performance criteria</li> </ul>	TAC reviewed recommendations and units were amended accordingly.
<b>Regulators</b>	No feedback received.	
<b>Registered Training Organisations (RTOs)</b>	<p>Linesperson:</p> <ul style="list-style-type: none"> <li>Feedback from RTO suggesting changes to performance criteria.</li> </ul> <p>Dredging:</p>	TAC reviewed recommendations and units were amended accordingly.

	<ul style="list-style-type: none"> <li>Feedback confirming the new unit reads well and a request to review a specific piece of performance evidence.</li> </ul>	
<b>Training Boards/Other</b>	No feedback received.	
<b>State and Territory Training Authorities (STAs)</b>	<ul style="list-style-type: none"> <li>The WA STA does not support the development of orphan units.</li> </ul>	<p>The IRC confirmed the following:</p> <ul style="list-style-type: none"> <li>currently the only 'fit' for these units is Certificate III in Marina Operations.</li> <li>The qualification has been amended to reflect the STA request.</li> </ul>
<b>Unions</b>	No feedback received.	

## Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
<p><b>Incorporate dredging unit of competency into a MAR qualification</b></p>	<ul style="list-style-type: none"> <li>The WA STA does not support the development of orphan units.</li> </ul>	<p>The IRC confirmed the following:</p> <ul style="list-style-type: none"> <li>currently the only 'fit' for these units is Certificate III in Marina Operations.</li> <li>The qualification has been amended to reflect the STA request.</li> </ul>
<p><b>Amending performance criteria and performance evidence</b></p>	<ul style="list-style-type: none"> <li>Feedback stakeholders suggesting changes to performance criteria and performance evidence.</li> </ul>	<p>TAC reviewed recommendations and units were amended accordingly.</p>
<p><b>Preferred approach to developing dredging operations product by TAC</b></p>	<ul style="list-style-type: none"> <li>It was appropriate for product to be consistent with the IMO (International Maritime Organisation) regulatory framework for seafarer familiarisation.</li> </ul>	<p>The chosen approach was adopted and as a result only one new Unit of Competency was required.</p>



### Attachment D: Mandatory Workplace Requirements in Training Products

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

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
		There are no mandatory workplace requirements in the Training Package products developed in this Case for Endorsement.	

### Attachment E: No enrolment and low enrolment training products

#### No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
Not applicable.		
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention

**Low Enrolment:**

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available<sup>1</sup>

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
Not applicable.		
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention

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<sup>1</sup> Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years (*this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018*)

### Attachment F: Quality assurance reports

#### Editorial

##### 1. Cover page

Information required	Detail
Training Package title and code	MAR Maritime Training Package, Release 8.0
Number of new qualifications and their titles <sup>1</sup>	<p><b>No new qualifications.</b></p> <p><b>3 skill sets were newly created</b></p> <ul style="list-style-type: none"> <li>• MARSS00042 Dredging Familiarisation Skill Set</li> <li>• MARSS00043 Engine Watch Rating Skill Set</li> <li>• MARSS00044 Navigational Watch Rating Skill Set</li> </ul>
Number of revised qualifications and their titles	<p><b>7 revised qualifications</b></p> <ul style="list-style-type: none"> <li>• MAR20121 Certificate II in Maritime Operations (Linesperson)</li> <li>• MAR20321 Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)</li> <li>• MAR20421 Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal).</li> <li>• MAR30821 Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal).</li> <li>• MAR30921 Certificate III in Maritime Operations (Master up to 24 metres Near Coastal)</li> <li>• MAR31021 Certificate III in Maritime Operations (Master Inland Waters).</li> <li>• MAR40121 Certificate IV in Maritime Operations (Chief Integrated Rating)</li> </ul> <p><b>2 updated qualifications - SSO Maintenance</b></p> <ul style="list-style-type: none"> <li>• MAR30120 Certificate III in Marina Operations</li> <li>• MAR30220 Certificate III in Maritime Operations (Integrated Rating)</li> </ul> <p><b>and one Skill Set</b></p> <ul style="list-style-type: none"> <li>• MARSS00020 Able Seafarer - Deck Skill Set</li> </ul>
Number of new units of competency and their titles	<p><b>1 new unit of competency</b></p> <ul style="list-style-type: none"> <li>• MARN018 Contribute to basic marine dredging operations</li> </ul>

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

## Training Package Quality Assurance

Information required	Detail
Number of revised units of competency and their titles	<p><b>7 units of competency were updated</b></p> <ul style="list-style-type: none"> <li>• MARB054 Apply marine terminology and port procedures.</li> <li>• MARB055 Maintain mooring equipment</li> <li>• MARC061 Conduct mooring operations using mechanical equipment</li> <li>• MARC062 Perform mooring operations</li> <li>• MARE003 Communicate during mooring operations</li> <li>• MARF049 Follow port and terminal security procedures</li> <li>• MARF050 Follow work health and safety, and emergency procedures during mooring operations</li> </ul>
Confirmation that the draft training package components are publication-ready	They are publication ready.
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	<p>Yes</p> <p>Bernadette Delaney</p>
Date of completion of the report	<b>18/5/21</b>

### 2. Content and structure

Units of competency	Comments
<p>Editorial requirements</p>	
<p>Standard 5:</p> <ul style="list-style-type: none"> <li>• The structure of units of competency complies with the unit of competency template.</li> </ul>	<p>The units of competency comply with the template.</p> <p>Mandatory fields are covered including appropriate title, application, elements, performance criteria, foundation skills and unit mapping information.</p> <p>The <i>MAR Companion Volume Implementation Guide, Version 8.0 (CVIG,V8.0)</i> includes a mapping guide outlining changes to units.</p>
<p>Standard 7:</p> <ul style="list-style-type: none"> <li>• The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	<p>The assessment requirements comply with the template.</p> <p>Each one reviewed contained performance and knowledge evidence that linked to the unit of competency requirements. Assessment Conditions included information about assessment processes and resources.</p>

## Training Package Quality Assurance

Qualifications	
Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> <li>The structure of the information for qualifications complies with the qualification template.</li> </ul>	<p>The structure of the qualifications complies with the template.</p> <p>The qualification descriptions were succinct and clearly nominated job roles. Packaging rules were presented clearly and unambiguously. Mapping information was listed.</p> <p>There is detailed regulatory information about Australian Maritime Safety Authority (AMSA) Certificates of Competency on relevant qualifications.</p> <p>All units (native and imported) in the qualifications were checked against the CVIG,v8 and for currency (if applicable) on training.gov.au.</p>
<p>Standard 10:</p> <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>	<p>Currently there are no credit transfer arrangements between qualifications in the MAR Maritime Training Package and higher education qualifications (CVIG,v8.0, p.43).</p>

Companion Volumes	
Editorial requirements	Comments by the editor
<p>Standard 11:</p> <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>	<p>All required components for the Companion Volume Implementation Guide (CVIG,8.0) comply with the template. This includes sections on Overview Information and Implementation Information. A mapping guide covered qualifications, units and skill sets. Skill Set pathways were recorded on the mapping guide.</p> <p>The key features of training package releases are described in detail in the CVIG,8.0.</p>

### 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>Yes. The qualification and unit codes and titles are accurately cross-referenced throughout the training package products including mapping information and packaging rules, and in the CVIG, v8.0.</p>

## Training Package Quality Assurance

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li>• Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	Units were presented in full.
<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>Yes. Editorial review has checked the quality of the training products and found that they:</p> <ul style="list-style-type: none"> <li>are accessible and clear to understand</li> <li>do not have spelling, grammatical and typing mistakes</li> <li>use consistent language and formatting</li> <li>use a logical structure and presentation</li> <li>comply with the required templates.</li> </ul>

# Independent Quality Report

### Section 1 – Cover page

Information required	Detail
Training Package title and code	MAR Maritime Training Package Release 8.0
Number of new qualifications and their titles <sup>1</sup>	<p>No new qualifications.</p> <p>3 skill sets were newly created</p> <ul style="list-style-type: none"> <li>• MARSS00042 Dredging Familiarisation Skill Set</li> <li>• MARSS00043 Engine Watch Rating Skill Set</li> <li>• MARSS00044 Navigational Watch Rating Skill Set</li> </ul>
Number of revised qualifications and their titles	<p><b>7 revised qualifications</b></p> <ul style="list-style-type: none"> <li>• MAR20121 Certificate II in Maritime Operations (Linesperson)</li> <li>• MAR20321 Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)</li> <li>• MAR20421 Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal).</li> <li>• MAR30821 Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal).</li> <li>• MAR30921 Certificate III in Maritime Operations (Master up to 24 metres Near Coastal)</li> <li>• MAR31021 Certificate III in Maritime Operations (Master Inland Waters).</li> <li>• MAR40121 Certificate IV in Maritime Operations (Chief Integrated Rating)</li> </ul> <p><b>2 updated qualifications - SSO Maintenance</b></p> <ul style="list-style-type: none"> <li>• MAR30120 Certificate III in Marina Operations</li> <li>• MAR30220 Certificate III in Maritime Operations (Integrated Rating)</li> </ul> <p><b>and one Skill Set</b></p> <ul style="list-style-type: none"> <li>• MARSS00020 Able Seafarer - Deck Skill Set</li> </ul>
Number of new units of competency and their titles	<p>1 new unit of competency</p> <ul style="list-style-type: none"> <li>• MARN018 Contribute to basic marine dredging operations</li> </ul>

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

## Training Package Quality Assurance

Information required	Detail
Number of revised units of competency and their titles	<p>7 units of competency were updated</p> <ul style="list-style-type: none"> <li>• MARB054 Apply marine terminology and port procedures.</li> <li>• MARB055 Maintain mooring equipment</li> <li>• MARC061 Conduct mooring operations using mechanical equipment</li> <li>• MARC062 Perform mooring operations</li> <li>• MARE003 Communicate during mooring operations</li> <li>• MARF049 Follow port and terminal security procedures</li> <li>• MARF050 Follow work health and safety, and emergency procedures during mooring operations</li> </ul>
<p>Confirmation that the panel member is independent of:</p> <ul style="list-style-type: none"> <li>• the Training Package or Training Package components review ('Yes' or 'No')</li> <li>• development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	<p>I confirm through affirmation:</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	These Training Package components are compliant with the <i>Standards for Training Packages 2012</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	This Training Package and its component parts are compliant with the <i>Training Package Products Policy</i> .



## Training Package Quality Assurance

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	These Training Package components are compliant with the <i>Training Package Development and Endorsement Process Policy</i> .
Panel member's view about whether: <ul style="list-style-type: none"> <li>• the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>• estimated impact of the proposed changes is sufficient and convincing</li> </ul>	<p>As evidenced by the Case for Endorsement (CfE), and the associated appendices, consultation was sufficient and specific to the project. The Technical Advisory Committee was nationally representative of a broad cross-section of stakeholders.</p> <p>The CfE convincingly outlines the reasons for the revision of these qualifications and the associated new units as an update of the existing Training Package. The impact of these additions is also clear.</p> <p>There are no exception reports to the consultation findings.</p>
Name of panel member completing Quality Report	Terry Smith
Date of completion of the Quality Report	25 <sup>th</sup> May, 2021

### 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>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components:           <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes (CVIG)</li> </ol>	<b>Yes</b>	<p>I confirm that:</p> <ul style="list-style-type: none"> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency) and</li> <li>• the MAR Training Package CVIG</li> </ul> <p>are all evident.</p>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 2  Training Package developers comply with the <i>Training Package Products Policy</i>	<b>Yes</b>	The Training Package developers have complied with the <i>Training Package Products Policy</i> . All conditions have been met.
Standard 3  Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i>	<b>Yes</b>	The Training Package developers have complied with the <i>AISC Training Package Development and Endorsement Process Policy</i> in all aspects: consultation; development; and compliance.
Standard 4  Units of competency specify the standards of performance required in the workplace	<b>Yes</b>	<p>The standards of performance required in the workplace are specified in the units of competency. They are clearly written in plain English.</p> <p>The standards of performance and associated benchmarks are evident.</p> <p>The elements and associated performance criteria are clear and logically sequenced.</p> <p>The units are well structured and easy to understand and apply.</p>
Standard 5  The structure of units of competency complies with the unit of competency template	<b>Yes</b>	<p>The structure meets the specified template requirements.</p> <p>I note the equity and editorial reports and concur overall with their findings.</p> <p>In reviewing I can confirm that the Foundation Skills are explicit and embedded in the performance criteria throughout all units. This was proven through analysis against the ASQA resource <i>Trigger Words for Foundation Skills</i>.</p> <p>Unit titles are correct and unit applications are clear, including provision of context.</p>

## Training Package Quality Assurance

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>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<b>Yes</b>	<p>Assessment requirements are clear as are the conditions for assessment including the use of appropriate simulation contexts where workplace performance can't be assessed.</p> <p>Performance evidence is specifically related to performance and is a clear and concise summary of the unit's performance requirements.</p> <p>Knowledge evidence is clearly related and specifically linked to the performance criteria of the unit. All components are clear, readily understandable and logical.</p>
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	<b>Yes</b>	<p>All units have associated assessment requirements.</p> <p>The assessment requirements comply with the relevant and specified template.</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	<b>Yes</b>	<p>The revised qualifications comply with the Australian Qualifications Framework specification for the qualification type.</p>
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	<b>Yes</b>	<p>The revised qualification structures are compliant.</p>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 10  Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	<b>Yes</b>	There are no credit arrangements in place, and this is specified.
Standard 11  A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	<b>Yes</b>	A Companion Volume Implementation Guide (CVIG) exists and provides clear and useful information. It also includes clear guidance on the context of the range of job role environment applications in appendix form and has useful advice for implementers and educators.
Standard 12  Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	<b>Yes</b>	The MAR CVIG is complemented by appendices providing supplementary information. This also makes the information easier to access.

### 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	As stated in the CfE:  <i>The "initial scope of this project was to review the Certificate II in Maritime Operations (Linesperson) and seven associated Units of Competency and develop 1 new unit</i>

## Training Package Quality Assurance

		<p><i>of competency.</i></p> <p><i>As part of the review process, the Technical Advisory Committee (TAC) determined that a new unit of competency was not required. The preferred approach was to incorporate work practices and requirements for new technologies into existing units of competency (where relevant)."</i></p> <p>The consultation and development associated with the development of these units ensured that procedures and product were driven by industry's needs and expectations and their specific need to update existing units to reflect changes in current practice and work requirements.</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 providers to improve their delivery and to consumers to enable more informed course choices</li> <li>• ensure that the training system better supports individuals to move easily</li> </ul>	<p>Yes</p>	<p>The project was driven by the requirement to meet the specific needs of the update existing units to meet current workplace practices and requirements. Initial thinking was for the creation of a new unit. However further analysis revealed that good practice would be to review and update existing units., while adding a unit to cover contributing to marine dredging operations.</p> <p>These reviewed units and associated qualifications when used in conjunction with the companion volume which provides specific applied practice requirements and context ensure that:</p> <ul style="list-style-type: none"> <li>• information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</li> <li>• the training system better supports individuals to move easily from one related occupation to another</li> <li>• the efficiency of the training system is improved by creating units that that can be owned and used by multiple contexts with the units being applicable to a range of application and vessels.</li> </ul> <p>The CVIG contains detailed information about industry's expectations of training delivery. The CVIG is readily available, in a useable style, to training providers to improve their delivery and to consumers to enable more informed course choices.</p> <p>Where appropriate Units of Competency from other Training Packages are contained within qualification streams. Notably these are from the BSB and HLT Training Packages.</p>

## Training Package Quality Assurance

<p>from one related occupation to another</p> <ul style="list-style-type: none"> <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 units are future oriented and take account of current processes and techniques. Nothing in the language of these units excludes future application.</p> <p>The CVIG also provides critical information on job/role environment contexts.</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  <i>Please see examples of evidence in the Training Package Development and Endorsement Process Policy</i>
<p>Support movement of skills within and across organisations and sectors</p>	<p>Yes</p>	<p>The main objective of these revised units and qualifications is to revise units to update for current context and requirements.</p> <p>The previous version of these units and qualifications met this requirement and they continue to do so.</p>
<p>Promote national and international portability</p>	<p>Yes</p>	<p>These units address the intricate safety and maritime specific industry requirements, but they are portable within this context and allow for the variety of marine operations and contexts that exist.</p>
<p>Reflect regulatory requirements and licensing</p>	<p>Yes</p>	<p>There are no legislative or regulatory requirements that impact specifically on these units. Where relevant reference is made to entry requirements and checking with AMSA on requirements regarding Skill Set entry requirements and certification on completion and associated job role titles.</p>

## Training Package Quality Assurance

### 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	The CfE clearly demonstrates the wide national consultation that occurred and the areas of national consensus.  There are no exception reports.
Recognise convergence and connectivity of skills	Yes	This revised qualifications and associated units clearly address areas of commonality and connectivity across industry sectors, where possible cross industry units such as BSBWXT301 Work in a team have been imported to provide generic context while other units address the technical integrity requirements of maritime work at differing levels of complexity.

### 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	The CfE highlights how all relevant sectors and industry representatives were widely consulted and their needs and views incorporated into the development of the units, the associated revised qualifications, and new and revised skill sets.

## Training Package Quality Assurance

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 equitable access and progression of learners	Yes	<p>Where appropriate the units provide flexibility and portability across sectors and are easily accessible through the use of plain English and phrasing. Assessment and context are clear. I concur with the Equity Report findings.</p> <p>Entry and exit points are clearly outlined in the Companion Volume Implementation Guide (CVIG).</p> <p>No unnecessary or inappropriate barriers are evident. Advice is provided on apprenticeship and VET in School pathways in the CVIG.</p> <p>No pre-requisites are required, and the qualifications do not have any entry requirements.</p> <p>Assessment is able to occur in simulated workplace situations where it is not appropriate to conduct it in real workplace operational situations.</p>



## Training Package Quality Assurance

### 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
Support learner transition between education sectors	N/A	<p>These units and the associated qualification are designed for specific workplace roles requiring a degree of specificity and compliance where safety of self and others is a key factor, appropriate to the AQF qualification level. The qualifications allow for apprenticeship pathways.</p> <p>As mentioned previously there are no higher education arrangements.</p>

### 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
Support implementation across a range of settings	Yes	<p>The CVIG provides clear advice about implementation and is aided by specific qualification information. Qualification transition arrangements are also outlined. Pathways are clear. The technical nature of these units negates implementation across a range of settings, except within the same sector.</p>
Support sound assessment practice	Yes	<p>The depth and breadth of assessments is consistent and clear as is the amount of required assessments. Sound use is made of real and simulated assessment. Assessment conditions are clearly outlined.</p> <p>The units of competency and associated assessment requirements clearly specify the outcomes required in plain English and provide specific volume and context.</p>
Support implementation	Yes	<p>The product is compliant with TGA/National Register requirements for publication. CVIG provides clear advice about unit application and context.</p>

## Training Package Quality Assurance

# Equity Report

## Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>MAR Maritime Training Package Release 8.0</b>
Number of new qualifications and their titles <sup>1</sup>	<p><b>No new qualifications</b></p> <p><b>Three new skillsets:</b></p> <ul style="list-style-type: none"> <li>• MARSS00042 Dredging Familiarisation Skill Set</li> <li>• MARSS00043 Engine Watch Rating Skill Set</li> <li>• MARSS00044 Navigational Watch Rating Skill Set</li> </ul>
Number of revised qualifications and their titles	<p><b>Seven revised qualifications:</b></p> <ul style="list-style-type: none"> <li>• MAR20121 Certificate II in Maritime Operations (Linesperson)</li> <li>• MAR20321 Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)</li> <li>• MAR20421 Certificate II in Maritime Operations (Marine Engine Driver Grade 3 Near Coastal)</li> <li>• MAR30821 Certificate III in Maritime Operations (Marine Engine Driver Grade 2 Near Coastal)</li> <li>• MAR30921 Certificate III in Maritime Operations (Master up to 24 metres Near Coastal)</li> <li>• MAR31021 Certificate III in Maritime Operations (Master Inland Waters)</li> <li>• MAR40121 Certificate IV in Maritime Operations (Chief Integrated Rating)</li> </ul>
Number of new units of competency and their titles	<p><b>One new Unit of Competency:</b></p> <ul style="list-style-type: none"> <li>• MARN018 Contribute to basic marine dredging operations</li> </ul>
Number of revised units of competency and their titles	<p><b>Seven revised Units of Competency:</b></p> <ul style="list-style-type: none"> <li>• MARB054 Apply marine terminology and port procedures</li> <li>• MARB055 Maintain mooring equipment</li> <li>• MARC061 Conduct mooring operations using mechanical equipment</li> <li>• MARC062 Perform mooring operations</li> <li>• MARE003 Communicate during mooring operations</li> </ul>

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

## Training Package Quality Assurance

Information required	Detail
	<ul style="list-style-type: none"> <li>• MARF049 Follow port and terminal security procedures</li> <li>• MARF050 Follow work health and safety, and emergency procedures during mooring operations</li> </ul>
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	<b>It is the view of the equity reviewer that the training package developer has met the requirements in Section 2 Equity checklist of draft training package components.</b>
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	No (see page 6)
Date of completion of the report	<b>20 May 2021</b>

## Training Package Quality Assurance

### 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>It is the view of the equity reviewer that the training package developer has complied with the Training Package Products Policy (TPPP).</p> <p>Commonwealth anti-discrimination legislation and associated standards and regulations have been upheld by the training package developer. Additionally, Australia's federal anti-discrimination laws have been maintained through appropriate use of language and reference in the product development. These are contained in the following legislation:</p> <ul style="list-style-type: none"> <li>• Age Discrimination Act 2004</li> <li>• Disability Discrimination Act 1992</li> <li>• Racial Discrimination Act 1975</li> <li>• Sex Discrimination Act 1984</li> </ul> <p>The draft Units of Competency do not have pre-requisites and the draft qualifications do not have entry requirement. This reduces barriers to learning and provides flexibility and equity to learners.</p> <p>Flexibility and reasonable adjustment are also supported through a standard statement in the units' assessment conditions: '<i>simulated workplace operational situations that replicate workplace conditions.</i>' This provides options to design realistic industry environments that closely align to the real situation for both training and assessment.</p> <p>The draft units have been intentionally designed to contain technical skills and knowledge applicable to the standard performance expected in the workplace. This is due to the specific and technical nature of the tasks involved in those units. The application section of the units contains explanation of industry terminology used allowing for clear interpretation for training providers and learners.</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.

## Training Package Quality Assurance

### Key features

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

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

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

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?	<p>The Units of Competency do not require any pre-requisites, and this supports equitable access and removes barriers to learning. There are no licencing, legislative or certification requirements applicable to the Units of Competency.</p> <p>They contain clear and concise language, and the application section of the units contains explanation of industry terminology used allowing for clear interpretation for training providers and learners.</p> <p>The qualifications do not have any entry requirements. The job roles outlined in the qualification description cover a range of potential job outcomes.</p> <p>The inclusion of units of competency imported from other Training Packages provides greater flexibility of choice and provides skills that are transferable across a range of industry sectors</p>
2. Is there evidence of multiple entry and exit points?	Multiple entry and exit points are clearly outlined in the Companion Volume Implementation Guide (CVIG). Advice on apprenticeship and VET in School programs is also provided in the CVIG.
3. Have prerequisite units of competency been minimised where possible?	Yes, the Units of Competency do not require any pre-requisites and the qualifications do not have any entry requirements.
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<p>In this reviewer's opinion, the qualifications have been based on a structure in relation to the industry occupational outcome requirements.</p> <p>Assessment Conditions in Units of Competency allow assessment to occur in simulated workplace situations where it is not appropriate to conduct it in real workplace operational situations.</p>

### 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.

## Training Package Quality Assurance

Equity requirements	Equity reviewer comments
<p>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?</p>	<p>The Pathway Advice section in the CVIG states that generally, all qualifications in the MAR Maritime Training Package Release 8.0 are suitable for delivery via an Australian Apprenticeship pathway.</p> <p>Various pathway options are included in the CVIG covering options based on each qualification stream as well as pre-vocational (School) and industry entry-level qualifications.</p> <p>The following qualifications have been identified as being suitable for VET in Schools:</p> <ul style="list-style-type: none"> <li>• MAR10220 Certificate I in Maritime Operations (General Purpose Hand Near Coastal)</li> <li>• MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)</li> <li>• MAR30318 Certificate III in Marina Operations.</li> </ul> <p>CVIG states that no national credit arrangements between VET and higher education exist currently.</p>

### 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
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>The reviewer has cited the Companion Volume Implementation Guide (CVIG) and it includes advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills</li> </ul> <p>In the products viewed, simple, concise language and clear articulation of assessment requirements is consistently present. Assessment conditions clearly state the conditions in which the assessment should take place. This allows for clear interpretation by training providers and others of the units and their assessment components.</p>
<p>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?</p>	<p>Foundation skills are recognisable at a Unit of Competency level. They reflect and do not exceed the foundation skills required in the workplace.</p>

## **Training Package Quality Assurance**

**Raja Ginting, Industry Skills Specialist – Australian Industry Standards Ltd.**

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

- Employment with Australian Industry Standards Limited (SSO) since June 2018
- Previous experience in designing and delivering organisational training and assessment

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

- Current role with AIS since January 2019, facilitating industry activities in developing training packages to meet skills needs
- Foundation Skills workshop for trainers and assessors
- Internal workshops developing Training Product products including Equity Report Writing
- Completion of courses and professional development programmes related to VET
- Professional knowledge updates via forums, newsletters and internal workshops

### **Details of relevant qualifications and/or professional memberships**

- Certificate IV in Training and Assessment

# Training Package Quality Assurance

## Attachment G for the letters of support



Transport  
for NSW

22/04/2021

Mr Paul Walsh  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne 3205

Dear Paul,

**RE: Letter of Support for MAR Training Package Products (Release 8.0) – MAR Maritime Operations Linesperson**

I would like to confirm that I represented Transport for NSW, Maritime, (TfNSW Maritime) in a series of Technical Advisory Committee (TAC) meetings as a subject matter expert for the linesperson project that will be included in the Maritime Training Package, Release 8.0.

The training products have been developed to compliment and update the skills and knowledge held by linespersons and consideration was given to changing needs of the linesperson job role relevant to the areas of:

- workplace health and safety requirements to achieve regulatory compliance
- international maritime organisation requirements including security awareness
- VHF marine radio licensing requirements, and
- new and emerging technologies

The Maritime Linesperson training products in the Maritime Training Package will facilitate pathways across the maritime sector and support workforce development.

I am pleased to support the maritime training product.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Bahram Abedi'.

Bahram Abedi  
Seafarer Standards and Liaison Officer  
Maritime  
Transport for NSW



# Training Package Quality Assurance

17<sup>th</sup> June 2021

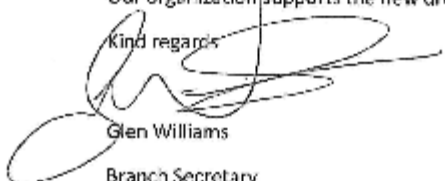
Paul Walsh  
Chief Executive Officer  
Australian Industry Standards  
Level 2/31 Market Street  
South Melbourne VIC 3205

Dear Paul,

The Maritime Training Package was updated to include new products which address the skills and knowledge requirements for seafarers undertaking dredging operations, with a focus on safety. These new products provide seafarers with a pathway which previously did not exist in the training package which supports the mobility of workers.

Our organization supports the new dredging products in the Maritime Training Package 8.0.

Kind regards



Glen Williams

Branch Secretary

Maritime Union of Australia

A Division of the Construction, Forestry, Maritime, Mining and Energy Union

# Training Package Quality Assurance

23 April 2021

Mr Paul Walsh  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne 3205



Dear Paul

**RE: Letter of Support for MAR Training Package Products (Release 8.0) – MAR Maritime Operations Linesperson**

I would like to confirm that I represented Maritime Employees Training Ltd (METL) in a series of Technical Advisory Committee (TAC) meetings as a subject matter expert for the linesperson project, that will be included in the Maritime Training Package, Release 8.0.

The training products have been developed to compliment and update the skills and knowledge held by linespersons and consideration was given to changing needs of the linesperson job role relevant to the areas of:

- workplace health and safety requirements to achieve regulatory compliance
- international maritime organisation requirements including security awareness
- VHF marine radio licensing requirements, and
- new and emerging technologies

The Maritime Linesperson training products in the Maritime Training Package will facilitate pathways across the maritime sector and support workforce development.

I am pleased to support the maritime training product.

Yours sincerely,

A handwritten signature in black ink that reads 'Kerrie Simpson'. The signature is written in a cursive, flowing style.

Kerrie Simpson  
Industry Director

METL  
Level 2 215-217 Clarence St  
SYDNEY NSW 2000  
Mob: 0417 206 338

# Training Package Quality Assurance

18<sup>th</sup> June 2021

Paul Walsh

Chief Executive Officer

Australian Industry Standards

Level 2/31 Market Street

South Melbourne VIC 3205

Dear Paul,

The Maritime Training Package was updated to include new training products for dredging operations. These new products provide seafarers with the opportunity to develop skills and knowledge specialising in marine dredging operations which enables vocational skills transferability across the maritime industry and supports the mobility of skilled workers.

I support the new dredging products in the Maritime Training Package 8.0.

Kind regards



Mario Dsouza

Port Authorised Officer

Safety, Security and Emergency Management

Port of Melbourne



# Training Package Quality Assurance

18<sup>th</sup> June 2021

Paul Walsh

Chief Executive Officer

Australian Industry Standards

Level 2/31 Market Street

South Melbourne VIC 3205

Dear Paul,

The Linesperson project reviewed the Certificate II in Maritime Operations (Linesperson) and seven associated units of competency. These reviewed products updated work and safety practices for seafarers conducting mooring and unmooring operations including the work practices associated with automated line equipment.

I support the new dredging products in the Maritime Training Package 8.0.

Kind regards



Mario DSouza

Port Authorised Officer

Safety, Security and Emergency Management

Port of Melbourne



# Training Package Quality Assurance

20APRIL2021

Mr Paul Walsh  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne 3205

Dear Mr Walsh

**RE: Letter of Support for MAR Training Package Products (Release 8.0) – MAR Maritime Operations Linesperson**

I would like to confirm that I participated in a series of Technical Advisory Committee (TAC) meetings as a subject matter expert for the linesperson project, that will be included in the Maritime Training Package, Release 8.0.

The training products have been developed to compliment and update the skills and knowledge held by linespersons and consideration was given to changing needs of the linesperson job role relevant to the areas of:

- workplace health and safety requirements to achieve regulatory compliance
- international maritime organisation requirements including security awareness
- VHF marine radio licensing requirements, and
- new and emerging technologies

The Maritime Linesperson training products in the Maritime Training Package will facilitate pathways across the maritime sector and support workforce development.

I am pleased to support the maritime training product.

Yours sincerely,

RVA

Captain Rob Anderson

# Training Package Quality Assurance

27/04/2021

Mr Paul Walsh  
Chief Executive Officer  
Australian Industry Standards  
Level 2, 31 Market Street  
South Melbourne 3205

Dear Paul,

**RE: Letter of Support for MAR Training Package Products (Release 8.0) – MAR Maritime Operations Linesperson**

I would like to confirm that I represented Linespersons in a series of Technical Advisory Committee (TAC) meetings as a subject matter expert for the linesperson project, that will be included in the Maritime Training Package, Release 8.0.

The training products have been developed to compliment and update the skills and knowledge held by linespersons and consideration was given to changing needs of the linesperson job role relevant to the areas of:

- workplace health and safety requirements to achieve regulatory compliance
- international maritime organisation requirements including security awareness
- VHF marine radio licensing requirements, and
- new and emerging technologies

The Maritime Linesperson training products in the Maritime Training Package will facilitate pathways across the maritime sector and support workforce development.

I am pleased to support the maritime training product.

Yours sincerely,



Jason Gough, Linesperson.