



Australian
Industry and
Skills Committee

TRANSPORT AND LOGISTICS TRAINING PACKAGE RELEASE 9.0

Name of allocated IRCs: Transport & Logistics and Naval Shipbuilding
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 2019 Naval Shipbuilding (NSB) Industry Skills Forecast.

The Case for Change was **approved at the 13 August 2019 AISC meeting** and directed by the Commonwealth through **Activity Order AIS/TPD/2019-20/001 (project TLI-1)**

The project was initiated by the NSB Industry Reference Committee (IRC), with support from PwC's Skills for Australia (Skills Service Organisation). The NSB IRC is responsible for ensuring that the skilling requirements for the NSB and sustainment industries are reflected in relevant Training Packages.

The Transport and Logistics (T&L) IRC, on behalf of the NSB IRC, led this project to develop additional Integrated Logistics Support (ILS) Units of Competency where existing Units of Competency failed to meet the requirements of the NSB industry. The project addressed industry demand for enhanced technical skills across ILS and greater understanding of how it relates to current operational practices.

The initial project scope included developing Units of Competency for each of the following five support system constituent capabilities contained within ILS:

- Reliability Maintainability & Availability (RM&A)
- Maintenance Engineering
- Supply Support
- Technical Publications
- Configuration Management

During the course of development work, the Technical Advisory Committee (TAC) identified the need for two additional Units of Competency to deliver a more comprehensive coverage of Logistics Support Analysis (LSA) and consequently sought approval for the following two Units of Competency:

- Failure Mode, Effects and Criticality Analysis (FMECA)
- Level of Repair Analysis (LORA)

The change of scope, and a request for an extension to the original submission date was approved 17 August 2020.

The new Units of Competency have been developed primarily for application in a Defence integrated logistics environment. They have been added as electives in the TLI Diploma of Materiel Logistics qualification which was initially developed with significant input from Defence.

Three of the new Units of Competency have also been housed in a new *Conduct Logistics Support Analysis in Defence Materiel Logistics Skill Set*.

1.2 Timeframes and delays

A project extension to enable submission to the AISC February 2021 meeting (from previous submission date of 30 October 2020) was requested 12 August 2020 and approved 17 August 2020.

The extension was requested due to difficulties in engaging subject matter specialists which delayed planned the product development work of the TAC. In addition, due to the complex subject matter, the TAC recommended an additional two (2) Units of Competency be developed, which was supported by the NSB IRC.

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.

Seven new ILS units of competency and one new Skill Set were developed where existing units of competency failed to meet the NSB industry requirements.

The project outputs ensure the integrated planning and action of several disciplines in conjunction with one another to ensure system availability. The planning of each element of ILS is ideally developed in coordination with the system engineering effort. Trade-offs may be required between components in order to acquire a system that is: affordable, operable, supportable, sustainable, transportable and environmentally sound.

ILS professionals plan and direct the identification and development of logistics support and system requirements for military needs, with the goal of creating systems that last longer and require less support, thereby reducing costs and increasing return on investments. ILS therefore addresses these aspects of supportability not only during ship design and construction, but also throughout the operational life cycle of the ship.

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

Both the Transport and Logistics and the Naval Shipbuilding IRCs provided direction in the identification of relevant stakeholders to participate in this project.

Content developed covers a niche area of logistics primarily used in the defence sector. Stakeholders from Defence, as well as Defence Contracting services were engaged in the project.

3.2 Strategies for engaging stakeholders

Engagement was driven through both the T&L and NSB IRCs (and their respective SSOs) to maximise reach and depth of engagement with appropriate stakeholders.

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

- IRC member communications to their relevant industry networks using various methods.
- Phone, video/teleconference meetings and emails to key industry stakeholders.
- Establishment of a Technical Advisory Committee (TAC) comprising 7 subject matter experts from Directorate of Navy Logistics Capability and Workforce Management, Naval Shipbuilding College, and NSB industry supplier.
- Communication to State and Territory Training Authorities (STAs) and VET regulators.
- Project updates to 2,033 T&L and NSB registered subscribers via direct email, with links to draft product on the website for public consultation and validation periods. This supported participation by Defence and naval shipbuilding stakeholders across Australia. The project was also promoted through the AIS newsletter.
- Formal feedback was received from 6 stakeholders, including Defence, across the two consultation periods.

As part of the AIS communication strategy, key industry stakeholders' views were sought, and all feedback presented to the TAC 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. As part of the AIS communication strategy, all key industry stakeholders were regularly informed of the expected changes and impacts during the consultation periods.

Public consultation periods were:

- 7 August 2020 to 7 September 2020
- 17 September 2020 to 2 October 2020

3.3 Participation by different types of stakeholders

Representatives from several areas of Defence, Defence Contractors and the Naval Shipbuilding College were represented on the TAC.

Australian Industry Standards (AIS) circulated material for consultation to Transport and Logistics and Defence registered stakeholders.

PwC's Skills for Australia circulated material for consultation to NSB stakeholders.

4. Evidence of industry support

4.1 Industry support

The Transport and Logistics and NSB IRCs signed off on this CfE on 17 December 2020.

Industry stakeholders from the NSB, Defence and integrated logistics sectors were represented on the TAC or the IRC in relation to this project. The project covers a relatively niche area of ILS, but there was substantial feedback provided by a relatively small number of relevant stakeholders throughout the development process.

Feedback provided during consultation was constructive, and the TAC considered each item of feedback and took the appropriate action. Most concerns were resolved during the first round of public consultation, with only very minor additions provided during final validation consultation. The TAC unanimously supported the final products, with the Australian Defence Capability and Sustainment Group (CASG) attending the final TAC meeting as a guest and also providing support for the final products.

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: 18 November 2020 to 4 December 2020. Relevant Industry Training Advisory Bodies (ITAB's) were consulted throughout the process.

All STAs provided written support for the Case for Endorsement.

4.3 Mitigation strategies

A key focus of the project was alignment of the training products with existing Defence standards, systems and processes. It was identified during development that two additional Units of Competency were required to cover other significant areas of LSA. As a result, the coverage of Units of Competency developed provides a comprehensive coverage of LSA in a Defence environment.

The revised qualification is equivalent to the one it supersedes. All other components in this CfE are new and therefore no mapping relationships exist.

No components are proposed for deletion.

4.4 Letters of industry support

Letters of support are provided as part of this submission.

5. Dissenting views

5.1 Dissenting views/issues raised

No dissenting views were expressed by any stakeholder/s during the development of new units and updating of the Diploma qualification.

5.2 Rationale for approval

Not applicable

6. Reports by exception

No reports by exception.

Support was received from all State Training Authorities and no stakeholders requested anything be reported by exception.

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.

No Mandatory Workplace Requirements in Training Package product developed.

8. Implementation of the new training packages

8.1 Implementation issues

AIS used a consultation model that allowed individuals to comment on the draft training products throughout the process. Stakeholders have not identified implementation issues post this review and development. The newly developed Units of Competency will also sit inside the existing TLI Diploma of Materiel Logistics and a new logistics support analysis Skill Set enabling immediate use of the training products.

The TLI Transport and Logistics Training Package Companion Volume Implementation Guide (CVIG) has been updated accordingly to ensure that Registered Training Organisations (RTOs) have information regarding implementation. The CVIG for the TLI Transport and Logistic Training Package Release 9.0 provides advice on implementation of TLI Transport and Logistics Training Package products across a range of settings.

8.2 Potential for traineeship or apprenticeships

The qualification and new units are intended for upskilling of individuals who have significant experience and existing associated qualifications. They are not recommended as the basis for a Traineeship or Apprenticeship.

8.3 Occupational and licensing requirements

There are no licensing requirements contained in the revised qualification, or in the new Skill Set and Units 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>	✓
<i>Training Package Products Policy</i>	✓
<i>Training Package Development and Endorsement Process Policy</i>	✓
<i>Companion Volume Implementation Guide is available and quality assured.</i>	✓

*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:

<i>Streamlining/rationalisation of training products</i>	This project developed new content required to cover Integrated Logistics Support for Naval Shipbuilding needs not currently included in any industry Training Package. The units developed were included in the existing Diploma of Materiel Logistics because this supports the skill development needs of occupations covered by this qualification.
--	---

	<p>The qualification and Units of Competency were revised and developed to facilitate use by multiple transport and logistic sectors.</p> <p>TLI and DEF Training Packages were reviewed to determine if any existing training products could be used.</p> <p>Prior to project commencement the Naval Shipbuilding College had undertaken a detailed analysis of all existing training products. Where products existed to cover Integrated Logistics Support for Naval Shipbuilding they were identified and documented. This analysis led to the identification of the units developed during this project as gaps which needed to be addressed.</p> <p>None of the proposed new components are supported by existing training products.</p> <p>This project was to develop a small number of new Units of Competency and a Skill Set. No TLI Transport and Logistics Training Package components are proposed for removal in this CfE.</p>
<p><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></p>	<p>Throughout the revision and development of the qualification and Units of Competency, industry's expectation was to ensure flexible delivery was available to ensure that all industry sub-sectors were able to utilise the qualification and Units of Competency.</p> <p>It is also expected that the outcomes delivered will address industry job role expectations and compliance with regulatory requirements.</p> <p>The TLI Transport and Logistics Training Package CVIG describes additional requirements applicable to the learner's characteristics and describes industry's expectations for training delivery.</p> <p>The new components will supplement existing integrated and materiel logistics qualifications and other endorsed and non-endorsed ILS training products that have been identified by the Naval Shipbuilding College. They will support recognition of skills and knowledge for both experienced ILS, LSA and engineering support personnel.</p>
<p><i>Ensure the training system better supports individuals to move more easily between related occupations</i></p>	<p>The qualification fits into the transport and logistic industry employment pathway and provides the flexibility to cover all identified job roles at those levels. All qualifications are packaged to facilitate an opportunity to switch occupational streams within industry.</p> <p>The skills and knowledge described in the Units of Competency are appropriate for technical specialists with engineering experience wanting to move into logistics support roles. The processes described are transferable across different Defence services and to roles within Defence contracting organisations.</p>

<p><i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i></p> <p><i>Foster greater recognition of skill sets and work with industry to support their implementation</i></p>	<p>The qualification and Units of Competency were revised and developed to facilitate use by multiple transport and logistic sectors.</p> <p>One new Skill Set was developed as part of this project. The new Units of Competency that were developed are all suitable for inclusion into Skill Sets within the TLI Transport and Logistics Training Package and other industry Training packages.</p>
---	--

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 Transport and Logistics IRC and Naval Shipbuilding IRC.

Name of Chair

Mark McKenzie, Chair Transport and Logistics IRC

Signature of Chair



Date

17 December 2020

Name of Chair

Diane Edgerton, Chair Naval Shipbuilding IRC

Signature of Chair



Date

17 December 2020

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.

Training Product Name		Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Qualifications</i>				
<i>TLI50420 Diploma of Materiel Logistics</i>		Updated	Equivalent	New units of competency added to General Elective group and updated imported units.
<i>Units of competency</i>				
TLIX0028X Develop technical publications to support integrated logistics		New	This is a new unit. No equivalent unit.	
TLIX0029X Evaluate FMECA in a defence integrated logistics environment		New	This is a new unit. No equivalent unit.	
TLIX0030X Evaluate LORA in a defence integrated logistics environment		New	This is a new unit. No equivalent unit.	
TLIX0031X Provide maintenance engineering support in a defence integrated logistics environment		New	This is a new unit. No equivalent unit.	
TLIX0032X Undertake configuration management to support integrated logistics		New	This is a new unit. No equivalent unit.	

TLIX0033X Undertake RAM analysis in a defence environment		New	This is a new unit. No equivalent unit.	
TLIX0034X Undertake supply support in integrated logistics		New	This is a new unit. No equivalent 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
Integrated Logistics Support Manager	TLI50420 Diploma of Materiel Logistics	<p>The project addressed industry demand for enhanced technical skills across integrated logistics support and greater understanding of how it relates to current Defence operational practices.</p> <p>Seven new Units of Competency and one Skill Set were developed to provide a national and standardised approach to meet the requirements of integrated logistics support in the Naval Shipbuilding industry.</p>
Materiel Sustainment Manager	TLI50420 Diploma of Materiel Logistics	<p>The project addressed industry demand for enhanced technical skills across integrated logistics support and greater understanding of how it relates to current Defence operational practices.</p> <p>Seven new Units of Competency and one Skill Set were developed to provide a national and standardised approach to meet the requirements of materiel sustainment in the Naval Shipbuilding industry.</p>

Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Doug Thompson	Luerssen Australia	ILS Professional	Defence Contracting	Employer	SA
Mark Shannon	Serco Defence	ILS Professional	Defence Contracting	Employer	ACT
Tony Stemm	Innovative Transport safety training and compliance	Business Owner	Transport and Logistics	Employer	QLD
David Pashen	Leonardo Australia	Support Program Manager	Defence Contracting	Employer	VIC
Simon Schiwy	Directorate of Navy Logistics Capability	Commander (CMDR)	Defence	Employer	NSW
Peter Chapman	Directorate Navy Workforce Management	Lieutenant Commander (LCDR) Maritime Logistics Officer Workgroup Manager	Defence	Employer / Workforce Development	NSW
Nicholas Howie	Naval Shipbuilding College	Training Solutions Manager	Defence	Employer	SA
Craig Evans	Department of Defence Capability Acquisition and Sustainment Group	Functional Authority Product Support Management	Defence	Employer	VIC

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	<ul style="list-style-type: none"> Feedback was provided during consultation on technical content to ensure it accurately reflected workplace needs 	<ul style="list-style-type: none"> The TAC considered feedback and adopted recommended changes in final components
Peak Industry Bodies	<ul style="list-style-type: none"> No feedback received 	
Employers (Non-IRC)	<ul style="list-style-type: none"> Feedback was provided during consultation on technical content to ensure it accurately reflected workplace needs. 	<ul style="list-style-type: none"> The TAC considered feedback and adopted recommended changes where appropriate in final components.
Regulators	<ul style="list-style-type: none"> No feedback received 	
Registered Training Organisations (RTOs)	<ul style="list-style-type: none"> Feedback was provided during consultation on technical content to ensure it accurately reflected workplace needs Some feedback requested far more detail be included in content. Many of the suggestions were better suited to inclusion in curriculum than in a unit of competency. <p>N.B. feedback was from a training provider who deliver similar content outside of the accredited VET system.</p>	<ul style="list-style-type: none"> The TAC considered feedback and adopted recommended changes in final components Advice was provided to proponent on actions taken in response to their feedback and there were no objections to final amendments.
Training Boards/Other	<ul style="list-style-type: none"> No feedback received 	
State and Territory Training Authorities (STAs)	<ul style="list-style-type: none"> No feedback received 	
Unions	<ul style="list-style-type: none"> No feedback received 	
<i>Please add other categories as appropriate</i>		

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
Stakeholders have not raised issues		AIS used a consultation model that allowed individuals to comment on the draft training products throughout the process. Stakeholders have not identified implementation issues post this review and development.

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
		No Mandatory Workplace Requirements in Training Package product developed	

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
NIL	NIL	A separate process is in train with the IRC at the direction of the AISC reviewing content for deletion. This Case for Endorsement proposes no content for deletion acknowledging the separate, more focussed process is underway
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
TLI50420 Diploma of Materiel Logistics	Retention	Defence is AVETMISS Exempt, so no enrolment details are known.

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 available¹

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
NIL	NIL	A separate process is in train with the IRC at the direction of the AISC reviewing content for deletion. This Case for Endorsement proposes no content for deletion acknowledging the separate, more focussed process is underway

¹ 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*)

Qualifications

Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
NIL	NIL	A separate process is in train with the IRC at the direction of the AISC reviewing content for deletion. This Case for Endorsement proposes no content for deletion acknowledging the separate, more focussed process is underway

Training Package Quality Assurance

Attachment F: Quality assurance reports

INDEPENDENT EQUITY REPORT

Section 1 – Cover page

Information required	Detail
Training Package title and code	TLI Transport and Logistics Training Package Release 9.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	One revised qualification: <ul style="list-style-type: none"> • TLI50420 Diploma of Materiel Logistics
Number of new units of competency and their titles	Seven new Units of Competency: <ul style="list-style-type: none"> • TLIX0028X Develop technical publications to support integrated logistics • TLIX0029X Evaluate FMECA in a defence integrated logistics environment • TLIX0030X Evaluate LORA in a defence integrated logistics environment • TLIX0031X Provide maintenance engineering support in a defence integrated logistics environment • TLIX0032X Undertake configuration management to support integrated logistics • TLIX0033X Undertake RAM analysis in a defence integrated logistics environment • TLIX0034X Undertake supply support in integrated logistics
Number of revised units of competency and their titles	Nil
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	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.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	No ²
Date of completion of the report	10 November 2020

Section 2 – Equity checklist of draft training package components

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

² Person that is not a member of the Training Package Quality Assurance Panel is required to provide to the SSO information demonstrating experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; and details of relevant qualifications and/or professional memberships.

Training Package Quality Assurance

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"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<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"> • Age Discrimination Act 2004 • Disability Discrimination Act 1992 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 <p>The draft Units of Competency do not have pre-requisites and the revised qualification does not have entry requirement. This removes barrier to learning and provides flexibility and equity to learners.</p> <p>The draft units are contained in a TLI qualification; however, they have been designed to also allow for implementation in the Defence Industry for individuals supporting and conducting integrated logistics functions. The draft qualification incorporates the use of units from other endorsed training packages which promotes flexibility and cross sector learning.</p> <p>Flexibility and reasonable adjustment are also supported through a standard statement in the unit's 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> <p>Multiples entry and exit points are clearly mentioned in the Companion Volume Implementation Guide (CVIG), in relation to apprenticeship and VET in School programs. A specific pathway chart to further qualification and careers in Deployment and Material Logistics Management is also provided in the CVIG.</p>

Section 3 - Training Package Quality Principles

Training Package Quality Assurance

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>Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?</p> <p>Yes. The Units of Competency do not require any pre-requisites, and this supports equitable access and removing barrier 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 qualification TLI50420 Diploma of Materiel Logistics does not have any entry requirements. It provides suitable core and specialist and general elective units of competency for those engaging in materiel sustainment and integrated logistics management roles. The job roles outlined in the qualification description cover a range of potential job outcomes.</p> <p>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?</p> <p>Language used is clear, concise, and applicable to a range of settings allowable by the intent of the Units</p> <p>Language in each section of the units and assessment requirements are at the appropriate level for those operating in the industry</p> <p>The application section of the units contains explanation of industry terminology used allowing for clear interpretation for training providers and learners. The suitability of the units is also expressed in the application section: <i>‘This unit is appropriate for technical specialists supporting integrated logistics functions. Typically, these individuals will have existing vocational or higher education qualifications related to engineering, and significant engineering support experience.’</i></p> <p>The performance criteria relate well to the elements and support consistent work processes</p>

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	<p>The assessment conditions allow for assessment to be made in simulated workplace operational situations that replicate workplace conditions if it is not appropriate to be conducted in real workplace situations.</p> <p>Are there other examples that demonstrate how the key features of flexibility are being achieved?</p> <p>The unit Knowledge Requirements contain reference to '<i>legislation and industry standards relevant to ILS, 'organisational policies and procedures relevant to ILS, LSA and LORA'</i> which allows for contextualisation in various contexts.</p>
2. Is there evidence of multiple entry and exit points?	<p>The units are contained in the qualification TLI50420 Diploma of Materiel Logistics.</p> <p>Multiples entry and exit points are clearly mentioned in the Companion Volume Implementation Guide (CVIG), in relation to apprenticeship and VET in School programs. A specific pathway chart to further qualification and careers in Deployment and Material Logistics Management is also provided in the CVIG.</p>
3. Have prerequisite units of competency been minimised where possible?	<p>Yes, the Units of Competency do not require any pre-requisites and the qualification TLI50420 Diploma of Materiel Logistics does not have any entry requirements.</p>
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<p>The packaging rules of the qualification allow up to 3 of the general elective units may be selected from any relevant nationally endorsed Training Package. The general elective units must contribute to the vocational outcomes of the qualification.</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.

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?	<p>The Pathway Advice section in the CVIG states that generally, all qualifications in the TLI Transport and Logistics Training Package 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>

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	CVIG also mentions that although no national credit arrangements between VET and higher education exist at this time, this is encouraged between providers and that practical credit transfer models will continue to be investigated and publicised as they are applied.

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: Pathways Access and equity Foundation skills? (see Training Package Standard 11)	The reviewer has cited the Companion Volume Implementation Guide (CVIG) and it includes advice about: <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills <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>
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 identifiable at a Unit of Competency level and appropriate for the intended AQF level (Diploma). They reflect and not exceed the foundation skills required in the workplace.

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

Training Package Quality Assurance

- 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

INDEPENDENT EDITORIAL REPORT

1. Cover page															
Information required	Detail														
Training Package title and code	TLI Transport and Logistics Training Package Release 9.0														
Number of new qualifications and their titles ¹	NA														
Number of revised qualifications and their titles	One (1) revised qualification: TLI50420 Diploma of Materiel Logistics														
Number of new units of competency and their titles	<p>Seven (7) new units of competency:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 20%;">TLIX0028X</td> <td>Develop technical publications to support integrated logistics</td> </tr> <tr> <td>TLIX0029X</td> <td>Evaluate FMECA in a defence integrated logistics environment</td> </tr> <tr> <td>TLIX0030X</td> <td>Evaluate LORA in a defence integrated logistics environment</td> </tr> <tr> <td>TLIX0031X</td> <td>Provide maintenance engineering support in a defence integrated logistics environment</td> </tr> <tr> <td>TLIX0032X</td> <td>Undertake configuration management to support integrated logistics</td> </tr> <tr> <td>TLIX0033X</td> <td>Undertake RAM analysis in a defence integrated logistics environment</td> </tr> <tr> <td>TLIX0034X</td> <td>Undertake supply support in integrated logistics</td> </tr> </tbody> </table>	TLIX0028X	Develop technical publications to support integrated logistics	TLIX0029X	Evaluate FMECA in a defence integrated logistics environment	TLIX0030X	Evaluate LORA in a defence integrated logistics environment	TLIX0031X	Provide maintenance engineering support in a defence integrated logistics environment	TLIX0032X	Undertake configuration management to support integrated logistics	TLIX0033X	Undertake RAM analysis in a defence integrated logistics environment	TLIX0034X	Undertake supply support in integrated logistics
TLIX0028X	Develop technical publications to support integrated logistics														
TLIX0029X	Evaluate FMECA in a defence integrated logistics environment														
TLIX0030X	Evaluate LORA in a defence integrated logistics environment														
TLIX0031X	Provide maintenance engineering support in a defence integrated logistics environment														
TLIX0032X	Undertake configuration management to support integrated logistics														
TLIX0033X	Undertake RAM analysis in a defence integrated logistics environment														
TLIX0034X	Undertake supply support in integrated logistics														
Number of revised units of competency and their titles	NA														
Confirmation that the draft training package components are publication-ready	Draft Training Package components 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)														

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

Training Package Quality Assurance

Date of completion of the report	9 September 2020
----------------------------------	------------------

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	The structure of units of competency complies with the unit of competency template.
Standard 7: <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	The structure of assessment requirements complies with the assessment requirements template.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	The structure of the information for the qualification complies with the qualification template.
Standard 10: <ul style="list-style-type: none"> Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template. 	There are currently no existing credit arrangements between the TLI Transport and Logistics Training Package qualifications and higher education qualifications.

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	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"> Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	Unit codes and titles of units of competency and the qualification have been checked and cross-referenced throughout the Training Package components, including mapping information, packaging rules and the CVIG.
<ul style="list-style-type: none"> Units of competency and their content are presented in full. 	Units of competency have been provided in full.

Training Package Quality Assurance

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> • 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"> ○ absence of spelling, grammatical and typing mistakes ○ consistency of language and formatting ○ logical structure and presentation of the document. ○ compliance with the required templates 	<p>Units of competency were reviewed for:</p> <ul style="list-style-type: none"> • spelling, grammatical and typing errors • consistency of language and formatting • structure and presentation of units • compliance with required templates. <p>All suggested edits and corrections were marked up using track changes and forwarded to AIS for review before a final review of all Training Package components.</p> <p>I am satisfied with the quality of the Training Package components with regard to the above points.</p>

Training Package Quality Assurance

INDEPENDENT QUALITY REPORT

Section 1 – Cover page

Information required	Detail
Training Package title and code	TLI Transport and Logistics Training Package Release 9.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	One revised qualification: <ul style="list-style-type: none"> • TLI50420 Diploma of Materiel Logistics
Number of new units of competency and their titles	Seven new Units of Competency: <ul style="list-style-type: none"> • TLIX0028X Develop technical publications to support integrated logistics • TLIX0029X Evaluate FMECA in a defence integrated logistics environment • TLIX0030X Evaluate LORA in a defence integrated logistics environment • TLIX0031X Provide maintenance engineering support in a defence integrated logistics environment • TLIX0032X Undertake configuration management to support integrated logistics • TLIX0033X Undertake RAM analysis in a defence integrated logistics environment • TLIX0034X Undertake supply support in integrated logistics
Number of revised units of competency and their titles	Nil
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> • 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') 	I confirm through affirmation: <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> .
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> .

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

Training Package Quality Assurance

Information required	Detail
Panel member's view about whether: <ul style="list-style-type: none"> • 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 	<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 this qualification and the addition of these 7 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	12th November, 2020

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

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 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	Yes	<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>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	Yes	<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>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	<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>

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 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	<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>	Yes	<p>The revised qualification complies 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>	Yes	<p>The revised qualification structure is compliant.</p>
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	Yes	<p>There are no credit arrangements in place, and this is specified.</p>
<p>Standard 11</p> <p>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.</p>	Yes	<p>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.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	Yes	<p>The TLI CVIG is complemented by appendices providing supplementary information. This also makes the information easier to access.</p>

Training Package Quality Assurance

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>As stated in the CfE:</p> <p><i>The Training Package is driven and developed by the need to develop additional Integrated Logistics Support (ILS) Units of Competency where existing Units of Competency failed to meet the requirements of the Naval Shipbuilding (NSB) industry. The project addressed industry demand for enhanced technical skills across ILS and greater understanding of how it relates to current operational practices.</i></p> <p>The units and associated revised qualification appear to meet industry requirements and comprehensively cover key job role areas which have been clustered as electives into specialisations.</p> <p>As further stated in the CfE:</p> <p><i>The new components will supplement existing integrated and materiel logistics qualifications and other endorsed and non-endorsed ILS training products that have been identified by the Naval Shipbuilding College. They will support recognition of skills and knowledge for both experienced ILS, LSA and engineering support personnel.</i></p> <p>The consultation and development associated with the development of this unit ensured that it has been driven by industry's needs and expectations.</p>
Compliant and responds to government policy initiatives Training package component	Yes	<p>The project was driven by the requirement to meet the specific needs of the Naval Shipbuilding Industry revising a qualification to add new relevant units.</p> <p>While written for technical specialist high level roles in an engineering context the associated competencies are transferrable between similar roles in different sectors within their defence context.</p>

Training Package Quality Assurance

<p>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"> • ensure obsolete and superfluous qualifications are removed from the system • 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 • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		<p>No obsolete or superfluous units and qualifications were deleted as this was a project to develop additional existing unit to a recently revised Training Package.</p> <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 Training Packages.</p> <p>An additional Skill Set has been developed.</p>
<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

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 movement of skills within and across organisations and sectors	Yes	As stated in the CfE (page 12): <i>The qualification fits into the transport and logistic industry employment pathway and provides the flexibility to cover all identified job roles at those levels. All qualifications are packaged to facilitate an opportunity to switch occupational streams within industry.</i> <i>The skills and knowledge described in the Units of competency are appropriate for technical specialists with engineering experience wanting to move into logistics support roles. The processes described are transferable across different Defence services and to roles withing Defence contracting organisations.</i>
Promote national and international portability	Yes	These units address the intricate technical integrity requirements specific to this industry, but they are portable within this context.
Reflect regulatory requirements and licensing	Yes	Mention is made of the fact that people undertaking these units will most likely have higher education qualifications but no regulatory or licencing requirements are evident.

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.

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>
Recognise convergence and connectivity of skills	Yes	This revised qualification and associated units clearly address areas of commonality and connectivity across industry sectors by being written to provide generic context while simultaneously addressing the technical integrity requirements of NSB and associated job roles within an NSB contexts.

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 skill set.
Support equitable access and progression of learners	Yes	<p>There are no pre-requisite units in any of the new units, specific to this review.</p> <p>Where appropriate the units provides flexibility and portability across sectors and are easily accessible through the use of plain English and phrasing. Assessment and context is clear.</p> <p>As stated in the CfE (page 9):</p> <p><i>The equity review undertaken for the proposed qualification, Skill Set, Units of Competency and their assessment requirements provides evidence that the draft TLI Transport and Logistics Training Package components meet the requirements of flexibility and functionality. Access to training and mobility within and between industry sectors is supported by industry. None of the components submitted have entry requirements.</i></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 Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	N/A	<p>These units and the associated qualification are designed for higher education qualified employees working in a very specific and technical role and so a VET in schools pathways is not appropriate. The broader TLI Package does have such pathways.</p> <p>As mentioned previously there are no higher education arrangements.</p>

Training Package Quality Assurance

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	<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.</p> <p>As stated in the CfE (page 9):</p> <p><i>The skills and knowledge described in the Units of competency are appropriate for technical specialists with engineering experience wanting to move into logistics support roles. The processes described are transferable across different Defence services and to roles within Defence contracting organisations.</i></p>
Support sound assessment practice	Yes	<p>The depth and breadth of assessments is consistent and clear. 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>