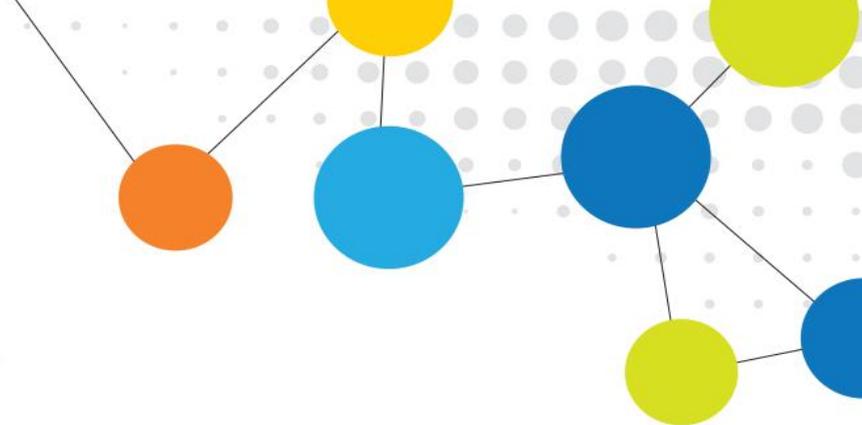


Australian
Industry and
Skills Committee



MARITIME TRAINING PACKAGE RELEASE 9.0

Case for Endorsement

Name of allocated IRC(s): Maritime IRC

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 activities proposed in the Maritime Industry Skills Outlook 2021.

This CfE finalises MAR Maritime Training Package review and development work undertaken through the following Activity Orders:

- **Marina Operations** approved at the July 2021 AISC meeting and directed by the Commonwealth through Activity Order AISL/TPD/2021-22/33
- **Vessel Traffic Services** approved at the December 2021 AISC meeting and directed by the Commonwealth through Activity Order AISL/TPD/2021-22/023.

On behalf of the Maritime Industry Reference Committee (IRC), this CfE submission for Maritime Release 9.0 includes:

- one updated qualification
- seven updated Units of Competency
- one new qualification
- six new Units of Competency.

Marina Operations Project

The initial scope of this project was to review the Certificate III in Marina Operations and seven associated Units of Competency.

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

Vessel Traffic Services (VTS)

The initial scope of this project was to develop one new qualification, three Skill Sets and eight new Units of Competency.

As part of the review process, the Technical Advisory Committee (TAC) including the Federal Maritime regulator (Australian Maritime Safety Authority) determined that:

- training products would be developed for one job role (VTS Operator)
- vocational outcomes could be achieved through one new qualification, no Skill Sets and six new Units of Competency.

1.2 Timeframes and delays

The Marina Operations project was scheduled for AISC submission in August 2022.

The VTS project was scheduled for AISC submission April 2022.

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.

Marina Operations

The use of commercial and recreational vessel marinas is growing. Individuals working in a marina undertake a wide range of operational tasks.

The revised qualification and Units of Competency update skill and knowledge requirements in response to changes in marina operations job roles and maritime regulatory requirements, and to enable a vocational outcome consistent with current industry practice. This is particularly important as the qualification is currently being delivered as a traineeship and is a nominated qualification as an entry-level pathway into the industry.

Revised materials address skills related to refuelling vessels, maintaining marina infrastructure, preserving and maintaining the environmental surroundings, and adhering to marina regulations.

It also addresses skills required for berthing, mooring, storage of vessels and a range of boatyard tasks connected to sailing, cruising and general boating.

Vessel Traffic Services (VTS)

The new Training Package products were developed in response to International Maritime Organization (IMO) Marine Orders and Australian Maritime Safety Authority (AMSA) licensing and regulatory requirements for personnel involved in VTS to be certified to a specific level.

VTS is recognised internationally as a system for managing and monitoring vessel traffic within a port or waterway. VTS is designed to meet safety of life at sea and safety of navigation by identifying and monitoring vessels, increasing efficiency of maritime traffic, preventing marine pollution and protecting infrastructures.

The development of one new qualification and six new Units of Competency for VTS will ensure that Australian seafarers are able to fill these roles and comply with AMSA and IMO licensing and regulatory requirements.

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 approached enterprises and stakeholders identified through forums, seminars and other various engagement activities. AIS also sought nominations from members of the Maritime IRC.

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.

Industry stakeholders specialising in the operation and management of marinas and VTS, including the Federal Maritime Regulator (AMSA), participated on the relevant TAC.

3.2 Strategies for engaging stakeholders

Throughout the Training Package product development, AIS used the following communication strategies to consult with relevant stakeholders:

- Industry webinars were held to brief maritime stakeholders, including Registered Training Organisations, on the Case for Changes, progress of the projects and provided answers to stakeholder questions.
- Phone, video/teleconference meetings and emails to key maritime industry stakeholders.
- IRC member communications to their relevant industry networks using various methods.
- Establishment of a TAC from industry to validate the changes being made to the Training Package products.
- Emails to State and Territory Training Authorities (STAs) and VET regulators.
- Email alerts on project progress to stakeholders providing project information (registered subscribers to the MAR Maritime Training Package).
- Formal feedback from multiple stakeholders representing enterprises, state and territory government bodies, training organisations and STAs.

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. 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 and public consultation periods were:

Marina Operations

- TAC activities from October 2021 to April 2022
- Public consultation periods from:
 - 7 February to 7 March 2022
 - 11 March to 28 March 2022

Vessel Traffic Services

- TAC activities from January 2022 to April 2022
- Public consultation periods from:
 - 17 February to 17 March 2022
 - 29 March to 12 April 2022

3.3 Participation by different types of stakeholders

Industry stakeholders represented in the TAC for this project came from regional areas across states and jurisdictions or represented their wider networks from these areas. These included manager and operators of marinas and VTS.

4. Evidence of industry support

4.1 Industry support

Industry support is evidenced by comments received throughout the public consultation and validation and letters of support.

The letters of support confirm that the draft materials address the skill needs to support workforce development. These letters of support have been received from a wide range of industry stakeholders, including AMSA, Marina Association, Boat Industry Association and NSW Transport (Maritime Certification).

The Maritime IRC signed off on this CfE May 2022.

4.2 Engagement of States and Territories

All STAs were provided with draft products and advised of the opportunity to provide feedback during the development phase and STA consultation period through the AIS website over the following periods:

Marina Operations

- Consultation periods from:
 - 7 February to 7 March 2022
 - 11 March to 28 March 2022
 - May 2022 (STA consultation period)

Vessel Traffic Services

- Consultation periods from:
 - 17 February to 17 March 2022
 - 29 March to 12 April 2022
 - May 2022 (STA consultation period)

All STAs provided written support for the CfE by May 2022.

The following table shows the level of support following STA consultation:

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	
New South Wales	Department of Education	
Northern Territory	Department of Industry, Tourism and Trade	
Queensland	Department of Employment, Small Business and Training	
South Australia	Department for Innovation and Skills	
Tasmania	Skills Tasmania	

Victoria	Department of Education and Training		
Western Australia	Department of Training and Workforce Development		

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 Units of Competency. Training providers were consulted to provide their input around these discussions.

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 the letters of support.

5. Dissenting views

5.1 Dissenting views/issues raised

There are no dissenting views raised at this time.

5.2 Rationale for approval

There are no dissenting views/issues raised at this time.

6. Reports by exception

There are no reports by exception raised at this time.

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 products with mandatory workplace training or assessment requirements in this release.

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 CfE may be used and are currently being used as the basis for a traineeship.

8.3 Occupational and licensing requirements

There are licensing and regulatory requirements contained in the new qualification and six new Units of Competency for VTS.

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, at this time.

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9. Quality Assurance

The Case for Endorsement meets the following requirements:

Standards for Training Packages 2012

✓

Training Package Products Policy

✓

Training Package Development and Endorsement Process Policy

✓

Companion Volume Implementation Guide is available and quality assured.

✓

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:

Streamlining/rationalisation of training products

The Marina Operations project revised qualification and Units of Competency were specifically designed to address the skill needs for entry-level job roles in Marina Operations.

All these products contain up-to-date work practices in the industry and have removed barriers which were incorporated into the qualification in response to MEM Manufacturing and Engineering Training Package being upgraded.

The VTS project developed new content to address the skills and needs identified for VTS Operators, a specialist maritime job role which previously did not exist in the MAR Maritime Training Package.

The TAC agreed to include an existing Unit of Competency for radio licensing instead of creating a new Unit of Competency which was reviewed as part of MAR Release 6.0 into the qualification:

- MARC044 Transmit and receive information by marina VHF radio

<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 qualifications and Units of Competency industry's expectation was to ensure flexible delivery was available to enable all industry to utilise the qualifications and Units of Competency.
<i>Ensure the training system better supports individuals to move more easily between related occupations</i>	It is expected that the outcomes delivered will address industry job role expectations and compliance with regulatory requirements.
<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 MAR Maritime Training Package Companion Volume Implementation Guide (CVIG) describes additional requirements applicable to the learner's characteristics and describes industry's expectations for training delivery.

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

Signature of Chair

Date

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>			
MAR30122 Certificate III in Marina Operations	Updated	Not equivalent	Significant changes to core units to align with vocational outcome required for the job role
MAR30022 Certificate III in Vessel Traffic Services	New		
MARB056 Maintain marina infrastructure	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
MARB057 Perform routine tasks in a marina	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
MARB058 Refuel a vessel	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
MARB059 Undertake basic boatyard operations	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role

Training Product Name	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
MARC063 Operate Vessel Traffic Services (VTS) equipment	New		
MARF051 Apply communication, coordination and interactions for VTS provision	New		
MARF052 Apply nautical knowledge	New		
MARF053 Apply personal attributes	New		
MARF054 Apply safe work practices in a marina	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
MARF055 Classify marina infrastructure, vessels and staffing structure	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
MARF056 Provide Vessel Traffic Services	New		
MARF057 Respond to marina emergencies	Updated	Not equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
MARI005 Respond to emergency situations	New		

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
899211, Deck Hand	MAR30122 Certificate III in Marina Operations	<p>Job roles in marina operations are an entry-level pathway into the industry and nominated traineeship.</p> <p>Proposed updates to the qualification include:</p> <ul style="list-style-type: none"> • removing potential barriers to student enrolment into the qualification as a result of imported Units of Competency bring upgraded (MEM Manufacturing and Engineering Training Package have been removed) • aligning skills and knowledge to be consistent with the occupation outcome which is appropriate for entry-level pathway into the industry • aligning skills and knowledge with current work practices and work health and safety requirements • updating electives and core Units of Competency to facilitate the development of skills and knowledge required for different types of marinas, models of business practices and operations
Vessel Traffic Services (VTS) Operator	MAR30022 Certificate III in Vessel Traffic Services	<p>The VTS project:</p> <ul style="list-style-type: none"> • developed new content to address the skills and knowledge identified for VTS Operator which previously did not exist in the MAR Maritime Training Package • the new qualification and new Units of Competency support the achievement of licensing and regulatory requirements (Marine Orders) relevant to VTS Operators

Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
Neil Trainer	Australian Maritime Safety Authority (AMSA)	Principal Advisor, Vessel Traffic Services / IALA VTS Expert-World Wide	Maritime	Federal Regulator	National
Kerrie Abercrombie	Australian Maritime Safety Authority (AMSA)	REEFVTS Project Officer	Maritime	Federal Regulator	National
Dr Michelle Grech	Australian Maritime Safety Authority (AMSA)	Manager of VTS Group and member of VTS Advisory Group	Maritime	Federal Regulator	National
Anita Robson	Australian Maritime College (AMC)	Manager, VTS Training	Maritime	Training organisation	Tasmania
Jillian Carson-Jackson	JCJ Consulting	VTS trainer and IMO IALA Model Courses	Maritime	Private	
Daniel McGowan	Australian Maritime College (AMC)	VTS trainer	Maritime	Training organisation	Tasmania
Vijayalakshmi Selvaraj	Marina Industries Association (MIA)	Industry Education Officer	Maritime	Association and Employer	NSW
Shane Wilson	Boating Industry Association (BIA)	Manager	Maritime	Association and Employer	NSW
Bahram Abedi	Transport for NSW	Seafarer Standards and Liaison Officer	Maritime	Government Department	NSW
Clemens Overdijk	Sydney Superyacht Marina	Marina Manager	Maritime	Employer	NSW
Colin Hodson	Professional and Technical Training Australia	Training Director	Maritime	Registered Training Organisation	QLD
Adam Smith	Boating Industry Association (BIA)	Director/NSW Chairperson	Maritime	Association and employer	NSW
Richard Barrett	Scarborough Marina	Manager	Maritime	Employer	QLD
Stephen Hinton	SJH Trust TA Beckton Group Pty Ltd	Director and Maritime trainer/assessor	Maritime	Employer	QLD
Peter Mikkelsen	Smit Lamnalco	Maine Engineer	Maritime	Employer	National

Name	Organisation	Title	Industry	Representation Type	State
Captain Arthur Jones	River Houseboat Marina Operations	Ancom on Murray Incorporated	Maritime	Registered Training Organisation	SA
Glen Scott	Royal Queensland Yacht Club	Marina Manager	Maritime	Employer	QLD
John Fisher	Logistics and Defence Skills Council	Industry Consultant	Maritime	Skills Council	WA
VTS Operators Advisory Group (VTS Training products)	Australian Maritime Safety Authority (AMSA)	25 members	Maritime	VTS Operators	National
Suzie Hounsham	State Workforce Planning Department of Training and Workforce Development Western Australia	Senior Program Officer, Training Curriculum Services	Government	State Training Authority	WA
Mandy Penton	Transport and Distribution & General Studies Further Education	Curriculum Maintenance Manager	Curriculum Maintenance	University	Victoria
David Duncan	Kimberley Ports Ltd	Harbour Master	Maritime	Employer	WA
Kilian Ekin	Southern Ports – Esperance	Harbour Master	Maritime	Employer	WA

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	•	
Peak Industry Bodies	•	
Employers (Non-IRC)	•	
Regulators	•	
Registered Training Organisations (RTOs)	•	
Training Boards/Other	•	
State and Territory Training Authorities (STAs)	•	
Unions	•	

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
No issues raised	<ul style="list-style-type: none"><li data-bbox="629 352 651 368">•	

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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
Nil			

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
Not applicable.		

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

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*)

Training Package Quality Assurance

Attachment F: Quality assurance reports

- Independent Quality Report
- Editorial and Equity Report

Training Package Quality Assurance

Editorial Report Template

1. Cover page															
Information required	Detail														
Training Package title and code	MAR Maritime Training Package (Release 9.0)														
Number of new qualifications and their titles ¹	One (1) new qualification: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">MAR30022</td> <td>Certificate III in Vessel Traffic Services</td> </tr> </table>	MAR30022	Certificate III in Vessel Traffic Services												
MAR30022	Certificate III in Vessel Traffic Services														
Number of revised qualifications and their titles	One (1) revised qualification: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">MAR30122</td> <td>Certificate III in Marina Operations</td> </tr> </table>	MAR30122	Certificate III in Marina Operations												
MAR30122	Certificate III in Marina Operations														
Number of new units of competency and their titles	Six (6) new units of competency: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">MARC063</td> <td>Operate Vessel Traffic Services (VTS) equipment</td> </tr> <tr> <td>MARF051</td> <td>Apply communication, coordination and interactions for VTS provision</td> </tr> <tr> <td>MARF052</td> <td>Apply nautical knowledge</td> </tr> <tr> <td>MARF053</td> <td>Apply personal attributes</td> </tr> <tr> <td>MARF056</td> <td>Provide Vessel Traffic Services</td> </tr> <tr> <td>MARI005</td> <td>Respond to emergency situations</td> </tr> </table>	MARC063	Operate Vessel Traffic Services (VTS) equipment	MARF051	Apply communication, coordination and interactions for VTS provision	MARF052	Apply nautical knowledge	MARF053	Apply personal attributes	MARF056	Provide Vessel Traffic Services	MARI005	Respond to emergency situations		
MARC063	Operate Vessel Traffic Services (VTS) equipment														
MARF051	Apply communication, coordination and interactions for VTS provision														
MARF052	Apply nautical knowledge														
MARF053	Apply personal attributes														
MARF056	Provide Vessel Traffic Services														
MARI005	Respond to emergency situations														
Number of revised units of competency and their titles	Seven (7) revised units of competency: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">MARB056</td> <td>Maintain marina infrastructure</td> </tr> <tr> <td>MARB057</td> <td>Perform routine tasks in a marina</td> </tr> <tr> <td>MARB058</td> <td>Refuel a vessel</td> </tr> <tr> <td>MARB059</td> <td>Undertake basic boatyard operations</td> </tr> <tr> <td>MARF054</td> <td>Apply safe work practices in a marina</td> </tr> <tr> <td>MARF055</td> <td>Classify marina infrastructure, vessels and staffing structure</td> </tr> <tr> <td>MARF057</td> <td>Respond to marina emergencies</td> </tr> </table>	MARB056	Maintain marina infrastructure	MARB057	Perform routine tasks in a marina	MARB058	Refuel a vessel	MARB059	Undertake basic boatyard operations	MARF054	Apply safe work practices in a marina	MARF055	Classify marina infrastructure, vessels and staffing structure	MARF057	Respond to marina emergencies
MARB056	Maintain marina infrastructure														
MARB057	Perform routine tasks in a marina														
MARB058	Refuel a vessel														
MARB059	Undertake basic boatyard operations														
MARF054	Apply safe work practices in a marina														
MARF055	Classify marina infrastructure, vessels and staffing structure														
MARF057	Respond to marina emergencies														
Confirmation that the draft training package components are publication-ready	The 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)														
Date of completion of the report	27 April 2022														

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

Training Package Quality Assurance

2. Content and structure

Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	<p>The structure of the units of competency complies with the unit of competency template and contains all necessary requirements. Applications clearly identify the requirements of the unit and the skills and knowledge required for those working in the maritime industry. Licensing requirements are included, where necessary. Elements and Performance Criteria are clearly written and cover the Foundation Skills essential to performance.</p> <p>Essential operating conditions and other variables essential to the work environment are included in the Range of Conditions, where applicable.</p>
<p>Standard 7:</p> <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	<p>The structure of the assessment requirements complies with the assessment requirements template. Performance and knowledge evidence contain adequate frequency and/or volume of evidence required and the assessment conditions outline mandatory conditions for assessment and details relevant equipment and resources required.</p>

Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	<p>The structure of the new and revised qualifications complies with the qualification template. The MAR30022 Certificate III in Vessel Traffic Services contains core only units, as required to seek Australian Maritime Safety Authority (AMSA) certification.</p>
<p>Standard 10:</p> <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. 	<p>No credit arrangements currently exist between the MAR Maritime Training Package qualifications and higher education qualifications.</p>

Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11:</p> <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	<p>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.</p>

3. Proofreading

Training Package Quality Assurance

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. 	<p>Unit and qualification codes and titles were cross-referenced throughout the draft components, including packaging rules, CVIG, mapping documents and the Case for Endorsement. Minor corrections were made, where necessary.</p>
<ul style="list-style-type: none"> • Units of competency and their content are presented in full. 	<p>The units of competency were provided in full.</p>
<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>The qualification and 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 • compliance with required templates. <p>Minor edits were marked up using track changes and forwarded to AIS before a final review of the units of competency and the qualifications.</p> <p>I am satisfied with the quality of the Training Package component with regard to the above points.</p>

Training Package Quality Assurance

Equity Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	MAR Marine Training Package
Number of new qualifications and their titles ¹	One (1) new qualification MAR30022 Certificate III in Vessel Traffic Services
Number of revised qualifications and their titles	One (1) revised qualification MAR30122 Certificate III in Marina Operations
Number of new units of competency and their titles	Six (6) new units of competency MARC063 Operate Vessel Traffic Services (VTS) equipment MARF053 Apply personal attributes MARF051 Apply communication, co-ordination, and interactions for VTS provision MARF056 Provide Vessel Traffic Services MARF052 Apply nautical knowledge MARI005 Respond to emergency situations
Number of revised units of competency and their titles	Seven (7) revised units of competency MARB057 Perform routine tasks in a marina MARB058 Refuel a vessel MARB056 Maintain marina infrastructure MARB059 Undertake basic boatyard operations MARF054 Apply safe work practices in a marina MARF055 Classify marina infrastructure, vessels and staffing structure MARF027 Respond to marina emergencies
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
Date of completion of the report	27 April 2022

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

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"> • 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 reviewers 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 MAR Marine Training Package does include core only qualifications such as the Certificate III in Vessel Traffic Services, but this is due to the need to comply with international maritime licensing requirements.</p> <p>However due to international maritime licensing requirements, there is a clear outline of job role applicable to the qualifications.</p> <p>The draft Units of Competency do not have pre-requisites and the draft qualifications do not have entry requirements. 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 associated with the Certificate III of Vessel Traffic Services have been intentionally designed to contain detailed licensing and regulatory requirements. This is due to the specific international maritime standards that apply to 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>The MAR Marine CVIG provides information relating to access and equity considerations and reasonable adjustments.</p>

Section 3 - Training Package Quality Principles

Quality Principle 4

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

Key features

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

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

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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 Certificate III of Vessel Traffic Services is a core only qualification, however this is necessary due to the specific international maritime licensing requirements that the job role is required to understand and comply with.</p> <p>The remainder of the products reviewed provide suitable core and elective units of competency for the relevant job roles.</p>
2. Is there evidence of multiple entry and exit points?	<p>There are no entry requirements for the listed qualifications and multiple entry and exit points that facilitate flexibility are evident. The pathway advice section in the Companion Volume Implementation Guide (CVIG) provides information and links on the progression through the AQF levels.</p>
3. Have prerequisite units of competency been minimised where possible?	<p>The Certificate III of Marina Operations does not contain any units of competency with prerequisites.</p> <p>The developer has successfully minimised the number of prerequisite units contained in units within the Certificate III in Vessel Traffic Services.</p>
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.

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 MAR Maritime Training Package Release 9.0 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"> • MAR10220 Certificate I in Maritime Operations (General Purpose Hand Near Coastal) • MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) • MAR30122 Certificate III in Marina Operations. <p>CVIG states that no national credit arrangements between VET and higher education exist currently.</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

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"> • Pathways • Access and equity • Foundation skills? <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"> • 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>
<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>

Appendix A: Preparation of Equity Report Information for the SSO

<p>¹ 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.</p>	<p>Shaun Thomas - Industry Skills Specialist, Australian Industry Standards</p> <p>SSO has been provided with detailed resume.</p> <p>Experience and qualifications relevant to the review of the TLI training package is as follows:</p> <p>Experience</p> <ul style="list-style-type: none"> • Currently employed as an Industry Skills Specialist with Australian Industry Standards (SSO) <p>Relevant Qualifications and workshops</p> <p>Qualifications</p> <ul style="list-style-type: none"> • Bachelor of Business (Property) • Bachelor of Applied Science (Biotechnology) <p>Workshops</p> <ul style="list-style-type: none"> • Equity report writing (AIS) • Writing skills for training packages (AIS)
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Training Package Quality Assurance

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	MAR Maritime Training Package (Release 9.0)
Number of new qualifications and their titles ¹	One new qualification MAR30022 Certificate III in Vessel Traffic Services
Number of revised qualifications and their titles	One revised qualification: MAR30122 Certificate III in Marina Operations
Number of new units of competency and their titles	Six (6) new units of competency <ul style="list-style-type: none"> • MARC063 Operate Vessel Traffic Services (VTS) equipment • MARF051 Apply communication, co-ordination, and interactions for VTS provision • MARF052 Apply nautical knowledge • MARF053 Apply personal attributes • MARF056 Provision of Vessel Traffic Services • MARI005 Respond to emergency situations
Number of revised units of competency and their titles	Seven (7) revised Units of Competency: <ul style="list-style-type: none"> • MARB056 Maintain marina infrastructure • MARB057 Perform routine tasks in a marina • MARB058 Refuel a vessel • MARB059 Undertake basic boatyard operations • MARF054 Apply safe work practices in a marina • MARF055 Classify marina infrastructure, vessels and staffing structure • MARF057 Respond to marina emergencies
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: Yes Yes Yes
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> .

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

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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"> • 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 relevant stakeholders.</p> <p>The CfE convincingly outlines the reasons for the revision of these units, the addition of new units and associated qualifications as an update within the existing Training Package. The impact of and reasons behind these additions is also clear.</p> <p>The revisions allow for the unit to cover regulator and international licensing requirements is 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	26 th April, 2022

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: 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 the: <ul style="list-style-type: none"> • units of competency • assessment requirements (associated with each unit of competency) • revised and new qualification and • MAR 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.

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 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	Yes	<p>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.</p>
<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 in plain English and are written clearly.</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.</p> <p>Performance evidence is specifically related to performance criteria and associated elements and is a clear, detailed 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 and new qualification complies with the Australian Qualification Framework for that 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 qualifications that these units sit within are 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>	N/A	<p>There are no credit arrangements currently in place, this revision makes no change to this.</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 and conditions 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 MAR 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>The refinements in this revision were clearly driven by industry and regulator licensing and compliance requirements. The units and their packaging cover key job role areas associated within marina work and vessel traffic services.</p> <p>The consultation and development associated with the development of units ensured that it has been driven by industry's needs, emerging developments and expectations.</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"> • 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 	Yes	<p>The project was driven by the requirement to meet the existing and emerging regulatory and international licensing requirements and regulations.</p> <p>These work roles entail highly specific work within a specialised industry context.</p> <p>The CVIG is readily available, in a useable style, to training providers to improve their delivery and offer information on range and context and to clarify for stakeholders what is covered in the units and associated qualification.</p>

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<p>can be owned and used by multiple industry sectors</p> <ul style="list-style-type: none"> • foster greater recognition of skill sets 		
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	Yes	<p>The units are future oriented. Nothing in the language of these units excludes future application.</p> <p>The CVIG also provides critical information on current maritime roles.</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
		<p>Evidence demonstrating compliance with the quality principle</p> <p>Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i></p>
<p>Support movement of skills within and across organisations and sectors</p>	N/A	<p>These are specialised skill areas in marina work.</p>
<p>Promote national and international portability</p>	N/A	<p>These units are written to meet international maritime requirements.</p>
<p>Reflect regulatory requirements and licensing</p>	N/A	<p>Licensing and regulatory requirements are specified and detailed.</p>

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
		<p>Evidence demonstrating compliance with the quality principle</p> <p>Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i></p>
<p>Reflect national consensus</p>	Yes	<p>The CfE clearly demonstrates the wide national consultation that occurred and the areas of national consensus.</p> <p>There are no exception reports.</p>
<p>Recognise convergence and connectivity of skills</p>	N/A	<p>These units are specific to marina work and vessel traffic roles and have no connectivity to other contexts or use.</p>

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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	N/A	These units are specific to marina work roles and vessel traffic services and have no connectivity to other contexts or use.
Support equitable access and progression of learners	N/A	There are no pre-requisite units in any of the new units, specific to this review. These units are specific to associated within marina work roles and vessel traffic services and have no connectivity to other contexts or use.

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	These units are specific to associated within marina work roles and vessel traffic services and have no connectivity to other contexts or use. The broader training package provides qualifications that can be utilised to seek articulation into higher education studies. VET in school pathways do not apply to this specialised context.

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	N/A	These units are specific to associated within marina work roles and vessel traffic services and have no connectivity to other contexts or use.

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 sound assessment practice	Yes	<p>The depth and breadth of assessments is consistent and clear. 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	The product is compliant with TGA/National Register requirements for publication. The CVIG provides clear advice about unit application and context.

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Attachment G: Industry Support