



Australian  
Industry and  
Skills Committee

# NATIONAL RECOVERY TRAINING PROGRAM (TRANCHE 2)

Case for Endorsement

**Name of allocated IRC(s):** Public Safety  
**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

The National Recovery Training Program has reviewed ways to build the formal capability of support workers involved in recovery activities following natural disasters. Complex, concurrent and compounding disaster events like those over the 2019-20 summer have highlighted the need for resource-sharing across agencies involved in recovery operations. The project identified common skills requirements for key disaster recovery roles and the need to develop Training Package products to support disaster recovery capability training.

Underpinning the project were the findings and recommendations of the 2020 Royal Commission into National Disaster Arrangements and subsequent work, which stressed the importance of a national approach to recovery competencies and training pathways to support interoperability and sharing of human and physical resources across the country.

Stakeholders from key organisations involved in recovery, including Australian, state and territory and local governments, government agencies, and Non-Government Organisations (NGOs), were involved throughout the project.

The Department of Education Skills and Employment (DESE) approved the project's recommendation to develop Training Package products for inclusion in the PUA Public Safety Training Package.

The project included two phases:

**Phase one** involved the development of a new Skill Set and three new Units of Competency addressing the skills required to support a recovery team member to work effectively in a disaster recovery context, and how to provide relief and recovery support to disaster-affected communities. These materials have been endorsed by Skills Ministers and are now available on the national training register (TGA).

**Phase two**, which is in the focus of this Case for Endorsement (CfE) includes the development of a new qualification, nine new Skill Sets and four new Units of Competency to address recovery leadership and management capability requirements.

### 1.2 Timeframes and delays

These projects were launched December 2021 and submitted on 15 July 2022 in agreed timeframe.

## 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.*

A new Diploma of Public Safety (Recovery Management), nine new Skill Sets and four new Units of Competency have been developed to address the skills and knowledge required by personnel in disaster recovery leadership and management roles.

The Diploma of Public Safety (Recovery Management) contains 14 units including 11 core and three elective units. Nine units have prerequisite units however they only apply to individuals that undertake fire qualifications. Please refer to the packaging rules within the qualification.

The specific skills requirements addressed in this phase of the project include recovery activities across recovery environments, long-term recovery planning for a disaster event, applying recovery concepts and principles in addition to person-centred approaches to recovery planning and activities.

These new materials will enable disaster recovery capability training and help build Australia's disaster resilience.

## 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

Stakeholders from key organisations involved in recovery, including Australian, state and territory and local governments, government agencies, and Non-Government Organisations (NGOs) were involved throughout the project. Their input and guidance shaped the structure and content of the project outcomes.

### 3.2 Strategies for engaging stakeholders

Engagement was driven through the Public Safety Industry Reference Committee (IRC) 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 subject matter experts from across emergency response and recovery organisations.
- Communication with State and Territory Training Authorities (STAs) and VET regulators.

Project updates are sent to over 1000 registered subscribers via direct email, with links to draft products on the website for public consultation and validation periods. The project was also promoted through the AIS newsletter.

Formal feedback was received from stakeholders 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 conducted:

- 30 March to 10 May 2022
- 17 May to 31 May 2022

### 3.3 Participation by different types of stakeholders

Consultation with various stakeholders was facilitated through virtual meetings, emails and via the AIS website. This enabled participation by the industry bodies, industry subject matter experts, Registered Training Organisations (RTOs) and STAs from all states and territories, including regional areas.

## 4. Evidence of industry support

### 4.1 Industry support

Industry support is evidenced in the letters of support in Attachment G. Feedback and support was received from industry, including:

- Department of Fire and Emergency Services (WA)
- Icon water LTD
- Australian Institute of Management (WA)
- Department of Transport and Main Roads (QLD)
- Australian Red Cross (NSW and VIC)
- Industry practitioners
- TAC members representing multiple sectors of emergency response, management, and recovery.

The TAC for this project provided unanimous support at the Sign-Off TAC meeting on 3 June 2022.

## 4.2 Engagement of States and Territories

STAs contributed to feedback formatively throughout the project and the following sign-off achieved during consultation in June 2022.

The following table shows confirmed support from STA consultation:

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	No response as of 15 July 2022.
New South Wales	Department of Education	Supported: Marilyn Ng, Skills Policy   Skills and Pathways, Education and Skills Reform
Northern Territory	Department of Trade, Business and Innovation	Supported: Chahli McGuffie, Northern Territory Government of Australia
Queensland	Department of Employment, Small Business and Training	Supported; Filippa Ross, Department of Employment, Small Business and Training
South Australia	Department for Innovation and Skills	Supported: Paul Frost, Department for Education
Tasmania	Skills Tasmania	Supported: Michael McGee, Industry Liaison Officer Skills Tasmania   Department of State Growth
Victoria	Department of Education and Training	Supported: Jacqui Spencer, Workforce Development Branch, Higher Education and Workforce Division, Higher Education and Skills Department of Education and Training
Western Australia	Department of Training and Workforce Development	Supported: Frances Parnell, State Workforce Planning, Department of Training and Workforce Development

## 4.3 Mitigation strategies

RTOs and agencies are acutely aware of delivery and resource issues as they have been directly involved in the development and validation of the draft endorsed components. This involvement means that RTOs and agencies have planned implementation arrangements for their workers.

The components have been developed to comply with the Standards for Training Packages 2012.

PUA Public Safety Training Package products that have been identified for deletion are not addressed in this submission, however, will be addressed in future Public Safety projects.

## 4.4 Letters of industry support

Refer to Attachment G for the following letters of support:

- Kirsten Tanner, Coordinator Emergency Management, Maribyrnong City Council
- Beth Stapleton, National Lead, Emergency Services Workforce Capability, Australian Red Cross
- Stevie Lee Knott, Manager Training & Capability Development, Resilience NSW

## 5. Dissenting views

### 5.1 Dissenting views/issues raised

Not applicable.

### 5.2 Rationale for approval

Not applicable.

## 6. Reports by exception

Not applicable.

## 7. Mandatory Workplace Requirements

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

There are no mandatory workplace requirements associated with this release.

## 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 Package products throughout the process. Stakeholders have not identified implementation issues of concern during or post this review and development. The newly developed Units of Competency will also sit inside the newly created qualification, enabling immediate use of the Training Package products.

The PUA Public Safety Training Package Companion Volume Implementation Guide (CVIG) has been updated accordingly to ensure that RTOs have information regarding implementation. The CVIG for the PUA Public Safety Training Package Release 5.0 provides advice on implementation of Training Package products across a range of settings.

### 8.2 Potential for traineeship or apprenticeships

The PUA Public Safety Training Package products are not intended for traineeship or apprenticeships but are available and could be completed as a traineeship or apprenticeship.

### 8.3 Occupational and licensing requirements

Not applicable.

### 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*

The Training Package products in this project do not require an extension to the transition period.

## 9. Quality Assurance

*The Case for Endorsement meets the following requirements:*

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

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

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

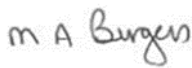
*Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). Attachment D also includes the rationale for retaining no and/or low enrolment products when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

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

<i>Streamlining/rationalisation of training products</i>	Streamlining/rationalisation of the Training Package products did not apply to this product release.
	An extensive search was conducted on training.gov.au of all other Training Packages to determine if any existing Training Package products could be used. Based on a review of the existing aviation products, the Public Safety IRC recommends that the new and revised Units of Competency and qualification be approved.
	One new qualification and four new Units of Competency have been added. Qualifications: 33 (increase of one) Skill Sets: 52 (increase of 9) Units of Competency: 259 (increase of 4)

<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>	Implementation information is available in the PUA Public Safety Training Package CVIG. Throughout the revision and development of the Training Package products, industry's expectation was to ensure flexible delivery was available to enable all industry sub-sectors to utilise the qualification 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 PUA Public Safety Training Package CVIG describes additional requirements applicable to the learner's characteristics and describes industry's expectations for training delivery.
<b>11. A link to the full content of the proposed training package component(s)</b>	
<p>The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement.</p> <p><i>A link to the training package components proposed for endorsement is included here.</i></p>	

This Case for Endorsement was agreed to by the public safety IRC

Name of Chair	Mark Burgess
Signature of Chair	
Date	15 July 2022



## 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	Code	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Qualifications</i>				
Diploma of Public Safety (Recovery Management)	PUA50922	<b>New</b>	N/A	N/A
<i>Units of competency</i>				
Apply person-centred approaches to recovery planning and activities	PUARCV004	<b>New</b>	N/A	N/A
Apply recovery concepts and principles	PUARCV005	<b>New</b>	N/A	N/A
Coordinate recovery activities across recovery environments	PUARCV006	<b>New</b>	N/A	N/A
Facilitate long-term recovery planning for a disaster event	PUARCV007	<b>New</b>	N/A	N/A

## 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
Disaster Recovery Worker	PUA50922 Diploma of Public Safety (Recovery Management)	<p>Community safety programs seek to build and enhance community resilience and health and wellbeing as it relates to feeling protected from threats, harm, risks or injury.</p> <p>The role of Disaster Recovery Managers is to build community safety partnerships, improve individual and community resilience, actively partner and listen to communities, understand community needs and deliver outcomes for at-risk communities.</p>

## Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
Sandra Lunardi	Australasian Fire and Emergency Service Authorities Council (AFAC)	Director, Industry Workforce Management, AFAC	Public safety	Association	Vic
Carola Washbourne	Emergency Relief Specialist	Consultant	Public safety	Industry expert	QLD
Russell Dippy	SA Police Headquarters	Emergency Management Coordinator	Public safety	Association	SA
Liz Drumm	Regional Services   Rockhampton Regional Council	Coordinator Disaster Management	Public safety	Industry expert	QLD
Chris Ainsworth	RAEMEC	Industry Consultant	Public safety	Industry expert	SA
Shona Whitton	Red Cross	National Coordinator, Recovery & Psychosocial Support	Public safety	Industry expert	NSW
Beth Stapleton	Red Cross	National Coordinator Capability and Capacity	Public safety	Industry expert	NSW
Kirsten Tanner	Maribyrnong City Council	Coordinator Emergency Management	Public safety	Industry expert	VIC
Stevie Lee Knott	Resilience NSW	Emergency Management PhD student	Public safety	Industry expert	NSW
LorenLockwood	EMV	National Coordinator (Snr Program Manager)	Public safety	Industry expert	VIC
Mark Drew	National Capability Programs, National	Director	Public safety	Industry expert	QLD

	Capability and Governance Branch				
Sue Jack	National Recovery and Resilience Agency	Emergency Management, Divisional Operations Officer Red Cross Volunteer & CFA Volunteer	Public safety	Industry expert	Vic
MAJ Stuart Gomm	Defence	SO2 Individual Training Analysis, Army Forces Command HQ, Sydney.	Public safety	Industry expert	ACT
DavidMazzafferri	Liveability and Wellbeing, Livingston Shire Council	Manager Community Wellbeing (Local Disaster Coordinator)	Public safety	Industry expert	QLD
Colin Gardiner	Resilience NSW		Public safety	Industry expert	NSW
Alex Freney	Queensland Reconstruction Authority	Manager Recovery Policy	Public safety	Industry expert	QLD
Melisa Matthews	Australian Institute for Disaster Resilience	Senior Project Officer, Knowledge Delivery and Curation	Public safety	Industry expert	Vic

#### Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<b>Industry Reference Committee (IRC) Representatives</b>	NA	Actioned in TAC
<b>Peak Industry Bodies</b>	NA	
<b>Employers (Non-IRC)</b>	<p><b>Future West Institute (WA)</b></p> <p>Given the qualification description and the role of a recovery manager it would be prudent to include the units PUAEMR014 Deliver recovery services &amp; PUAEMR034 Establish and manage a recovery centre within the core units instead of including them as elective units.</p>	Actioned in TAC

	The units PUACOM007 Liaise with other organisations and PUAEMR038 Work within an emergency management context, are units that have performance criteria that are covered in the other core units, and therefore should be replaced by the above mentioned units.	
	<b>Hummingly (Vic)</b> Capability building in disaster recovery is much needed and we applaud your work on this.	Actioned in TAC
<b>Regulators</b>	NA	
<b>Registered Training Organisations (RTOs)</b>	NA	
<b>Training Boards/Other</b>	<p><b>Department of Transport (VIC)</b></p> <p>Unit of Competency</p> <p>PSPGEN015 has been superseded by PSPGEN114</p> <p>Skill Sets</p> <p>PUARCV002Y Apply recovery concepts and principles</p> <p>'Unit of competency has changed'</p> <p><b>Local Government Association of Queensland (LGAQ)</b></p> <p>Qualification</p> <p>The package presents a sound and achievable level of professional qualification to the DM Cohort.</p> <p>PUASS00098Y Lead a recovery team</p> <p>Sound and appropriate</p>	Actioned in TAC

	<p><b>Department of Communities, Housing and Digital Economy (QLD)</b></p> <p>Looking at the skills sets not sure that the titles reflect the recovery environment i.e. using 'control centre' in preference to 'coordination centre'. Unless there has been general consensus to use this term, it implies response activity as opposed to recovery functions – not sure if it can now be changed.</p> <p>It is good to see the new skill set for the Recovery Liaison Officer although this title is different in the mapping attachment (conduct recovery liaison) and the skill set folder of PDF's (provide senior recovery liaison). The title on the PDF is Conduct Recovery Liaison.</p>	
<p><b>State and Territory Training Authorities (STAs)</b></p>	<p><b>WA STA</b></p> <p>Thank you for the opportunity to provide feedback on Draft 2 National Training Recovery training products for the PUA Public Safety Training Package.</p> <p>The draft products were circulated through our networks for review, however, to date we have received no feedback.</p> <p>We look forward to reviewing the Case for Endorsement.</p> <p><b>VIC STA</b></p> <p>Inconsistency with Standards for Training Packages requirements in relation to codes and criteria in the unit assessment requirements.</p> <p>First draft issues</p> <p>Please correct the following issues in the next draft. The unit and qualification codes should be consistent with the Standards for Training Package template requirements.</p> <ul style="list-style-type: none"> <li>• Diploma - PUA532022</li> <li>• Unit - PUARCV9999Y Apply person centred approaches to recovery planning and activities (NOTE: This unit is identified as PUARCV005Y in PUASS00100)</li> </ul>	<p>Actioned in TAC</p>

Listing non-endorsed units in the qualification and skill sets.

To facilitate feedback in this project there should be clarity and access to view all units listed. Several units in this project are not accessible as they are in development or yet to be endorsed.

Please correctly identify any not yet endorsed units (not accessible on TGA) in the draft training products at the next stage and provide access to them during the review period.

### **VIC STA (Consultation #2)**

Diploma

Title. Why is 'recovery management' in brackets. This naming protocol is reserved for qualifications with different specialisations.

Recommendation: Amend the title to Diploma of Recovery Management.

A Core unit has a title error and is not consistent across all documents.

PUARCV006Y Coordinate recovery 'work' or 'activities' across recovery environments (titles vary).

The first listing of the qualification (see document file) has the incorrect code. It should not be PUA532022.

### **Skill Sets**

PSPGEN015 Work effectively with diversity has been superseded, replaced by PSPGEN114 Work effectively with diversity and inclusion. All listings of this unit in the skill sets should be updated.

The unit code and title discrepancy: PUAOPEXXX Conduct liaison during an emergency event should be PUAEMR999Y Conduct liaison during emergency events.

	<p>Unit feedback (All)</p> <p>Use of the word ‘appropriate’ is a subjective term for assessment purposes. Please consider removing it or replacing the term currently listed in all performance criteria.</p> <p>Examples:</p> <p>PUARCV002Y Apply recovery concepts and principles</p> <p>PC1.5 Appropriate community groups are enabled through a range of communication pathways to engage on their recovery</p> <p>PC 2.4 Appropriate endorsement and approvals are sought and gained</p> <p>PUARCV007Y Facilitate long term recovery planning for a disaster event</p> <p>PC 6.5 Appropriate acknowledgements are made to all stakeholders involved in long-term recovery planning and implementation</p> <p>Unit Assessment conditions</p> <p>The following statements are not compliant with the Standards for Training Package unit template requirements and should be removed. They are addressed in the Standards for RTOs and do not need to be included here.</p> <p>“Assessment must satisfy the Principles of Assessment, Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.”</p> <p>“Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.”</p>	
<p><b>Unions</b></p>	<p>NA</p>	



<p><i>Please add other categories as appropriate</i></p>	<p><b>QLD Fire and Emergency</b></p> <p>'PUAEMR037 Manage recovery functions and services' is not a core or elective unit of competency for the Diploma, however it is a Skill Set required in both PUASS00095Y and PUASS00096Y. Given the qualification description, seeking clarity regarding its exclusion from the Diploma.</p> <p>Could consideration be given to the inclusion of new units of competency currently being developed by the EM TAC – specifically: PUAXxx9999Y Human factors in response and recovery and PUAEMR995Y Establish and manage an emergency evacuation centre.</p>	<p>Actioned in TAC</p>
	<p>PUASS00095Y Manage recovery organisation specific functions; PUASS00096Y Coordinate functional recovery group; PUASS00098Y Lead a recovery team</p>	<p>Actioned in TAC</p>
	<p>Consideration to include PUAMAN007 Manage financial resources into Skill Set PAUSS00095Y Manage recovery organisations specific functions - Aligns to description/s, and consistent with inclusion of PUAMAN007 into Skill Set PUASS00098Y Lead a recovery team.</p>	<p>Actioned in TAC</p>
	<p>PUARCV006Y Coordinate recovery activities across recovery environments;  PUARCV007Y Facilitate long term recovery planning for a disaster event;  PUARCV9999Y Apply person centred approaches to recovery planning and activities</p> <p>Request review of terminology in regard to 'Lessons' and 'Lessons Management' applied across the Knowledge Evidence sections of the units of competency: PUARCV006Y, PUARCV007Y and PUARCV9999Y; Alternatively, specific consideration is requested to remove the terminology lessons "learnt" from PUARCV006Y.</p> <p>PUARCV007Y Facilitate long term recovery planning for a disaster event: Note the reference to Aviation Training Package within the Range of Conditions section - may require further clarification</p>	<p>Actioned in TAC</p>

**Summary of Issues raised during stakeholder consultation**

<b>Issue raised</b>	<b>Key Feedback Points</b>	<b>Actions Taken to Address Feedback</b>
NA	NA	NA

### 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
N/A	N/A	N/A	N/A

## 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 (2018-2020)

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
PUAEMR007 Develop emergency management plans	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAEMR010 Plan and implement a treatment measure	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAEMR034 Establish and manage a recovery centre	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECL001 Evaluate societal threats, uncertainty and surprise	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECL002 Lead and manage programs that develop resilience	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECL003 Deliver value in crisis	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECL004 Lead in a crisis	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECL005 Support communities for crisis	Retention	Required in the Public Safety Industry as an industry benchmark.

PUAECL006 Recognise personal effectiveness in a crisis	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECL007 Define crisis context	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR001 Coordinate state aerial operations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR002 Manage aviation resources for an incident	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR004 Manage complex aerial operations for an incident	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR006 Observe non-fire incident from an aircraft	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR007 Operate aerial drip torch	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR009 Operate airborne intelligence system	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR010 Operate small equipment to prepare and load product into aircraft	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR011 Operate state air desk	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR013 Supervise incendiary operations during aerial ignition	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR014 Supervise preparation and loading of product into aircraft	Retention	Required in the Public Safety Industry as an industry benchmark.

PUAFIR212 Rappel from helicopter	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR516 Assess and evaluate a facility's fire and incident safety management systems	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR517 Conduct an inspection of a performance based design building	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR518 Conduct and record a Bushfire Attack Level (BAL) assessment	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR611 Process and analyse fire scene data and laboratory results	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAOPE001 Manage the investigation function at an incident	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAOPE002 Manage the finance function at an incident	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAOPE004 Manage the intelligence function at an incident	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAOPE011 Inspect property and facilities	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR003 Develop plans for deployment of a USAR team	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR004 Implement and monitor USAR operation plans	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR005 Review USAR team plans implemented at an incident	Retention	Required in the Public Safety Industry as an industry benchmark.

PUASES001 Assess trees at emergency incidents	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASES002 Develop work plan for tree stabilisation and removal	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASES003 Stabilise and remove trees during emergency incidents	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASES011 Manage emergency operations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUATEA005 Manage own professional performance	Retention	Required in the Public Safety Industry as an industry benchmark.
<b>Qualifications</b>		
<b>Name of Qualification/ Qualification Code</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
PUA42619 Certificate IV in Public Safety (Aquatic Search and Rescue Management)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA50419 Diploma of Public Safety (SES Operations Management)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA50919 Diploma of Public Safety (Search and Rescue - Coordination)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA60219 Advanced Diploma of Public Safety (Search and Rescue Management)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA80119 Graduate Diploma of Crisis Leadership	Retention	Required in the Public Safety Industry as an industry benchmark.

**Low Enrolment:**

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

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
PUAAMS007 Coordinate search and rescue operations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAAMS002 Search as a member of an air search team	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAEMR003 Develop treatment options for emergency risk	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECO009 Coordinate emergency communications centre operations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR012 Supervise aerial firefighting operations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECO010 Maintain standards of emergency service delivery	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAECO011 Support logistics in the field	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR508 Develop and analyse the behaviour and suppression options for a wildfire	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR601 Develop and administer organisational policies, procedures and practices	Retention	Required in the Public Safety Industry as an industry benchmark.

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



PUAEMR004 Manage risk treatment implementation	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAWHS004 Establish and maintain the work, health and safety system	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASES016 Apply snowcraft skills when performing search operations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFER010 Lead a facility emergency response team	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFER011 Manage facility emergency response teams	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR603 Determine origin and cause of wildfire	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAOPE006 Control multi-agency emergency situations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR030 Undertake trench rescue	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR028 Undertake rescue from a partial structural collapse	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR607 Apply electrical/electronic knowledge to fire investigations	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR604 Determine origin and cause of structure fire	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR605 Determine origin and cause of mobile property fire	Retention	Required in the Public Safety Industry as an industry benchmark.

PUAFIR606 Apply principles of combustion and fire dynamics to fire scene investigation	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR202 Use Class A foam in wildfire operations and non-structural applications	Retention	Required in the Public Safety Industry as an industry benchmark.
PUAFIR609 Collect, record and coordinate the analysis of physical evidence	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR021 Search as part of a canine search team at USAR incidents	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR019 Train canines to work in a USAR environment	Retention	Required in the Public Safety Industry as an industry benchmark.
PUASAR018 Select and maintain canines to be part of a canine search team for USAR incidents	Retention	Required in the Public Safety Industry as an industry benchmark.
<b>Qualifications</b>		
<b>Name of Qualification/ Qualification Code</b>	<b>Proposed for retention/deletion</b>	<b>Rationale for Retention</b>
PUA51019 Diploma of Public Safety (Community Safety)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA40419 Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA60519 Advanced Diploma of Public Safety (Firefighting Management)	Retention	Required in the Public Safety Industry as an industry benchmark.
PUA50219 Diploma of Public Safety (Biosecurity Emergency Response Management)	Retention	Required in the Public Safety Industry as an industry benchmark.

# Training Package Quality Assurance

## Attachment F: Quality assurance reports

- Independent Quality Report
- Editorial and Equity Report

## Editorial Report Template

1. Cover page									
Information required	Detail								
Training Package title and code	<b>PUA Public Safety Training Package (Release 5.0)</b>								
Number of new qualifications and their titles <sup>1</sup>	<b>One (1) new qualification:</b> <table border="1" data-bbox="719 819 1465 927"> <tr> <td>PUA50922</td> <td>Diploma of Public Safety (Recovery Management)</td> </tr> </table>	PUA50922	Diploma of Public Safety (Recovery Management)						
PUA50922	Diploma of Public Safety (Recovery Management)								
Number of revised qualifications and their titles	<b>NA</b>								
Number of new units of competency and their titles	<b>Four (4) new units of competency:</b> <table border="1" data-bbox="719 1072 1465 1456"> <tr> <td>PUARCV004</td> <td>Apply person-centred approaches to recovery planning and activities</td> </tr> <tr> <td>PUARCV005</td> <td>Apply recovery concepts and principles</td> </tr> <tr> <td>PUARCV006</td> <td>Coordinate recovery activities across recovery environments</td> </tr> <tr> <td>PUARCV007</td> <td>Facilitate long-term recovery planning for a disaster event</td> </tr> </table>	PUARCV004	Apply person-centred approaches to recovery planning and activities	PUARCV005	Apply recovery concepts and principles	PUARCV006	Coordinate recovery activities across recovery environments	PUARCV007	Facilitate long-term recovery planning for a disaster event
PUARCV004	Apply person-centred approaches to recovery planning and activities								
PUARCV005	Apply recovery concepts and principles								
PUARCV006	Coordinate recovery activities across recovery environments								
PUARCV007	Facilitate long-term recovery planning for a disaster event								
Number of revised units of competency and their titles	<b>NA</b>								
Confirmation that the draft training package components are publication-ready	Draft Training Package components are publication ready, although will not be published on the national register.								
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	24 June 2022								

<sup>1</sup> 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
Standard 5: <ul style="list-style-type: none"> <li>The structure of units of competency complies with the unit of competency template.</li> </ul>	The structure of units of competency complies with the unit of competency template and contain all necessary requirements.
Standard 7: <ul style="list-style-type: none"> <li>The structure of assessment requirements complies with the assessment requirements template.</li> </ul>	The structure of assessment requirements complies with the assessment requirements template. Performance and knowledge evidence contain adequate frequency and/or volume of evidence required. The assessment conditions outline required conditions for assessment and details relevant equipment and resources required.

#### Qualifications

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

#### Companion Volumes

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

### 3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> <li><b>Unit codes and titles</b> and <b>qualification codes and titles</b> are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide.</li> </ul>	Codes and titles of units of competency and the qualification were cross-referenced throughout the editorial process and checked against the mapping information, qualification packaging rules and the CVIG. Minor corrections were identified and confirmed as correct with AIS.
<ul style="list-style-type: none"> <li>Units of competency and their <b>content</b> are <b>presented in full</b>.</li> </ul>	All units of competency were provided in full.

## Training Package Quality Assurance

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"><li>• The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to:<ul style="list-style-type: none"><li>○ absence of spelling, grammatical and typing mistakes</li><li>○ consistency of language and formatting</li><li>○ logical structure and presentation of the document</li><li>○ compliance with the required templates</li></ul></li></ul>	<p>Units of competency were reviewed for:</p> <ul style="list-style-type: none"><li>• spelling, grammatical and typing errors</li><li>• consistency of language and formatting</li><li>• structure and presentation of units</li><li>• compliance with required templates.</li></ul> <p>All suggested edits, corrections and queries were marked up using track changes and forwarded to AIS for comment/review before a final edit of the 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

### Equity Report

#### Section 1 – Cover page

Information required	Detail
Training Package title and code	PUA – NRTP National Recovery Training Program ‘Tranche 2’ - Release 5
Number of new qualifications and their titles <sup>1</sup>	One (1) new qualification <ul style="list-style-type: none"> <li>• PUA50922 Diploma of Public Safety (Recovery Management)</li> </ul>
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	Four (4) new units of competency <ul style="list-style-type: none"> <li>• PUARCV004 Apply person-centred approaches to recovery planning and activities</li> <li>• PUARCV005 Apply recovery concepts and principles</li> <li>• PUARCV006 Coordinate recovery activities across recovery environments</li> <li>• PUARCV007 Facilitate long-term recovery planning for a disaster event</li> </ul>
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>	Yes, it is the view of the equity reviewer that the Draft training package products meet the requirements in Section 2 <i>Equity checklist of draft Training Package components</i> .
Is the Equity Report prepared by a member of the Quality Assurance Panel? If ‘yes’ please provide the name.	No - see attachment A
Date of completion of the report	23 June 2022

<sup>1</sup> 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 Standards for Training Packages 2012. The standard requires compliance with the Training Package Products Policy, specifically with the access and equity requirements:</p> <p>Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.</p> <p>Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.</p>	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>It is the opinion of the equity reviewer that the draft components meet equity requirements.</p> <p>The Companion Volume Implementation Guide (CVIG) provides advice on access and Equity considerations, including reasonable adjustment.</p> <p>The Case for Endorsement explains that the submission is responsive to National Recovery training requirements and specific operational needs.</p> <p>It is noted that the qualification in the NRTP national recovery training program, is considered <u>not suitable</u> for delivery via VET in Schools or an Australian Apprenticeship or Traineeship pathway.</p> <p>Currently there are no credit transfer arrangements between the qualification in this training program and higher education qualifications.</p> <p>The list of stakeholders that actively participated in the consultation process for the development of these training products are documented in the Case for Endorsement.</p> <p><i>The draft training products comply with the Training Package Products Policy (TPPP) and associated equity requirements.</i></p>

### Section 3 - Training Package Quality Principles

#### Quality Principle 4

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

#### Key features

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

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

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

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?</p>	<p>The draft products meet the diverse needs of recovery activities following natural disasters by leadership and management personal.</p> <p>The qualification packaging rule is clearly presented, with core units being post natural disasters management specific.</p> <p>The qualification comprises of 11 core and 3 electives units.</p> <p>Participants are required to complete a total of 14 units to be awarded this qualification.</p>

## Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	The units have been developed to a set agreed minimum standards for recovery services and management personnel and could be contextualised within the specifics needs of different jurisdiction, agency and organisations policies and procedures.
2. Is there evidence of multiple entry and exit points?	<ul style="list-style-type: none"> <li>- There are no entry requirements for the qualification.</li> <li>- There are no entry requirements for the Units of competency.</li> </ul>
3. Have prerequisite units of competency been minimised where possible?	<ul style="list-style-type: none"> <li>- There are prerequisites related to this qualification however they only apply to individuals that undertake fire qualifications.</li> </ul>
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<p>It is the opinion of the equity reviewer that the assessment conditions allow for flexibility to meet the work placement and unit requirements, and states:</p> <ul style="list-style-type: none"> <li>- Assessment must occur in a workplace operational situation.</li> <li>- Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.</li> </ul>

### 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>There are <u>no</u> national credit arrangements between the qualification and higher education qualifications.</p> <p>The Case for Endorsement states that the qualification in the PUA NRTP Training program is considered <u>not suitable</u> for delivery via VET in Schools or an Australian Apprenticeship or traineeship pathway.</p>

### Quality Principle 6

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

#### Key features

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



## Training Package Quality Assurance

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>Yes, general information about pathways, access and equity and foundation skills is provided in the Companion Volume Implementation Guide.</p> <p>It is the opinion of the equity reviewer, that foundation skills are explicit in the performance criteria in each unit of competency.</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>All units of competency clearly describe the foundation skills that are essential to performance in the elements and performance criteria of the unit of competency.</p> <p>Foundation skills are explicit and recognisable in the units and reflect the skills expected in the operational workplace.</p> <p>The unit of competency and associated assessment requirements are clearly written and have consistent breadth and depth and identify clear outcomes and conditions for assessment.</p>

### **Attachment A:**

#### **Equity Report prepared by:**

Vincent Panozzo, Industry Skills Specialist – Australian Industry Standards Ltd.

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

- Employed as an Industry Skills Specialist in the listed SSO, in the development, review, and implementation of training package products:
  - o Australian Industry Standards - (current)
  - o SkillsIQ
  - o IBSA

Plus

- Prior to SSOs, I also worked for an Industry skills Councils (ISC) as an Industry Skills Specialist:
  - o Auto Skills Australia (ASA)

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

- 30 years of VET training, development and management.

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

- 12 + years as a Training Package Specialist
- Ongoing Commonwealth and State VET forums and workshops
- National stakeholder engagement and consultation
- VET training products development
- Equity report writing

#### **Details of relevant qualifications**

- Diploma of Technical Teaching
- Certificate IV in Training and Assessment

# Training Package Quality Assurance

## Quality Report

### Section 1 – Cover page

Information required	Detail
Training Package title and code	PUA – Public Safety Training Package (Release 5.0)
Number of new qualifications and their titles <sup>1</sup>	One (1) new qualification <ul style="list-style-type: none"> <li>PUA50922 Diploma of Public Safety (Recovery Management)</li> </ul>
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	Four (4) new units of competency: <ul style="list-style-type: none"> <li>PUARCV004 Apply person-centred approaches to recovery planning and activities</li> <li>PUARCV005 Apply recovery concepts and principles</li> <li>PUARCV006 Coordinate recovery activities across recovery environments</li> <li>PUARCV007 Facilitate long-term recovery planning for a disaster event</li> </ul>
Number of revised units of competency and their titles	Nil
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> <li>the Training Package or Training Package components review ('Yes' or 'No')</li> <li>development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	I confirm through affirmation: Yes Yes Yes

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

## Training Package Quality Assurance

Information required	Detail
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> .
<p>Panel member's view about whether:</p> <ul style="list-style-type: none"> <li>• the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>• estimated impact of the proposed changes is sufficient and convincing</li> </ul>	<p>As evidenced by the Case for Endorsement (CfE), and the associated appendices, consultation was sufficient and specific to the project. The Technical Advisory Committee was nationally representative of a broad cross-section of stakeholders.</p> <p>The CfE convincingly outlines the reasons for the addition of the specified new units, and qualification in the PUA Training Package. The impact of these additions is also clear.</p> <p>There are no exception reports to the consultation findings and the level of industry support is evident by the volume of participation and the status of those involved in the consultation process.</p>
Name of panel member completing Quality Report	Terry Smith
Date of completion of the Quality Report	27 <sup>th</sup> June 2022

## Training Package Quality Assurance

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

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes (CVIG)</li> </ol>	<b>Yes</b>	<p>I confirm that:</p> <ul style="list-style-type: none"> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency) and</li> <li>• the PUA Training Package CVIG</li> </ul> <p>are all evident, compliant, and suitable.</p>
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<b>Yes</b>	<p>The Training Package developers have complied with the <i>Training Package Products Policy</i>. All conditions have been met.</p>
<p>Standard 3</p> <p>Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i></p>	<b>Yes</b>	<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>	<b>Yes</b>	<p>The standards of performance required in the workplace are specified in the unit of competency. They are clearly written in plain English.</p> <p>The standard of performance and associated benchmarks are evident.</p> <p>The elements and associated performance criteria are clear and logically sequenced.</p> <p>The unit is 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>	<b>Yes</b>	<p>The structure meets the specified template requirements.</p> <p>I note the equity and editorial reports and concur overall with their findings.</p> <p>In reviewing I can confirm that the Foundation Skills are explicit and embedded in the performance criteria throughout all units. This was proven through analysis against the ASQA resource <i>Trigger Words for Foundation Skills</i>.</p> <p>The unit titles are correct and unit applications are clear, including provision of context.</p>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p><b>Standard 6</b></p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<b>Yes</b>	<p>Assessment requirements are clear as are the conditions for assessment.</p> <p>Performance evidence is specifically related to performance and is a clear and concise summary of unit performance requirements. This was checked and improved through a process of consultation.</p> <p>Knowledge evidence is clearly related and specifically linked to the performance criteria of the units. All components are clear, readily understandable, and logical.</p>
<p><b>Standard 7</b></p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	<b>Yes</b>	<p>All units have associated assessment requirements.</p> <p>The assessment requirements comply with the relevant and specified template.</p>
<p><b>Standard 8</b></p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	<b>N/A</b>	<p>The new and revised qualifications comply with all Australian Qualifications Framework specifications for the qualification type.</p>
<p><b>Standard 9</b></p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	<b>N/A</b>	<p>The structure of the information is compliant.</p>
<p><b>Standard 10</b></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>	<b>N/A</b>	<p>There is no change to existing credit arrangement status.</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><b>Standard 11</b></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>	<b>Yes</b>	<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><b>Standard 12</b></p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<b>Yes</b>	<p>The PUA CVIG is complemented by appendices providing supplementary information. This also makes the information easier to access.</p>

### 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
Driven by industry's needs	Yes	<p>Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i></p> <p>The products developed were driven by the need for additional units and a related qualification that meets the changing complexities, support and future planning requirements associated with disaster recovery operations.</p> <p>The units and associated qualifications appear to meet industry requirements and comprehensively cover specific competency requirements as confirmed by the TAC.</p> <p>The consultation and development associated with the development of these units ensures that it has been driven by industry's needs and expectations.</p> <p>As stated in the CfE the units and qualification have:</p> <p style="text-align: center;"><i>been developed to address the skills and knowledge required by personnel in disaster recovery leadership and management roles.</i></p>

## Training Package Quality Assurance

		<p><i>The specific skills requirements addressed in this phase of the project include recovery activities across recovery environments, long-term recovery planning for a disaster event, applying recovery concepts and principles in addition to person-centred approaches to recovery planning and activities.</i></p> <p><i>These new materials will enable disaster recovery capability training and help build Australia's disaster resilience.</i></p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> <li>• ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</li> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of skill sets</li> </ul>	<p>Yes</p>	<p>The project meets 2015 reforms and directions.</p> <p>The units address specific and emerging needs in disaster recovery.</p> <p>Skill sets have been greatly enhanced.</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 inform their delivery and to consumers to enable more informed course choices.</p>

## Training Package Quality Assurance

Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	<p>The units are future oriented and take account of current processes and techniques. Nothing in the language excludes future application.</p> <p>The CVIG also provides critical information on job/role environment contexts.</p>
--	-----	--

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle 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	N/A	These units address a specific and unique requirement within disaster recovery
Promote national and international portability	N/A	These units are specific to disaster recovery management operations but are nationally and potentially internationally portable.
Reflect regulatory requirements and licensing	N/A	There are no specific licensing and regulatory requirements directly attached to these units.

### 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 associated national consensus.
Recognise convergence and connectivity of skills	Yes	The new qualification and associated units recognise areas of commonality across disaster recovery and the skill sets allow for specialisations in needed areas of technical expertise.



## 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	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 these units. The complexity of the consultation and commitment to the process highlight the inclusion of diverse individual and sector needs.
Support equitable access and progression of learners	Yes	These units are technical in nature and specific to the disaster recovery sector.  The units are written in plain English with simple phrasing. Assessment and context are clear. There is no unnecessary exclusion evident.  The pathways outlined in the CVIG also highlight the progression and pathways available.

### 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	The units and the associated new and revised qualifications are technical and specific in nature to specialised disaster recovery roles and do not suit a VET in schools pathway nor apprenticeships or traineeships.  The broader CVIG highlight suitable pathways in this regard in related qualifications.  There are no higher education arrangements.

## 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	N/A	These units have been written to address specialised roles and disaster recovery management requirements.
Support sound assessment practice	Yes	<p>The depth and breadth of assessment is consistent and clear.</p> <p>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. CVIG provides clear advice about unit applications and contexts.

# Training Package Quality Assurance

## Attachment G: Letters of Support

27 June 2022

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

Dear Mr Walsh,

### **Public Safety Training Package: National Recovery Training program – Letter of Support**

It is confirmed that our organisation has engaged in communication and support regarding the initiative to develop material within the Public Safety Training Package Release 5.0, specifically the development of one new Qualification, nine new Skill Set and four new Units of Competency:

#### **Qualifications**

PUA50922 Diploma of Public Safety (Recovery Management)

#### **Skill Sets**

PUASS00097 Coordinate Functional Recovery Group  
PUASS00098 Lead a Recovery Team  
PUASS00099 Manage a Recovery Centre  
PUASS00100 Manage Recovery - Community Involvement  
PUASS00101 Manage Recovery - Complex Incident Planning  
PUASS00102 Manage Recovery - Data Management  
PUASS00103 Manage Recovery - Finance  
PUASS00104 Manage Recovery – Logistics  
PUASS00105 Manage Recovery - Public Information

#### **Units of Competency**

PUARCV004 Apply person-centred approaches to recovery planning and activities  
PUARCV005 Apply recovery concepts and principles  
PUARCV006 Coordinate recovery activities across recovery environments  
PUARCV007 Facilitate long-term recovery planning for a disaster event

The purpose of the project was to address the skills required for disaster recovery managers to operate effectively across recovery environments, complete long term recovery planning for a disaster event, applying recovery concepts and principles, and applying a person-centred approach to recovery planning and activities.

I am pleased to support PUA Public Safety Training Package Release 5.0 work above.

Yours sincerely



Signed:

Name: Kirsten Tanner

Position: Coordinator Emergency Management, Maribymong City Council

# Training Package Quality Assurance



29 June 2022

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

Dear Mr Walsh,

## Public Safety Training Package: National Recovery Training program – Letter of Support

It is confirmed that our organisation has engaged in communication and support regarding the initiative to develop material within the Public Safety Training Package Release 5.0, specifically the development of one new Qualification, nine new Skill Set and four new Units of Competency:

### Qualifications

PUA50922 Diploma of Public Safety (Recovery Management)

### Skill Sets

PUASS00097 Coordinate Functional Recovery Group

PUASS00098 Lead a Recovery Team

PUASS00099 Manage a Recovery Centre

PUASS00100 Manage Recovery - Community Involvement

PUASS00101 Manage Recovery - Complex Incident Planning

PUASS00102 Manage Recovery - Data Management

PUASS00103 Manage Recovery - Finance

PUASS00104 Manage Recovery – Logistics

PUASS00105 Manage Recovery - Public Information

### Units of Competency

PUARCV004 Apply person-centred approaches to recovery planning and activities

PUARCV005 Apply recovery concepts and principles

PUARCV006 Coordinate recovery activities across recovery environments

PUARCV007 Facilitate long-term recovery planning for a disaster event

23-47 Villiers Street  
North Melbourne VIC 3051  
T +61 0467 709 818  
E [contactus@redcross.org.au](mailto:contactus@redcross.org.au)  
[redcross.org.au](http://redcross.org.au)

ABN: 50 169 561 394

# Training Package Quality Assurance



The purpose of the project was to address the skills required for disaster recovery managers to operate effectively across recovery environments, complete long term recovery planning for a disaster event, applying recovery concepts and principles, and applying a person-centred approach to recovery planning and activities.

I am pleased to support PUA Public Safety Training Package Release 5.0 work above.

Yours sincerely

Signed: *B. Stapleton*

Name: Beth Stapleton

Position: National Lead, Emergency Services Workforce Capability

# Training Package Quality Assurance



Resilience  
NSW

14 July 2022

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

Dear Mr Walsh,

## Public Safety Training Package: National Recovery Training program – Letter of Support

It is confirmed that our organisation has engaged in communication and support regarding the initiative to develop material within the Public Safety Training Package Release 5.0, specifically the development of one new Qualification, nine new Skill Sets and four new Units of Competency:

### Qualifications

PUA50922 Diploma of Public Safety (Recovery Management)

### Skill Sets

PUA550097 Coordinate Functional Recovery Group

PUA550098 Lead a Recovery Team

PUA550099 Manage a Recovery Centre

PUA550100 Manage Recovery - Community Involvement

PUA550101 Manage Recovery - Complex Incident Planning

PUA550102 Manage Recovery - Data Management

PUA550103 Manage Recovery - Finance

PUA550104 Manage Recovery - Logistics

PUA550105 Manage Recovery - Public Information

### Units of Competency

PUARC004 Apply person-centred approaches to recovery planning and activities

PUARC005 Apply recovery concepts and principles

PUARC006 Coordinate recovery activities across recovery environments

PUARC007 Facilitate long-term recovery planning for a disaster event

I am pleased to support PUA Public Safety Training Package Release 5.0 work above.

Yours sincerely

Signed:

Name:

Stevie Lee Knox

Position:

Manager Training and Capability Development