



Australian  
Industry and  
Skills Committee

# PUBLIC SAFETY TRAINING PACKAGE RELEASE 6.0

Case for Endorsement

Name of allocated IRC(s): Public Safety 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 forecasted in the Public Safety Industry Skills Outlook 2021.

This CfE finalises PUA Public Safety Training Package review and development work undertaken through the following Activity Orders:

- **Emergency Management** approved at the XX 2021 AISC meeting and directed by the Commonwealth through Activity Order  **AISL/TPD/2021-22/009**  and approved variation.
- **Emergency Care** approved at the XX 2021 AISC meeting and directed by the Commonwealth through Activity Order  **AISL/TPD/2021-22/008** .
- **Fire** approved at the XX 2021 AISC meeting and directed by the Commonwealth through Activity Order  **AISL/TPD/2021-22/010**  and approved variation.

On behalf of the Public Safety Industry Reference Committee (IRC), this CfE submission for PUA Public Safety Training Package Release 6.0 includes:

- 8 updated qualifications
- 7 new Units of Competency
- 4 revised Units of Competency
- 3 new Skill Sets.

Qualifications were updated in response to the Technical Advisory Committee (TAC) and the Public Safety IRC decision to update all imported Units of Competency and to incorporate new Units of Competency across multiple qualifications to contribute to vocational outcomes in the emergency management, fire, disaster recovery and community safety sectors.

### **Emergency Management**

The revised scope of this project was to develop four new Units of Competency.

As part of the review process, the TAC, including the Public Safety IRC determined that:

- a person who would utilise these Units of Competency is required to perform the job role in accordance with jurisdictional emergency management arrangements
- it was appropriate to include the new Units of Competency into the Advanced Diploma of Public Safety (Emergency Management) instead of the reviewing and updating the Certificate IV in Public Safety (Leadership)
- it was appropriate to work in consultation with the National Recovery Training Program (NRTP) TAC members to review the four new Units of Competency and identify where these units could contribute to the achievement of vocational outcomes in qualifications for the disaster recovery sector
- all imported Units of Competency were to be updated.

In total, this project has developed four new Units of Competency, updated one qualification and includes two new Skill Sets that were developed by the NRTP TAC members.

### **Emergency Care**

The initial scope of this project was to review five Units of Competency and update three qualifications.

As part of the review process, the TAC, including the Public Safety IRC determined that:

- 2 Units of Competency could be deleted because they were no longer fit for purpose and did not meet current industry practice
- all imported Units of Competency were to be updated.

In total, this project updated three qualifications, reviewed three Units of Competency, and developed one new Skill Set.

### **Fire**

The scope of this project was to develop three new Units of Competency and updated 5 qualifications.

As part of the review process, the TAC, including the Public Safety IRC determined that:

- it was appropriate to work in consultation with the NRTP TAC members to review the three new units of competency and identify where these units could contribute to the achievement of vocational outcomes in qualifications for the disaster recovery sector
- all imported Units of Competency were to be updated.

In total, this project has updated two qualifications and developed three new Units of Competency.

### **SSO Training Package Maintenance**

The SSO has also updated nine qualifications and 8 Skill Sets as part of Training Package maintenance to update all imported units (BSB, HLT, AHC, CPP, PSP) in these qualifications and Skill Sets.

## 1.2 Timeframes and delays

The Emergency Management, Emergency Care and Fire projects were scheduled for DESE submission in August 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.*

### **Emergency Management**

Four new Units of Competency have been developed to enable public safety emergency management leaders to develop skills and knowledge to evaluate natural disasters impacts, manage emergency management centres, conduct emergency evacuations, as well as human factors in response and recovery activities.

These units have been included as electives in the *Advanced Diploma of Public Safety (Emergency Management)*.

Two new Skill Sets have been developed by the National Recovery Training Program for personnel who perform the role of team member or a liaison officer working in an incident management team.

The proposed Training Package products will enable skills development to help build Australia's disaster resilience.

### **Emergency Care**

This area of public safety refers to the provision of emergency care by public safety personnel, pending the arrival of appropriately qualified personnel. It includes identifying need for emergency care, managing injuries, ensuring personal safety of the carer and casualty, assessing the casualty, implementing emergency care procedures, and working cooperatively with personnel from other organisations.

Three qualifications and three Units of Competency have been updated, and one new Skill Set developed. The units have been updated to align with changed industry guidelines and terminology to ensure they meet safety and industry skill requirements.

The proposed Training Package products will enable a First Responder to manage an emergency in line with community safety regulations, industry skills requirements and changing community expectations.

These skills are essential to building the capability of public safety workers.

### **Fire**

All states and territories have implemented several significant changes in response to recommendations from the 2020 Bushfire Royal Commission recommendations, including measures relating to the interoperability of fire agency personnel and resources.

In response, three new Units of Competency have been developed and two qualifications updated to address the skills and knowledge for job roles of Field Liaison Officer, Liaison Officer working with an incident management team and Jurisdictional Liaison Officer working with a state control centre to improve the interoperability of fire agencies.

The new units are aimed at enhancing fire and emergency capability, particularly in relation to resource sharing within and across jurisdictional boundaries. These units have been included into the Certificate IV, Diploma and Advanced Diploma qualifications related to fire.

The imported HLT Provide first aid unit has been updated and moved from the core to the electives in the Certificate II and Certificate III in Public Safety (Emergency and Firefighting Operations).

## **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 the management of emergencies including fire, emergency care, disaster resilience and recovery, including, peak advisory bodies, unions, 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

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

- Phone, video/teleconference meetings and emails to key industry stakeholders.
- IRC member communications to their relevant industry networks using various methods.
- Establishment of TAC's 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 PUA Public Safety 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:

### **Emergency Management**

- TAC activities from November 2021 to July 2022
- Public consultation consultations from:
  - 19 May to 16 June 2022
  - 21 June to 6 July 2022

### **Emergency Care**

- TAC activities from November 2021 to May 2022
- Public consultations from:
  - 15 February to 15 March 2022
  - 28 March to 11 April 2022

### **Fire**

- TAC activities from October 2021 to July 2022
- Public consultations from:
  - 16 March to 12 April 2022
  - 11 May to 8 June 2022
  - 11 May to 25 May 2022
  - 27 June to 11 July 2022

## 3.3 Participation by different types of stakeholders

Industry stakeholders represented in the TACs for these projects came from regional areas across states, territories and jurisdictions and represented their wider networks from these areas, including sectors of the industry specialising in Emergency Management, Emergency Care and Fire Management.

## 4. Evidence of industry support

### 4.1 Industry support

Industry support is evidenced by feedback received throughout the public consultation and validation process, and by letters of support.

These confirm that the draft materials address the skill needs to support workforce development in this growing sector.

The letters of support have been received from industry stakeholders.

The Public Safety IRC signed off on this CfE on XX 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 consultation periods from:

#### **Emergency Management**

- Consultation periods from:
  - 19 May to 16 June 2022
  - 21 June to 6 July 2022
  - August 2022

#### **Emergency Care**

- Consultation periods from:
  - 15 February to 15 March 2022
  - 28 March to 11 April 2022
  - August 2022

#### **Fire**

- Consultation periods from:
  - 16 March to 12 April 2022
  - 11 May to 25 May 2022
  - August 2022

STAs have provided written support for the CfE by August 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 updated qualifications and 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 in this release. The qualifications and the Units of Competency do not include any requirements for workplace placement, mandated hours or assessment which must be demonstrated in a workplace.

## 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 associated Units of Competency included in this CfE are not currently being used as the basis for a traineeship or apprenticeship.

### 8.3 Occupational and licensing requirements

There are no licensing and regulatory requirements contained in the updated qualifications, revised or new Units of Competency.

### 8.4 Extension to transition period

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

No extension to the transition period is requested, at this time.

## 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*

### **Emergency Care**

- two Units of Competency were no longer fit for purpose and did not meet current industry practice.

### **Emergency Management and Fire**

- new Units of Competency were developed so they could be selected and contextualised for different sectors of the public safety industry and contribute to vocational outcomes which meet individual needs, changes in job role requirements and differences in workplace requirements.
- Examples of this include:
  - PUAEMR040 Conduct liaison during emergency events and have been included into qualifications which facilitate vocational outcomes in the fire, community safety, emergency management and disaster recovery sectors.
  - PUAEMR043 Manage human factors in response and recovery have been included into qualifications which facilitate vocational outcomes in the emergency management, community safety and disaster recovery sectors.

The working groups established by the Public Safety IRC to evaluate the need for Case for Change completed an analysis of existing Training Package products.

It was determined that there were no existing Training Package products that could be utilised to achieve the vocational outcomes required

	<p>for Liaison Officers and senior leaders responsible for managing emergencies (including fire and natural disasters) which require them to operate across multiple public safety sectors, states, territories and jurisdictions.</p>
	<p>These projects will add seven new units of competency and three new Skill Sets to the PUA Public Safety Training Package.</p>
<p><i>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</i></p>	<p>The PUA Public Safety Training Package Companion Volume Implementation Guide (CVIG) describes additional requirements applicable to the learner's characteristics and describes industry's expectations for training delivery.</p>
<p><i>Ensure the training system better supports individuals to move more easily between related occupations</i></p>	<p>It is expected that the outcomes delivered will address industry job role expectations and support individuals' ability to move more easily between related occupations.</p> <p>Example of this include:</p> <ul style="list-style-type: none"> <li>○ the new three new liaison Units of Competency can be accessed and utilised by job roles across multiple sectors in the public safety industry including fire, disaster recovery and emergency management.</li> </ul>
<p><i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i></p> <p><i>Foster greater recognition of skill sets and work with industry to support their implementation</i></p>	<p>Throughout the revision and development of the qualifications and Units of Competency industry's expectation was to ensure flexible delivery was available to enable the industry to utilise the Units of Competency.</p> <p>CVIG industry and pathway information includes Skill Sets. This information provides advice on how different sectors of public safety can access and utilise these Skill Sets and achieve certification in public safety.</p>

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

A link to the Training Package components proposed for endorsement is included here.

This Case for Endorsement was agreed to by the Public Safety IRC

Name of Chair

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Signature of Chair

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Date

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## 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.

**Note:** Qualifications where the code is identified with \* are not being reviewed **but contain units that are being updated as part of this project.** AIS will update these Qualifications as a Training Package maintenance function.

Training Product Name		Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Qualifications</i>				
PUA20622	Certificate II in Public Safety (Firefighting and Emergency Operations)	Updated	Equivalent	No change in vocational outcome
PUA30622	Certificate III in Public Safety (Firefighting and Emergency Operations)	Updated	Equivalent	No change in vocational outcome
<i>PUA30022</i>	<i>Certificate III in Public Safety (Biosecurity Emergency Response Operations)</i>	Updated	Equivalent	<i>Imported units in qualification are updated as part of Training Package maintenance function. No change in vocational outcome</i>
PUA30922	Certificate III in Public Safety (Aquatic Search and Rescue)	Updated	Equivalent	No change in vocational outcome.
<i>PUA33222</i>	<i>Certificate III in Public Safety (Emergency Communications Centre Operations)</i>	Updated	Equivalent	<i>No change in vocational outcome</i>
<i>PUA40022</i>	<i>Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)</i>	Updated	Equivalent	<i>Imported units in qualification are updated as part of Training Package maintenance function. No change in vocational outcome</i>
PUA50022	Diploma of Public Safety (Biosecurity Emergency Response Management)	Updated	Equivalent	<i>Imported units in qualification are updated as part of Training Package maintenance function.</i>

				<i>No change in vocational outcome</i>
<i>Units of competency</i>				
PUA60992	Advanced Diploma of Public Safety (Fire Investigation)	Updated	Equivalent	Imported units in qualification are updated as part of SSO Maintenance No change in vocational outcome
PUAEME006	Administer oxygen in an emergency	Updated	Not Equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
PUAEME007	Provide emergency care for suspected spinal injury	Updated	Not Equivalent	Significant changes to the criteria to align with vocational outcome required for the job role
PUAEME008	Provide pain management	Updated	Equivalent	
PUAEMR039	Conduct and manage community evacuation	New	Equivalent	
PUAEMR040	Conduct liaison during emergency events	New		
PUAEMR041	Establish and manage emergency evacuation centre	New		
PUAEMR042	Facilitate lessons management process	New		
PUAEMR043	Manage human factors in response and recovery	New		

PUAEMR044	Undertake field liaison in a deployment context	New		
PUAEMR045	Undertake jurisdictional liaison in a deployment context	New		
<i>PUAFIR019</i>	<i>Undertake post-incident analysis</i>	Updated		<i>Pre-requisite unit updated as part of SSO maintenance No change in vocational outcome</i>
PUAEME001	Provide emergency care	Deleted		
PUAEME002	Manage injuries at emergency incident	Deleted		

## 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
441212, Fire Fighter	PUA20622 Certificate II in Public Safety (Firefighting and Emergency Operations)	Proposed updates to the qualification include: <ul style="list-style-type: none"> <li>updating imported units of competency to align the skills and knowledge for this job role with current work practices</li> </ul>
441212, Fire Fighter	PUA30622 Certificate III in Public Safety (Firefighting and Emergency Operations)	Proposed updates to the qualification include: <ul style="list-style-type: none"> <li>updating imported units of competency to align the skills and knowledge for this job role with current work practices</li> </ul>
441211, Emergency Service Worker	PUA30022 Certificate III in Public Safety (Biosecurity Emergency Response Operations)	Proposed updates to the qualification include: <ul style="list-style-type: none"> <li>updating imported units of competency to align the skills and knowledge for this job role with current work practices.</li> </ul>
4412 Fire and Emergency Service Workers	PUA30922 Certificate III in Public Safety (Aquatic Search and Rescue)	Proposed updates to the qualification include: <ul style="list-style-type: none"> <li>updating units including imported units of competency to align the skills and knowledge for this job role with current work practice</li> </ul>
4412 Fire and Emergency Service Workers	PUA33222 Certificate III in Public Safety (Emergency Communications Centre Operations)	Proposed updates to the qualification include: <ul style="list-style-type: none"> <li>updating units including imported units of competency to align the skills and knowledge for this job role with current work practice</li> </ul>
441211, Emergency Service Worker	PUA40022 Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)	Proposed updates to the qualification include: <ul style="list-style-type: none"> <li>updating imported units of competency to align the skills and knowledge for this job role with current work practices as part of SSO Maintenance</li> </ul>

441211, Emergency Service Worker	PUA50022 Diploma of Public Safety (Biosecurity Emergency Response Management)	<p>Proposed updates to the qualification include:</p> <ul style="list-style-type: none"> <li>• updating imported units of competency to align the skills and knowledge for this job role with current work practices</li> </ul>
441212, Fire Fighter	PUA60992 Advanced Diploma of Public Safety (Fire Investigation)	<p>Proposed updates to the qualification include:</p> <ul style="list-style-type: none"> <li>• updating imported units of competency to align the skills and knowledge for this job role with current work practices</li> </ul>

## Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
Carola Washbourne	Total Disaster Management Solutions	PSIRC member	Public safety	Industry expert	QLD
Sandra Lunardi	The National Council for Fire & Emergency Services (AFAC). This includes 32 member organisations specialising firefighting and fire management.	Director, Industry Workforce Management	Public safety	Association	VIC
Russell Dippy	SA Police / International Association of Emergency Managers (IAEM)	Emergency Management Coordinator, SA Police, Treasurer, International Association of Emergency Managers, Doctor of Public Safety candidate	Public safety	Association	SA
Chris Ainsworth	raemec Australia	Lecturer - Emergency and Disaster Management	Public safety	Industry expert	NT
Sven Nilsson	NSW Health / St John Ambulance Australia (NSW)	Health Emergency Management	Public safety	Industry expert	NSW
Jane Zsombok	Queensland Fire and Emergency Services	Executive Manager, Emergency Management Training Command	Public safety	Industry expert	QLD
Eleanor Carter	Red Cross Shelter	Industry expert	Public safety	Industry expert	National
Andrew Chan	Surf Life Saving NSW	Learning Project Manager	Public safety	Industry expert	NSW
Pamela Simon	Surf Life Saving Australia	National Learning and Development Manager	Public safety	Industry expert	NSW
Ed Starinkas	PSIRC UFUA member, Fire Rescue Victoria	Assistant Chief Fire Officer, Training Development, Operational Training	Public safety	Industry expert	VIC
Rachel Leigh Taylor	NT Police, Fire and Emergency Services	Assistant Manager, Quality Learning & Assessment, NTFRS Training & Development Command	Public safety	Industry expert	NT

Deb Parsons	South Australian Metropolitan Fire Service	Coordinator Education Services, Learning & Development	Public safety	Industry expert	SA
Christian Thorley	Fire Rescue Victoria	Assistant Chief Fire Officer, FVR Learning & Development	Public safety	Industry expert	VIC
Wendy Blair	NSW National Parks & Wildlife Service	Senior Consultant, ERTO Manager, FIOB	Public safety	Industry expert	NSW
Stephen Huntley	ACT Rural Fire Service / ACT Emergency Services Australia (ESA)	Assistant Director Volunteer Learning & Development	Public safety	Industry expert	ACT
Sam Evans	ACT Fire and Rescue	Acting Superintendent, Training and development, Fire Fighter Capability	Public safety	Industry expert	ACT
Rachel Bremner	Country Fire Authority (CFA)	CFA Training Performance & Governance, Manager Learning Governance	Public safety	Industry expert	VIC
Mick Armstrong	NSW National Parks & Wildlife Service	Manager Capability & Training, Fire & Incident Operation Branch	Public safety	Industry expert	NSW
Cara Schultz	Rural Fire Service NSW	Manager, Learning Design and Assurance, People & Culture	Public safety	Industry expert	NSW
Olivia Tamlyn	Tasmania Fire Service	Manager, Training Services (Training & Education)	Public safety	Industry expert	TAS
Michael Abulencia	Airservices Australia	Training Design and Development Specialist	Public safety	Industry expert	National
Cassandra Curtis	South Australian Country Fire Service	State Training Officer – Quality & Compliance	Public safety	Industry expert	SA
Peter Roberts	Queensland Fire and Emergency Services	Manager, Curriculum Development Unit, School of Fire & Emergency Services	Public safety	Industry expert	QLD
Superintendent Peter Jacobs	Fire and Rescue NSW	FF Capability Manager	Public safety	Industry expert	NSW
David Eade	Fire Rescue Victoria	Senior Manager Training Development	Public safety	Industry expert	VIC
Trish Malone	ACT Rural Fire Service	Director Operations and Capability	Public safety	Industry expert	ACT

Jemma Krasowski	SA Metropolitan Fire Service	Coordinator, Quality Learning Systems	Public safety	Industry expert	SA
Simon May	ACT Rural Fire Service	Aviation Officer	Public safety	Industry expert	SA
Sonya Oyston	NSW State Emergency Service	Senior Manager Training Development	Public safety	Industry expert	NSW
Paul Seager	NSW Rural Fire Service	Assistant Chief	Public safety	Industry expert	NSW
Paul Considine	The National Council for Fire & Emergency Services (AFAC)	Director, Supporting Operations	Public safety	Industry expert	VIC
Andrea Geytenbeek	SA State Emergency Services	Operations Project Officer	Public safety	Industry expert	SA
Stevie Lee Knott	Resilience NSW	Manager Training & Capability Development	Public safety	Industry expert	NSW
Scott Turner	SA Country Fire Service	Manager Learning and Development	Public safety	Industry expert	SA
Glenn Pröbstl	Country Fire Authority (CFA)	Assistant Chief Fire Officer	Public safety	Industry expert	VIC
David Harris	Country Fire Authority (CFA)	FA Manager, Sales & Relationship Management	Public safety	Industry expert	VIC
Stephanie Trestrail	The Department of Fire and Emergency Services (DFES)	Director Training Development, Support and Compliance	Public safety	Industry expert	WA
Shaun Jackson	Royal Life Saving Society Australia	National Manager – Training and Workforce Development	Industry Peak Body	Industry expert	NSW
Jennifer Fleischer	Chisholm Institute of TAFE	Executive Officer	Curriculum Maintenance Management Service - Business Industries	TAFE	VIC
Suzanne Seinor	Department of Training and Workforce Development	Curriculum Innovation and Program Officer	Government	Government	WA
Philip Hosking	South Australian Country Fire Service	SACFS Incident Management Team	Public safety	Industry expert	SA

Michael McGee	Skills Tasmanis Department of State Growth	Industry Liaison Officer	Public safety	Industry expert	TAS
National Recovery Training Program Technical Advisory Group	This includes 15 TAC members which represents industry subject matter experts in disaster resilience, national recovery and national capability.				

**Summary of Feedback by Stakeholder type:**

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<p><b>Industry Reference Committee (IRC) Representatives</b></p>	<ul style="list-style-type: none"> <li>• IRC representatives were members of the TAC. Feedback provided was part of the drafting process, PC1 and PC2.</li> <li>• Feedback focused on the structure of the qualification and draft Units of Competency including any specialist industry requirements</li> </ul>	<p>Feedback was discussed during TAC (Technical Advisory Committee) meetings.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Draft training package products were updated accordingly.</li> </ul>
<p><b>Peak Industry Bodies</b></p>	<ul style="list-style-type: none"> <li>• Feedback was provided as part of PC1 and PC2</li> <li>• Industry peak bodies were also members of the TAC and feedback provided was part of the drafting process, PC1 and PC2:               <ul style="list-style-type: none"> <li>• Feedback focused on:                   <ul style="list-style-type: none"> <li>• support for the deletion of units of competency, technical requirements for job roles and industry guidelines.</li> <li>• structure of the qualification and draft Units of Competency including any specialist industry requirements for relevant job roles including any applicable state, territory and Commonwealth emergency management arrangements</li> </ul> </li> <li>• included support for deletion of PUAEME001 Provide emergency care and PUAEME002 Mange injuries at emergency incident and updating HLT units of competency</li> </ul> </li> </ul>	<p>Feedback was discussed during TAC (Technical Advisory Committee) meetings.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Draft training package products were updated accordingly.</li> </ul>
<p><b>Employers (Non-IRC)</b></p>	<ul style="list-style-type: none"> <li>• Feedback was provided as part of PC1 and PC2</li> <li>• Employers (Non-IRC) were also members of the TAC and feedback provided was part of the drafting process, PC1 and PC2.</li> </ul>	<p>Feedback was discussed during TAC (Technical Advisory Committee) meetings.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Draft training package products were updated accordingly.</li> </ul>

	<ul style="list-style-type: none"> <li>Feedback focused on technical requirements for job roles including the extent to which policies, procedures and guidelines needed to be incorporated into the Units of Competency.</li> </ul>	
<b>Regulators</b>	Not applicable	
<b>Registered Training Organisations (RTOs)</b>	<ul style="list-style-type: none"> <li>Industry peak bodies who provide RTO's and TAFEs with advice on training and assessment delivery were part of the TAC.</li> <li>Feedback was provided as part of the drafting process</li> <li>Feedback focused on: <ul style="list-style-type: none"> <li>the impact of recoding training package products, and</li> <li>amending training package products to avoid potential re-coding of qualifications already recently re-coded in response to proposed changes to the TAE Training Package (scheduled for endorsement before the end of the year 2022).</li> </ul> </li> </ul>	Feedback was discussed during TAC (Technical Advisory Committee) meetings.
<b>Training Boards/Other</b>	<ul style="list-style-type: none"> <li>No feedback received from Training Boards for these projects.</li> </ul>	Not applicable
<b>State and Territory Training Authorities (STAs)</b>	<ul style="list-style-type: none"> <li>No additional issues raised (see 4.2 Engagement of States and Territories)</li> </ul>	
<b>Unions</b>	<ul style="list-style-type: none"> <li>Feedback was provided as part of PC1 and PC2</li> <li>Employers were also members of the TAC and feedback provided was part of the drafting process, PC1 and PC2.</li> <li>Feedback focused on: <ul style="list-style-type: none"> <li>the technical requirements for liaison job roles, incorporation of industry guidelines including</li> </ul> </li> </ul>	Feedback was discussed during TAC (Technical Advisory Committee) meetings. <b>Outcome</b> <ul style="list-style-type: none"> <li>Draft training package products were updated accordingly.</li> </ul>

	<p>any applicable inter-operability requirements into the units of competency</p> <ul style="list-style-type: none"> <li>• alignment of unit applications for the liaison units to fire qualifications and the most appropriate qualifications to include these units</li> </ul>	
<p><i>Please add other categories as appropriate</i></p>	<ul style="list-style-type: none"> <li>• Feedback was received from Curriculum Maintenance Managers in relation to structure of qualifications including packaging rules and pre-requisite units.</li> </ul>	<p>Feedback was discussed during TAC (Technical Advisory Committee) meetings.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• Draft training package products were updated where it was appropriate to do that. TAC noted that qualifications were only amended to (a) update imported units of competency and/or (b) update units to reflect any decisions to delete units of competency. TAC confirmed that re-writing packaging rules was not appropriate.</li> <li>• Draft training package products were updated to include pre-requisite units of competency and reflect changes made to pre-requisites</li> </ul>

### Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
<b>State Training Authorities</b>	<i>To be summarised once STA's have provided feedback re: STA consultation process (if applicable)</i>	<i>To be summarised once STA's have provided feedback re: STA consultation process (if applicable).</i>

### 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
None			

## 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 available<sup>1</sup>

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

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

# Training Package Quality Assurance

## Attachment F: Quality assurance reports

- Editorial Report
- Equity Report
- Independent Quality Report

## Editorial Report

1. Cover page																	
Information required	Detail																
Training Package title and code	<b>PUA Public Safety Training Package (Release 6.0)</b>																
Number of new qualifications and their titles <sup>1</sup>	N/A																
Number of revised qualifications and their titles	<p><b>Eight (8) revised qualifications:</b></p> <table border="1"> <tbody> <tr> <td>PUA20622</td> <td>Certificate II in Public Safety (Firefighting and Emergency Operations)</td> </tr> <tr> <td>PUA30022</td> <td>Certificate III in Public Safety (Biosecurity Emergency Response Operations)</td> </tr> <tr> <td>PUA30622</td> <td>Certificate III in Public Safety (Firefighting and Emergency Operations)</td> </tr> <tr> <td>PUA30922</td> <td>Certificate III in Public Safety (Aquatic Search and Rescue)</td> </tr> <tr> <td>PUA33222</td> <td>Certificate III in Public Safety (Emergency Communications Centre Operations)</td> </tr> <tr> <td>PUA40022</td> <td>Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)</td> </tr> <tr> <td>PUA50022</td> <td>Diploma of Public Safety (Biosecurity Emergency Response Management)</td> </tr> <tr> <td>PUA60922</td> <td>Advanced Diploma of Public Safety (Fire Investigation)</td> </tr> </tbody> </table>	PUA20622	Certificate II in Public Safety (Firefighting and Emergency Operations)	PUA30022	Certificate III in Public Safety (Biosecurity Emergency Response Operations)	PUA30622	Certificate III in Public Safety (Firefighting and Emergency Operations)	PUA30922	Certificate III in Public Safety (Aquatic Search and Rescue)	PUA33222	Certificate III in Public Safety (Emergency Communications Centre Operations)	PUA40022	Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)	PUA50022	Diploma of Public Safety (Biosecurity Emergency Response Management)	PUA60922	Advanced Diploma of Public Safety (Fire Investigation)
PUA20622	Certificate II in Public Safety (Firefighting and Emergency Operations)																
PUA30022	Certificate III in Public Safety (Biosecurity Emergency Response Operations)																
PUA30622	Certificate III in Public Safety (Firefighting and Emergency Operations)																
PUA30922	Certificate III in Public Safety (Aquatic Search and Rescue)																
PUA33222	Certificate III in Public Safety (Emergency Communications Centre Operations)																
PUA40022	Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)																
PUA50022	Diploma of Public Safety (Biosecurity Emergency Response Management)																
PUA60922	Advanced Diploma of Public Safety (Fire Investigation)																

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

## Training Package Quality Assurance

Number of new units of competency and their titles	<b>Seven (7) new units of competency:</b>	
	PUAOPE028	Conduct and manage community evacuation
	PUAOPE029	Conduct liaison during emergency events
	PUAOPE030	Establish and manage emergency evacuation centre
	PUAOPE031	Facilitate lessons management process
	PUAOPE032	Manage human factors in response and recovery
	PUAOPE033	Undertake field liaison in a deployment context
	PUAOPE034	Undertake jurisdictional liaison in a deployment context
Number of revised units of competency and their titles	<b>Four (4) revised units of competency:</b>	
	PUAEME006	Administer oxygen in an emergency
	PUAEME007	Provide emergency care for suspected spinal injury
	PUAEME008	Provide pain management
PUAFIRO19	Undertake post-incident analysis	
Confirmation that the draft training package components are publication-ready	Draft Training Package components will be publication ready, once uploaded onto training.gov.au.	
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes. Trish Gamper (Gamper Consulting Services)	
Date of completion of the report	22 July 2022	

## 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 qualifications 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. Industry-specific information is contained within separate compendiums.

### 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 qualifications were cross-referenced throughout the editorial process and checked against the mapping information, qualification packaging rules, CVIG and the Case for Endorsement. 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>Training Package components 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>

DRAFT

## Training Package Quality Assurance

### Equity Report

#### Section 1 – Cover page

Information required	Detail
Training Package title and code	PUA-Public Safety Training Package - Release 6
Number of new qualifications and their titles	No new qualifications
Number of revised qualifications and their titles	<p>Eight (8) revised Qualifications</p> <ul style="list-style-type: none"> <li>• PUA20622 Certificate II in Public Safety (Firefighting and Emergency Operations)</li> <li>• PUA30022 Certificate III in Public Safety (Biosecurity Emergency Response Operations)</li> <li>• PUA30622 Certificate III in Public Safety (Fire-fighting and Emergency Operations)</li> <li>• PUA30922 Certificate III in Public Safety (Aquatic Search and Rescue)</li> <li>• PUA33222 Certificate III in Public Safety (Emergency Communications Centre Operations)</li> <li>• PUA40022 Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)</li> <li>• PUA50022 Diploma of Public Safety (Biosecurity Emergency Response Management)</li> <li>• PUA60922 Advanced Diploma of Public Safety (Fire Investigation)</li> </ul> <p><b>SSO Maintenance</b></p> <ul style="list-style-type: none"> <li>• PUA31422 Certificate III in Public Safety (Community Safety)</li> <li>• PUA40319 Certificate IV in Public Safety (Fire-fighting Supervision)</li> <li>• PUA50519 Diploma of Public Safety (Firefighting Management)</li> <li>• PUA50922 Diploma of Public Safety (Recovery Management)</li> <li>• PUA60120 Advanced Diploma of Public Safety (Emergency Management)</li> <li>• PUA60519 Advanced Diploma of Public Safety (Fire-fighting Management)</li> </ul>
Number of new units of competency and their titles	<p>Seven (7) new units of competency</p> <ul style="list-style-type: none"> <li>• PUAOPE028 Conduct and manage community evacuation</li> <li>• PUAOPE029 Conduct liaison during emergency events</li> <li>• PUAOPE030 Establish and manage emergency evacuation centre</li> <li>• PUAOPE031 Facilitate lessons management process</li> </ul>

## Training Package Quality Assurance

Information required	Detail
	<ul style="list-style-type: none"> <li>• PUAOPE032 Manage human factors in response and recovery</li> <li>• PUAOPE033 Undertake field liaison in a deployment context</li> <li>• PUAOPE034 Undertake jurisdictional liaison in a deployment context</li> </ul>
Number of revised units of competency and their titles	<p>Four (4) revised units of competency</p> <ul style="list-style-type: none"> <li>• PUAEME006 Administer oxygen in an emergency</li> <li>• PUAEME007 Provide emergency care for suspected spinal injury</li> <li>• PUAEME008 Provide pain management</li> </ul> <p><b>SSO Maintenance</b></p> <ul style="list-style-type: none"> <li>• PUAFIR019 Undertake post incident analysis</li> </ul>
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	19 July 2022

## 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 (CfE) explains that the submission is responsive to PUE-Public Safety training package Release 6.0 requirements and specific operational roles and needs.</p> <p>It is noted that some qualifications in the PUE-Public Safety training program Release 6.0, <u>may</u> be suitable for delivery via an Australian Apprenticeship or Traineeship pathway.</p> <p>It is also noted that some units of competency in the PUA-Public Safety training package Release 6.0, <u>may</u> be appropriate to a VET in Schools' program, depending on local need and resources. However, due to the dangerous nature of the work undertaken in the public safety sector; it is advisable that schools give careful consideration to training products suitability.</p> <p>Currently there are no credit transfer arrangements between the qualifications in this training package and higher education qualifications.</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>It is the opinion of the equity reviewer that the draft products meet the diverse needs of PUE-Public Safety activities, by operational personal across different areas, including:</p> <ul style="list-style-type: none"> <li>- Emergency Management</li> <li>- Emergency Care</li> <li>- Fire</li> </ul> <p>The qualifications packaging rules are clearly presented.</p>

## Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	<p>Participants are required to complete the specified number of units within the selected qualifications.</p> <p>The units have been developed to a set agreed minimum standards for PUE- Public Safety services requirements and could be contextualised within the specifics needs of different jurisdiction, agency and organisations policies and procedures.</p>
2. Is there evidence of multiple entry and exit points?	<p>Entry requirements apply for the following qualification:</p> <ul style="list-style-type: none"> <li>- PUA60120 Advanced Diploma of Public Safety (Emergency Management).</li> </ul>
3. Have prerequisite units of competency been minimised where possible?	<p>Prerequisites have been minimised where possible, however there are prerequisites requirements within the following units of competency:</p> <ul style="list-style-type: none"> <li>- PUAEME006 Administer oxygen in an emergency</li> <li>- PUAEME007 Provide emergency care for suspected spinal injury</li> <li>- PUAEME008 Provide pain management</li> </ul> <p><b>SSO Maintenance</b></p> <ul style="list-style-type: none"> <li>- PUAFIR019 Undertake post incident analysis</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 qualifications and higher education qualifications.</p> <p>The Case for Endorsement (CfE) states that the qualifications in the PUA-Public Safety training package - Release 6.0, <u>may</u> be suitable for delivery via an Australian Apprenticeship or Traineeship pathway.</p>

## Training Package Quality Assurance

Equity requirements	Equity reviewer comments
	However, due to the dangerous nature of the work undertaken in the public safety sector; it is advisable that schools give careful consideration to products suitability. for delivery via VET in Schools programs.

### Quality Principle 6

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

#### *Key features*

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

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> <li>• Pathways</li> <li>• Access and equity</li> <li>• Foundation skills?</li> </ul> <p>(see Training Package Standard 11)</p>	<p>Yes, general information about pathways, access and equity and foundation skills is provided in the Companion Volume Implementation Guide (CVIG).</p> <p>The CVIG has been reviewed and includes the following advice:</p> <ul style="list-style-type: none"> <li>- Pathways</li> <li>- Access and Equity</li> <li>- Foundation Skills</li> </ul> <p>Information is written clearly, in plain English, including assessment conditions and have been developed to support implementation across the range of qualifications.</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> <p>The CVIG provides advice on the foundation skills and their implementation in this PUA-training package - Release 6.0.</p>

# Training Package Quality Assurance

## **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 (AIS) - (current)
  - o SkillsIQ
  - o IBSA

Plus

- Prior to SSOs, 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 Template

### Section 1 – Cover page

Information required	Detail
Training Package title and code	<b>PUA Public Safety Training Package (Release 6.0)</b>
Number of new qualifications and their titles <sup>1</sup>	N/A
Number of revised qualifications and their titles	<p><b>Eight (8) revised qualifications:</b></p> <p>PUA20622 Certificate II in Public Safety (Firefighting and Emergency Operations)</p> <p>PUA30022 Certificate III in Public Safety (Biosecurity Emergency Response Operations)</p> <p>PUA30622 Certificate III in Public Safety (Firefighting and Emergency Operations)</p> <p>PUA30922 Certificate III in Public Safety (Aquatic Search and Rescue)</p> <p>PUA33222 Certificate III in Public Safety (Emergency Communications Centre Operations)</p> <p>PUA40022 Certificate IV in Public Safety (Biosecurity Emergency Response Leadership)</p> <p>PUA50022 Diploma of Public Safety (Biosecurity Emergency Response Management)</p> <p>PUA60922 Advanced Diploma of Public Safety (Fire Investigation)</p>
Number of new units of competency and their titles	<p><b>Seven (7) new units of competency:</b></p> <p>PUAOPE028 Conduct and manage community evacuation</p> <p>PUAOPE029 Conduct liaison during emergency events</p> <p>PUAOPE030 Establish and manage emergency evacuation centre</p> <p>PUAOPE031 Facilitate lessons management process</p> <p>PUAOPE032 Manage human factors in response and recovery</p> <p>PUAOPE033 Undertake field liaison in a deployment context</p> <p>PUAOPE034 Undertake jurisdictional liaison in a deployment context</p>
Number of revised units of competency and their titles	<p><b>Four (4) revised units of competency:</b></p> <p>PUAEME006 Administer oxygen in an emergency</p> <p>PUAEME007 Provide emergency care for suspected spinal injury</p> <p>PUAEME008 Provide pain management</p> <p>PUAFIR019 Undertake post-incident analysis</p>

<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
<p>Confirmation that the panel member is independent of:</p> <ul style="list-style-type: none"> <li>• the Training Package or Training Package components review ('Yes' or 'No')</li> <li>• development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	<p>I confirm through affirmation:</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i></p>	<p>These Training Package components are compliant with the <i>Standards for Training Packages 2012</i>.</p>
<p>Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i></p>	<p>This Training Package and its component parts are compliant with the <i>Training Package Products Policy</i>.</p>
<p>Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i></p>	<p>These Training Package components are compliant with the <i>Training Package Development and Endorsement Process Policy</i>.</p>

## Training Package Quality Assurance

Information required	Detail
<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 revised qualifications 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	26 <sup>th</sup> July 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)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>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>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>	The Training Package developers have complied with the <i>Training Package Products Policy</i> . All conditions have been met.
<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>	The Training Package developers have complied with the <i>AISC Training Package Development and Endorsement Process Policy</i> in all aspects: consultation; development; and compliance.

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p><b>Standard 4</b></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 units 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 units are well structured and easy to understand and apply.</p>
<p><b>Standard 5</b></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>
<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>

## Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	<b>N/A</b>	The revised qualifications comply with all Australian Qualifications Framework specifications for the qualification type.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	<b>N/A</b>	The structure of the information is compliant.
Standard 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template	<b>N/A</b>	There is no change to existing credit arrangement status.
Standard 11 A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.	<b>Yes</b>	A Companion Volume Implementation Guide (CVIG) exists and provides clear and useful information. It also includes clear guidance on the context of the range of job role environment applications in appendix form and has useful advice for implementers and educators.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	<b>Yes</b>	The PUA CVIG is complemented by appendices providing supplementary information. This also makes the information easier to access.

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

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

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non-compliance with the quality principle
		Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>

## Training Package Quality Assurance

<p>Driven by industry's needs</p>	<p>Yes</p>	<p>The products developed were driven by the need for additional units and updated qualification that meets the changing complexities, support and future planning requirements associated with fire, emergency management and emergency response operations and to address gaps between state and territory constitutional requirements in addressing emergency responses and management and care.</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 addressed:</p> <p><b>Emergency Management</b></p> <p><i>Under Australia's constitutional arrangements, state and territory governments have primary responsibility for emergency management within their jurisdiction. Gaps in skills required to evaluate and manage natural disasters and their impacts was identified.</i></p> <p><i>The proposed Training Package products will address the identified gaps and will enable public safety emergency management leaders and public safety management leaders to develop skills and knowledge in response and recovery activities, including human factors, community evacuations, evacuation centre management and lessons learned management.</i></p> <p><b>Emergency Care</b></p> <p><i>Changes in industry guidelines in response to the COVID-19 pandemic Units of Competency used to train public safety personnel to provide emergency care pending the arrival of appropriately qualified personnel, required updating.</i></p> <p><i>The proposed Training Package products will enable a First Responder to manage an emergency situation in line with community safety regulations, industry skills requirements and changing community expectations.</i></p> <p><b>Fire</b></p> <p><i>All states and territories have implemented several significant changes since the release of the 2020 Bushfire Royal Commission recommendations. Additional skills and training needs to work collaboratively to further develop workforce capabilities to ensure that interoperability of fire agencies is successfully implemented was identified.</i></p> <p><i>The new Training Package products address the skills and knowledge for job roles of Field Liaison Officer, Liaison Officer working with an incident management team and Jurisdictional</i></p>
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## Training Package Quality Assurance

		<p><i>Liaison Officer working with a state control centre to improve the interoperability of fire agencies.</i></p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component</p>	<p>Yes</p>	<p>The project meets 2015 reforms and directions.</p> <p>The units address specific and emerging needs in fire, emergency management and emergency care responses.</p> <p>Skill sets have been greatly enhanced.</p>

## Training Package Quality Assurance

<p>responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <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>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>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The units are future oriented and take account of current processes and techniques. Nothing in the language excludes future application.</p> <p>The CVIG also provides critical information on job/role environment contexts.</p>

## Training Package Quality Assurance

### 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 requirements within fire, emergency management and emergency care responses.
Promote national and international portability	N/A	These units are specific to fire, emergency management and care sector 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 fire, emergency management and care sectors. 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	<p>These units are technical in nature and specific to the fire and emergency management and care sectors.</p> <p>The units are written in plain English with simple phrasing. Assessment and context are clear. There is no unnecessary exclusion evident.</p> <p>The pathways outlined in the CVIG also highlight the progression and pathways available.</p>

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## Training Package Quality Assurance

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	N/A	<p>The units and the associated new and revised qualifications are technical and specific in nature to fire and emergency management and care.</p> <p>As noted in the equity report:</p> <p><i>The Case for Endorsement (CfE) states that the qualifications in the PUA-Public Safety training package - Release 6.0, <u>may</u> be suitable for delivery via an Australian Apprenticeship or Traineeship pathway.</i></p> <p><i>However, due to the dangerous nature of the work undertaken in the public safety sector; it is advisable that schools give careful consideration to products suitability. for delivery via VET in Schools programs.</i></p> <p>The broader CVIG highlight suitable pathways in this regard in related qualifications.</p> <p>There are no higher education arrangements.</p>



## Training Package Quality Assurance

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	N/A	These units have been written to address specialised roles and fire emergency management and care sector 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.

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# Training Package Quality Assurance

## Attachment G: Letters of support

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