



Australian
Industry and
Skills Committee

UET RELEASE 5.0

Case for Endorsement

Name of allocated IRC(s): **ESI Transmission, Distribution and Rail**
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 Case for Change was approved at the **12 April 2022** AISC meeting and directed by the Commonwealth through Activity Order AIS/TPD/2021-22/026 dated 12 May 2022.

Powerline Safety:

The scope of this project involved the development of a new Unit of Competency in the UET Electricity Supply Industry Transmission, Distribution and Rail (ESI TDR) Training Package. The new unit was proposed by key industry stakeholders and supported by electrical regulators across Australia.

There is a general lack of awareness and education across industries and of non-electrical workers, also known in Energy Networks Australia's guidelines as 'ordinary persons', about the processes, risks and hazards associated with working near electrical powerlines.

There have been nine fatalities in Australia since 2019 involving accidental contact with powerlines by ordinary persons. Dozens more persons have been lucky to survive, resulting in hospitalisations for severe burns and amputations.

Additionally, there is the cost of repairs and disruption to the network caused from each accidental contact.

1.2 Timeframes and delays

The **Powerline Safety** project was delivered in accordance with the agreed timeframe of 30 August 2022 as its original submission date.

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.

The new Unit of Competency developed for ordinary persons (that are not associated with electrical work) to work safely around powerlines. The new unit will educate and build awareness of ordinary persons across industries about the risks and hazards associated with working around powerlines.

The unit focuses on information about powerlines, minimum approach distances identification, planning and risk management before commencing work. It also includes the role of safety observers and emergency escape requirements in the case of an incident occurring. Training in these critical components will help save lives.

On behalf of the IRC, the unit was developed by a Technical Advisory Committee comprising 23 subject matter experts from a broad cross-section of disciplines within the electricity supply, electrotechnology, construction, transport and logistics, rail operators, and registered training organisations.

The unit does not focus on a particular type of industry and can be contextualised for all types of workers (ordinary persons) that, in their general course of work, could come into contact with

powerlines. This includes, but is not limited to agriculture, construction, mining, forestry, arborists, communication, transport, and waste recycling (garbage trucks).

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

Expressions of interest to be members on the Technical Advisory Committee (TAC) was sent to 654 ESI TDR registered subscribers. AIS consulted with the IRC for the appointment of TAC members from those that registered their interest. The TAC comprised 23 subject matter experts from a broad cross-section of disciplines within the electricity supply, electrotechnology, construction, transport and logistics, rail operators, and registered training organisations. Over the course of the project, five video conference meetings were conducted, as well as telephone calls and emails.

3.2 Strategies for engaging stakeholders

Engagement was driven through the ESI TDR IRC to maximise reach and depth of engagement with appropriate stakeholders.

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

- IRC members used their industry networks to communicate to a broader network.
- Communication to State and Territory Training Authorities (STAs).
- The projects were also promoted through the AIS newsletter, social media and webinars.
- Project updates to 654 ESI TDR registered subscribers via direct email, with links to draft products on the website for public consultation and validation periods.
- As part of the AIS communication strategy, all key industry stakeholders were informed of the expected changes and impacts during the consultation periods.
- Other Skills Service Organisations were consulted during the public consultation rounds and they shared with their stakeholder networks

Formal feedback was received from four stakeholders across two consultation periods. All stakeholder feedback received was presented to the TAC during drafting and finalisation of products all decisions made at TAC meetings were documented.

All stakeholders that provided feedback received responses regarding the decision determined by the TAC addressing their feedback.

Public consultation periods were:

- 17 June 2022 – 15 July 2022 and 18 July 2022 – 2 August 2022

3.3 Participation by different types of stakeholders

Participation included representatives from the ESI TDR and Electrotechnology industry, including distribution networks, and Registered Training Organisations (RTOs) from rural, regional and metropolitan areas. Relevant Industry Training Advisory Bodies (ITAB's) were consulted throughout the process.

AIS circulated material for consultation to 657 ESI TDR and 1136 Electrotechnology registered subscribers from across Australia.

4. Evidence of industry support

4.1 Industry support

Feedback provided during consultation was constructive with positive support for the product. This included comments from Endeavour Energy in NSW that noted the unit was 'a great job'. Any concerns raised by industry, were resolved after each round of public consultation.

The TACs for UET Transmission, Distribution and Rail Sector Training Package Release 5.0 projects provided unanimous support at the sign-off TAC meeting. Letters of support from industry for the revised products are attached. The letters provide support from a range of stakeholders across Australia, including:

Transmission and Distribution and Rail Networks

- Endeavour Energy
- AusNet
- SA Power Networks
- Essential Energy
- Western Power

RTOs

- IAC Safety Services
- ESI Training and Consulting P/L

Unions

- Electrical Trades Union (ETU)

Regulators

- Energy Safe Victoria (ESV)

The ESI TDR IRC Chair signed off on the Case for Endorsement on XX August 2022.

4.2 Engagement of States and Territories

All STAs were apprised of the draft product at each of the consultation stages of the project. Australian Industry Standards met some of the STAs in online meetings to keep them updated on project statuses and changes to the training package.

The STAs are provided with the opportunity to offer final feedback and support through the AIS website on the Case for Endorsement (CfE) over the period: XX August 2022 to XX August 2022.

State Training Authorities response to the CfE are:

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	
New South Wales	Department of Education	
Northern Territory	Department of Trade, Business and Innovation	

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

N/A

4.4 Letters of industry support

Refer to **Attachment G** for the letters of support.

5. Dissenting views

5.1 Dissenting views/issues raised

No dissenting views were expressed by any stakeholder/s during the revision and development of the qualifications and Units of Competency.

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.

No Mandatory Workplace Requirements in Training Package product developed.

8. Implementation of the new training packages

8.1 Implementation issues

AIS used a consultation model that allowed individuals to comment on the draft training products throughout the process. Stakeholders have not identified implementation issues post this review and development.

The industry stakeholders and RTOs involved in the development process are employers, acquainted with the need for Unit of Competency to be effectively implementable across a range of settings. This awareness also extends to the high operational risks inherent to the ESI TDR environment and the need to ensure the safety of participants in training and assessment. The Unit of Competency and their assessment requirements specify that delivery and assessment can be undertaken in a simulated workplace operational environment, according to the demands of the work involved.

The *UET Transmission, Distribution and Rail Sector Training Package Companion Volume Implementation Guide Release 5.0* has been updated accordingly to ensure that RTOs have advice on implementation of Training Package products.

8.2 Potential for traineeship or apprenticeships

N/A

8.3 Occupational and licensing requirements

The Unit of Competency in this Training Package has been developed in consultation with the relevant industry TAC so that, where appropriate, these align to the requirements of legislation, regulations and mandated codes of practice.

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

An extension to the transition period has not been identified at this point in time.

9. Quality Assurance

The Case for Endorsement meets the following requirements:

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

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

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

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

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

<p><i>Streamlining/rationalisation of training products</i></p>	<p>This project developed a unit to cover the skills and knowledge required for ordinary persons that may in the course or their normal daily activities need to work safely around powerlines.</p> <p>There are no other units that provides the training for ordinary persons, at a basic understanding level that can be applied across multiple industries.</p> <p>The Unit of Competency was developed as there is no suitable existing Training Packages that cover the components required.</p> <p>The effect of this project on the UET Transmission, Distribution and Rail Sector Training Package will be the addition of one Unit of Competency.</p>
<p><i>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</i></p>	<p>Throughout the project industry's expectation was to ensure flexible delivery was available to ensure that all sectors were able to utilise the Unit of Competency. The unit can be imported into other training packages and is packaged in a skill set.</p> <p>The UET Transmission, Distribution and Rail Sector Training Package CVIG describes additional requirements applicable to the learner 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>The Unit of Competency provides the required flexibility to be contextualised to most job roles across different industries that may need to work safely around powerlines.</p> <p>Individuals would only need to complete the Unit of Competency for the skills and knowledge. This may be completed through a single unit or can be added to a skill set or qualification to suit training needs.</p>
<p><i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i></p>	<p>The Unit of Competency was developed to facilitate use by all industry sectors. The language and jargon used has been considered to ensure ease of use in contextualisation.</p>

Foster greater recognition of skill sets and work with industry to support their implementation

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

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

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

This Case for Endorsement was agreed to by the ESI Transmission, Distribution and Rail IRC

Name of Chair

Peter Woods

Signature of Chair

Date

Attachment A: Training products submitted for approval

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

*Please note: The qualifications in *Italics are included in the table as they are impacted by changes to the elective banks and will be updated as a minor change.*

Training Product Name		Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Units of competency</i>				
UETDRCD001 Work safely around powerlines as an ordinary person		New	This is a new unit, no equivalent.	

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
N/A	N/A	N/A

Attachment C: Stakeholder consultation

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

Name	Organisation	Title	Industry	Representation Type	State
<i>First Last</i>	<i>e.g. Safe Work Australia</i>	<i>e.g. Director, WHS policy</i>	<i>e.g. Business Services</i>	<i>e.g. Employer</i>	<i>e.g. ACT</i>
Barry Heywood	Energy Safe Victoria	Work Practices Advisor		Regulator	VIC
Byron Bruce	Endeavour Energy	Electrical Safety Business Partner		Employer	NSW
Craig McCall	Western Power	Public Impact Specialist – Network Operator		Employer	WA
David Britten	Essential Energy	Operational Training Manager	ESI Transmission, Distribution and Rail	Employer	NSW
David Conyngham	IAC Safety Services	Managing Director	ESI Transmission, Distribution and Rail	Registered Training Organisation (RTO) / TAFE	NSW
Dean Wolfenden	121 Safety Services	Safety Advisor/Business Consultant			QLD
Douglas Cavanough	IAC Safety Services	General Manager	ESI Transmission, Distribution and Rail	Registered Training Organisation (RTOs) / TAFE	NSW
Dustin Faulkner	Western Power	Technical Trainer – RTO		Employer	WA
Glen Cook	Energy Queensland	Principal Community Safety Specialist		Industry Peak Body	QLD
Igor Skofic	IAS Electrical	Electrical Engineer / Director		Employer	NSW
Jason Stanley	Essential Energy	Public & Operations Safety Specialist		Employer	NSW
Luke Sullivan	Aurecon	Senior Training Consultant		Registered Training Organisation (RTOs) / TAFE	NSW

Mark Garden	Western Power	Public Impact Specialist – Network Operator		Employer	WA
Matthew Coad	SA Power Networks			Employer	SA
Neil Roberts	Safework NSW	State Inspector - Engineering		Regulator	NSW
Peter Robertson	Metro Trains Sydney	Electrical Network Manager		Employer	NSW
Peter Woods	Sydney Trains	Principal Assessor	ESI Transmission, Distribution and Rail / Rail	Employer	NSW
Rebecca FitzGerald	AusNet Services	HSEQ Technical Training Manager		Employer	VIC
Riley Bryn	Endeavour Energy	Public Safety and Authorisations Manager		Employer	NSW
Robert Foord	United Energy	Senior Technical Training Project Lead		Employer	VIC
Robert McDowell	ESI Training & Consulting P/L	CEO / Trainer / Assessor		Registered Training Organisation (RTOs) / TAFE	VIC
Ross Jongejans	Consultant self employed	Cert 4 Trainer and assessor plus		Registered Training Organisation (RTOs) / TAFE	TAS
Ryan Veaney	Western Power	Technical Trainer – RTO		Employer	WA
Shane Eeles	Energy Skills Solutions - Western Australia	Manager Risk and Compliance	ESI Transmission, Distribution and Rail	Registered Training Organisation (RTOs) / TAFE	WA
Warren Halatau	CJs Cablectrics Jointing Pty Ltd	Managing Director / Trainer and Assessor		Employer	WA

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
Industry Reference Committee (IRC) Representatives	•	
Peak Industry Bodies	•	
Employers (Non-IRC)	<ul style="list-style-type: none"> • Great job • Include underground and overhead powerlines in the unit • Include safety observer roles and responsibilities • Make clear delineation in the title who is the audience 	<p>No action taken</p> <p>TAC included powerlines in the unit to cover both overhead and underground.</p> <p>The safety observer roles and responsibilities were included in the knowledge evidence section of the unit.</p> <p>The title was updated to refer to ordinary persons as the audience for the unit.</p>
Regulators	•	
Registered Training Organisations (RTOs)	•	
Training Boards/Other	•	
State and Territory Training Authorities (STAs)	•	
Unions	•	
<i>Please add other categories as appropriate</i>	•	

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
General content adjustments	<ul style="list-style-type: none"> • Include underground and overhead powerlines in the unit 	TAC included powerlines in the unit to cover both overhead and underground.

	<ul style="list-style-type: none">• Include safety observer roles and responsibilities• Make clear delineation in the title who is the audience	<p>The safety observer roles and responsibilities were included in the knowledge evidence section of the unit.</p> <p>The title was updated to refer to ordinary persons as the audience for the unit.</p>
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Attachment D: Mandatory Workplace Requirements in Training Products

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

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
		No Mandatory Workplace Requirements in Training Package product developed	

Attachment E: No enrolment and low enrolment training products

No Enrolment:

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

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
	NIL	
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
	NIL	

Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available¹

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
	NIL	
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
	NIL	

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

Training Package Quality Assurance

Attachment F: Quality assurance reports

Quality Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	UET –Training Package Release 5.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	<p>One [1] new unit</p> <p>UETDRCD001 Work safely around powerlines as an ordinary person</p> <p>Note the following component was reviewed as part of the QA process:</p> <ul style="list-style-type: none"> •One (1) new Skill Set (non-endorsed component)
Number of revised units of competency and their titles	Nil
<p>Confirmation that the panel member is independent of:</p> <ul style="list-style-type: none"> • the Training Package or Training Package components review ('Yes' or 'No') • development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	<p>I confirm through affirmation:</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	These Training Package components are compliant with the <i>Standards for Training Packages 2012</i> .

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

Training Package Quality Assurance

Information required	Detail
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> .
Panel member's view about whether: <ul style="list-style-type: none"> the evidence of consultation and validation process being fit for purpose and commensurate with the scope estimated impact of the proposed changes is sufficient and convincing 	<p>As evidenced by the Case for Endorsement (CfE), and the associated appendices, consultation was sufficient and specific to the project. The Technical Advisory Committee was nationally representative of a broad cross-section of stakeholders.</p> <p>The CfE convincingly outlines the reasons for development of the unit and associated Skills Set in the UET Training Package. The impact of this new unit 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	10 th August 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"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes (CVIG) 	Yes	<p>I confirm that:</p> <ul style="list-style-type: none"> • units of competency • assessment requirements (associated with each unit of competency) and • the UET Training Package CVIG <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>	Yes	<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>	Yes	<p>The Training Package developers have complied with the <i>AISC Training Package Development and Endorsement Process Policy</i> in all aspects: consultation; development; and compliance.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	Yes	<p>The standards of performance required in the workplace are specified in the 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>

Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	Yes	<p>The structure meets the specified template requirements.</p> <p>I note the equity and editorial reports and concur 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 title is correct and unit applications are clear, including provision of context.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	<p>Assessment requirements are clear as are the conditions for assessment.</p> <p>Performance evidence is specifically related to performance and is a clear and concise summary of unit performance requirements.</p> <p>Knowledge evidence is clearly related and specifically linked to the performance criteria of the unit. All components are clear, readily understandable, and logical.</p>
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	<p>The unit has associated assessment requirements.</p> <p>The assessment requirements comply with the relevant and specified template.</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	N/A	<p>There is no specific associated qualification. The unit can be used as an elective across a range of qualifications.</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 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	N/A	There is no specific associated qualification.
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	N/A	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.	Yes	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 the job role and environment/site applications that this unit covers, There is 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.	Yes	The UET 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
Driven by industry's needs	Yes	Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i> The products developed were driven by the need for a unit regarding safety around powerlines for an ordinary person when working near powerlines. The incidence

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		<p>and frequency of fatalities for such persons being a driving force and specifically as stated in the CfE:</p> <p><i>The new Unit of Competency developed for ordinary persons (that are not associated with electrical work) to work safely around powerlines. The new unit will educate and build awareness of ordinary persons across industries about the risks and hazards associated with working around powerlines. The unit focuses on information on powerline and minimum approach distances identification, planning and risk management before commencing work. It also includes the role of safety observers and emergency escape requirements in the case of an incident occurring. These critical components to help save lives. The unit does not focus on a particular type of industry and can be contextualised for all types of workers (ordinary persons) that in their general course of work, could come into contact with powerlines, they may not always be working in the vicinity of the network. This includes, but is not limited to agriculture, construction, mining, forestry, arborists, communication, transport, and waste recycling (garbage trucks).</i></p> <p>The unit development arose out of an identified critical safety need to protect ordinary person working near and around powerlines.</p> <p>The new unit appears to meet industry requirements and comprehensively cover specific competency requirements.</p> <p>The consultation and development associated with the new unit and associated revised qualifications ensures that they have been driven by industry's needs and expectations.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p>	<p>Yes</p>	<p>The project meets 2015 reforms and directions.</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>

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<ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The unit is future oriented and takes 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
Support movement of skills within and across organisations and sectors	N/A	<p>The unit is designed for cross-industry use as noted clearly in the equity report.</p>
Promote national and international portability	N/A	<p>The unit is specific to safety around powerlines and is nationally and potentially internationally portable.</p>

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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 regulatory requirements and licensing	Yes	There are no licensing and regulatory requirements.

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	N/A	There is no change to the existing level of convergence and connectivity of skills by the addition of this single unit.

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 this unit. The unit is applicable to a wide range of industry and job role contexts. Cross-industry consultation occurred.
Support equitable access and progression of learners	Yes	The unit applies to a range of contexts and settings. The unit is written in plain English and contain simple phrasing. Assessment and context are clear. There is no unnecessary exclusion evident.

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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	This is stand-alone unit that addresses safety concerns and can be applied to a range of qualifications and industry contexts.

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	This unit has been written to address a specific safety requirement.
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 unit of competency and associated assessment requirements clearly specifies 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

Editorial Report

1. Cover page	
Information required	Detail
Training Package title and code	UET Transmission, Distribution and Rail Training Package Release 5.0
Number of new qualifications and their titles ¹	Nil
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	<p>One (1) new unit of competency:</p> <ul style="list-style-type: none"> • UETDRCD001 Work safely around powerlines as an ordinary person <p>Note the following component was reviewed as part of the editorial process:</p> <ul style="list-style-type: none"> • One (1) new Skill Set (non-endorsed component).
Number of revised units of competency and their titles	Nil
Confirmation that the draft training package components are publication-ready	Yes, the draft components reviewed are publication ready.

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

Training Package Quality Assurance

<p>Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.</p>	<p>No¹ - Editorial report writer is not a member of the QA panel. Completed by Tricia Fidock AIS Industry Skills Specialist as per 13.3 of the Training Package Development and Endorsement Process Policy. Tricia Fidock is independent from the training package development work and a specified person with the required expertise.</p> <p>Demonstrated experience in analysis of equity issues in the training or educational context:</p> <ul style="list-style-type: none"> • Employment with Australian Industry Standards Limited SSO since January 2016 (administration and Industry Skills Specialist) • Employment with Transport and Logistics ISC 2011 – 2015 (administration) • 5 years with Holmesglen TAFE, teaching Business Training Package. Consideration of equity issues in delivery of training and assessment was mandatory • Taught distant learning students remotely. • Developed, proofread and edited training products for over 30 years. <p>Demonstrated understanding of VET:</p> <ul style="list-style-type: none"> • Performed in a variety of roles in the VET Sector • Current role with AIS since January 2016 • Foundation Skills workshop for trainers and assessors • Written course materials, assessment tools, Units of Competency, Qualifications and Skill Set for various nationally endorsed Training Packages • Developed assessment tools for international and disadvantaged students with a variety of learning issues. <p>Demonstrated commitment by the person to ongoing professional development:</p> <ul style="list-style-type: none"> • Participation in ongoing Commonwealth Departmental forums • Completion of courses and professional development programmes related to VET • Professional knowledge updates via forums, newsletters and internal workshops • Teamwork and leadership workshops within VET Sector • Internal workshops developing Training Product products. <p>Details of relevant qualifications and/or professional memberships</p> <ul style="list-style-type: none"> • Bachelor of Business Management • Diploma of Training and Assessment • Certificate IV in Training and Assessment
<p>Date of completion of the report</p>	<p>08 August 2022</p>

¹ Person that is not a member of the Training Package Quality Assurance Panel is required to provide to the SSO information demonstrating experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; and details of relevant qualifications and/or professional memberships.

Training Package Quality Assurance

2. Content and structure

Units of competency

Editorial requirements	Comments
<p>Standard 5:</p> <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	<p>The structure of the revised units complies with the unit of competency template. This includes:</p> <ul style="list-style-type: none"> Appropriate unit code and title A statement indicating that there are no industry licensing requirements for the units submitted Prerequisites – this unit does not include prerequisite requirements The elements are clearly expressed and demonstrable, and the performance criteria describe the performance needed to demonstrate achievement of the elements The unit states that 'Foundation skills essential to performance are explicit in the performance criteria of this unit of competency'. Additional information is not included; consistent with other UET units of competency. The status of the unit is clearly stated in the unit mapping information field.
<p>Standard 7:</p> <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	<p>The associated assessment requirements for the new unit of competency complies with the assessment requirements template:</p> <ul style="list-style-type: none"> The performance evidence reflects workplace tasks and includes volume and frequency requirement of 'at least once'. The knowledge evidence indicates the type and depth of knowledge required for the unit. The assessment conditions field specifies the mandatory conditions for assessment.

Qualifications

Editorial requirements	Comments by the editor
<p>Standard 9:</p> <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	<p>No qualification submitted for editorial review.</p>
<p>Standard 10:</p> <ul style="list-style-type: none"> Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template. 	<p>The TLI CVIG states that:</p> <ul style="list-style-type: none"> 'Currently there are no credit transfer arrangements between qualifications in this Training Package and higher education qualifications.'

Training Package Quality Assurance

Companion Volumes

Editorial requirements	Comments by the editor
<p>Standard 11:</p> <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	<p>The CVIG for the UET Transmission, Distribution and Rail Sector Training Package, Version 5.0 complies with the companion volume implementation guide template included in the 2012 Standards. Detailed and searchable spreadsheets covering the mapping information for qualifications, skill sets and units of competency are provided as an attachment.</p> <p>The TLI CVIG has been quality assured in line with Australian Industry Standard's (AIS) internal processes and this external editorial review.</p>
<h3>3. Proofreading</h3>	

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	<p>The unit code and title and the skill set code and title, have been proofread and cross-referenced throughout all components reviewed.</p>
<ul style="list-style-type: none"> Units of competency and their content are presented in full. 	<p>The revised unit of competency and associated assessment requirements and skill set were presented in full.</p>
<ul style="list-style-type: none"> The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> absence of spelling, grammatical and typing mistakes consistency of language and formatting logical structure and presentation of the document. compliance with the required templates 	<p>This editorial review has incorporated checking:</p> <ul style="list-style-type: none"> spelling, grammar and typing errors codes of UET and imported units numbering of performance criteria acronyms consistency of language throughout structure and presentation of documents compliance with templates. <p>Throughout this process, the AIS team responded to suggestions provided during the editorial review.</p>

Training Package Quality Assurance

Equity Report

Section 1 – Cover page

Information required	
Training Package title and code	UET Transmission, Distribution and Rail Sector Training Package
Number of new qualifications and their titles	Nil
Number of revised qualifications and their titles	Nil
Number of new units of competency and their titles	One (1) new unit of competency UETDRCD001 Work safely around powerlines as an ordinary person
Number of revised units of competency and their titles ¹	Nil
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	It is the view of the equity reviewer that the training package developer has met the requirements in Section 2 Equity checklist of draft training package components.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	<p>No² - Equity report writer is not a member of the QA panel. Completed by Paschal Somers AIS</p> <p>As per 13.3 of the Training Package Development and Endorsement Process Policy, Paschal Somers is an independent specified person with the required expertise to undertake this Equity review.</p> <p>Experience and Credentials</p> <p>2018 - Present: Australian Industry Standards</p> <p>Paschal Somers is an Industry Skills Manager at Australian Industry Standards working with industry stakeholders and leaders to ensure Training Packages are contemporary, future-focused and aligned with industry needs.</p> <p>2009 – 2017: RMIT Program Coordinator/Teacher School of Education:</p> <ul style="list-style-type: none"> Managing the academic administration requirements from enrolment to certification for teaching programs in line with university policies and procedures and statutory requirements. This included the assessment and analysis of student applications and LLN assessments

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

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

Training Package Quality Assurance

Information required	
	<ul style="list-style-type: none"> • Teacher in Cert IV TAE and Diploma of VET <p>Demonstrated understanding of vocational education and training:</p> <ul style="list-style-type: none"> • 2016- 17 Consultant to Federation University Australia as a Senior Educator. Provision of educational advice and support to VET teaching staff, including University Faculties and Vocational teaching departments in ASQA re-registration audit. <p>Details of relevant qualifications and/or professional memberships:</p> <ul style="list-style-type: none"> • Master of Education (Monash University) • Diploma of Vocational Education and Training • Diploma Training Design and Development • Certificate IV Training and Assessment.
Date of completion of the report	8 August 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 <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>It is the view of the equity reviewer that the training package developer has complied with the training package products policy.</p> <p>In addition, Commonwealth anti-discrimination legislation and associated standards and regulations have been upheld by the training package developer. Australia's federal anti-discrimination laws have been maintained through appropriate use of language and reference in the product development. These are contained in the following legislation:</p> <ul style="list-style-type: none"> • Age Discrimination Act 2004 • Disability Discrimination Act 1992 • Racial Discrimination Act 1975 • Sex Discrimination Act 1984 <p>It is the view of the equity reviewer that flexibility and the provision of guidance and recommendations to enable reasonable adjustment has been met in the development.</p> <p>The Access and Equity section of the CVIG provides practical general information on reasonable adjustments.</p> <p>Examples were sighted in the Assessment Conditions where the needs of the LLN needs of candidate are considered.</p> <p>Flexibility and reasonable adjustment are supported through a standard statement in the Assessment Conditions specifically regarding the Principles of Assessment which supports reasonable adjustment:</p> <p><i>'Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.'</i></p> <p>This stipulates assessments must be adjusted appropriately taking into consideration the additional needs of the student in both training and assessment.</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**?

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
<p>1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?’</p>	<p>Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?</p> <p>Unit</p> <p>The unit <i>UETDRCD001 Work safely around powerlines as an ordinary person</i> does has cross-industry application and can be contextualised for all types of work that in their general course of work, could encounter powerlines, they may not always be working in the vicinity of the network. This includes, but is not limited to agriculture, construction, mining, forestry, arborists, communication, transport, and waste recycling (garbage trucks).</p> <p>What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?</p> <p>Units of competency are clearly written with specific industry application in a range of industry contexts including:</p> <ul style="list-style-type: none"> • the unit is written in a language that makes it implementable across states and territories • the format of the competency unit element design supports a ‘Plan/Prepare, Complete/do, review/document’ process. This provides an easy to follow structure for workplace operations and RTO training/assessment design • sufficient detail in the performance criteria supports logical workflow and implementation with Element one in the units supporting structured planning and safe work practice • language in each section of the units and assessment requirements are at the appropriate level for those operating in the industry with little or no complex or ambiguous technical jargon • performance criteria relate well to the elements and support consistent work processes • Performance Evidence is specific to evidence requirements of the task and does include options for contextualisation depending on the context of the operation <p>Are there other examples that demonstrate how the key features of flexibility are being achieved?</p> <p>The Range of Conditions generic statement allows for “<i>essential operating conditions and any other variables essential to the work environment</i>’. Range of Conditions information is provided in the Companion Volume.</p>
<p>2. Is there evidence of multiple entry and exit points?</p>	<p>The pathway advice in the CVIG provides information on the student progression from VET in Schools through the AQF levels to further education and careers in the industry. Qualifications at AQF 2 level are not prerequisites for the higher-level qualifications which allows for easy access and three qualifications are suggested for example as suitable for VET in Schools.</p>
<p>3. Have prerequisite units of competency been minimised where possible?</p>	<p>Not applicable in this release.</p>

Training Package Quality Assurance

Equity requirements	Equity reviewer comments
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	The key flexibility applicable in this release is that <i>UETDRCD001 Work safely around powerlines as an ordinary person</i> has multi-industry application and can be contextualised for a range of different industry work where workers encounter powerlines. This includes, but is not limited to agriculture, construction, mining, forestry, arborists, communication, transport, and waste recycling (garbage trucks).

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?	Learner transition between education sectors is facilitated via VET qualifications. The key transition is provided via qualifications ranging from operational level to skilled and/or specialised areas, within the industry. Information and links are provided in the pathways section of the CVIG to support this principle.

Quality Principle 6

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

Key features

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

Equity requirements	Equity reviewer comments
1. Does the Companion Volume Implementation Guide include advice about: <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	The reviewer has cited the Companion Volume Implementation Guide (CVIG) and it includes advice about: <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills Inside the products viewed, simple, concise language and clear articulation of assessment requirements is consistently present. In particular there is specific implementation advice and resources for the unit in this project. Assessment processes can be across a range of settings and the support of sound assessment practices is ensured in the structure of the language.
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	Foundation skills are identifiable at a unit of competency level as part of this project. ACSF skills can be analysed by education staff to identify what the foundation skills are and use in the implementation of training design, delivery and assessment to support learners.

Training Package Quality Assurance

Training Package Quality Assurance

Attachment G: Letters of support