



# MST Textiles, Clothing and Footwear Training Package Release 4.0

Case for Endorsement

February 2020

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Prepared on behalf of the Textiles, Clothing and Footwear IRC for the Australian Industry and Skills Committee (AISC)





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## A. Administrative details of the Case for Endorsement

The Textiles, Clothing and Footwear (TCF) Industry Reference Committee (IRC) is presenting this Case for Endorsement.

IBSA Manufacturing, a Skills Service Organisation (SSO), is submitting this Case for Endorsement on behalf of the Textiles, Clothing and Footwear IRC.

Draft components for endorsement

One updated qualification:

- MST30220 Certificate III in Manufactured Textile Products

Two revised units of competency for endorsement:

- MSTTX2014 Perform industrial sewing on textile products
- MSTTX3014 Set up, adjust and maintain industrial sewing machines

Other components in this submission

- MSTSS00015 Industrial Sewing Skill Set
- MST Companion Volume Implementation Guide, Release 4.0

Non-endorsable components in this submission

The elective banks for the following 10 qualifications will be updated with the 2 revised units as appropriate:

- MST20116 Certificate II in TCF Production Support
- MST20216 Certificate II in TCF Production Operations
- MST30119 Certificate III in Clothing and Textile Production
- MST30819 Certificate III in Applied Fashion Design and Technology
- MST40119 Certificate IV in Textile Design, Development and Production
- MST40519 Certificate IV in Applied Fashion Design and Merchandising
- MST50219 Diploma of Textile Design and Development
- MST60219 Advanced Diploma of Textile Design and Development

One unit was updated to remove components that are not relevant to weaving terminology from the Knowledge Evidence field.

- MSTTD4003 Produce woven textile samples

This Case for Endorsement responds to Activity Order IBSA/TPD/2018-19/004, executed in April 2019. Consultations and an IRC decision lead to adjustments in the delivery date of the work. The following details this extension.

IBSA Manufacturing

DATE	DESCRIPTION
19 November 2019	Extension granted to 26 February 2020

## B. Description of work and request for approval

### Summary of components

See Section A for a full list of draft components associated with this submission.

### Summary of work, changes and industry benefits

The primary focus of work has been to review existing units of competency for relevance to the proposed Industrial Sewing Skill Set. The skill set aims to promote cross-industry transferability, upskill/reskill the existing workforce, and provide short, targeted training as a foundation for workforce entry. Two existing units were selected as being the most relevant, and work has focused on broadening their applicability while retaining the expected skill-level outcomes.

Priorities expressed in the Case for Change related to the need for training package content that better supports industry in the following ways:

- Registered Training Organisations (RTOs) need a viable offering in the area of industrial sewing, as thin markets have led to RTOs offering fewer full TCF qualifications.
- The changing sewing production market in Australia, with more offshoring, an ageing workforce and few new, skilled recruits entering that workforce, means a shorter, more targeted training option is required for entry-level skills.
- A strong niche market for quality Australian-made products means there is a small but significant need for workers with industrial sewing skills, as offshoring is not an option in this market.

The Case for Change identified ten existing units for potential inclusion in the skill set, drawn from the following training packages: AUR Automotive, Retail, Service and Repair; MSS Sustainability; MST Textiles, Clothing and Footwear; and MSF Furnishing. Three in particular were highlighted as having the most potential:

- MSTTX2009 Perform industrial sewing on textile products
- MSTTX3003 Set up, adjust and maintain industrial sewing machines
- MSTTF2009 Select and apply canvas and sail materials

Ultimately, the Technical Advisory Committee (TAC) identified that the unit focused on canvas and sail materials was too specific to have cross sector applicability. The two MST units were therefore selected for final inclusion, as the TAC and IRC felt that they best represented the skills required for the skill set, and offered the best cross-sector applicability once revised.

Following key discussions and decisions, revisions to the units were made:

- Language was broadened to be applicable across multiple industry sectors. For example, specific machine types have been replaced with references to

industrial sewing machines in general, allowing for applicability in a variety of sectors.

- The performance evidence was also streamlined and clarified to match job role expectations, and to enhance applicability across sectors. In particular, the requirement to use two different machines was added, and there are clearer specifications around the types of techniques required.
- While foundations skills are generally explicit within the Performance Criteria field, key foundation skills have been listed in the Foundation Skills field. This was done under the direction of industry, which wanted to reiterate the importance of workers having these skills and ensure training providers could clearly identify key requirements.
- In the revised unit MSTTX3014 Set up, adjust and maintain industrial sewing machines, the Knowledge Evidence field references the need for candidates to be aware of the existence of any Australian Standards requirements for materials or products being sewn. Both units also reference safety and hazard control including personal protective equipment (PPE) requirements.

As a result of the work above, there will be a number of key benefits for industry across all sectors engaging in industrial sewing tasks:

- Employers are more likely to access skill-set-based training because it is of shorter duration than a full qualification, cuts across multiple industry sectors, and can be aimed at reskilling/upskilling their existing workforce.
- Higher uptake by learners of the skills covered will result in a larger pool of potential recruits with basic entry-level skills for employers to draw from. Those learners in turn gain the opportunity to broaden their skills, enabling movement into related industry sectors.
- New content will provide improved Training Package coverage of industry skills and knowledge.
- RTOs will have a more viable training product offering that they can target/contextualise to meet specific employer and learner needs.
- Other training packages can import the revised units and use the skill set due to the broadening of language for cross-sector application.

### *CISC reforms*

Alongside the content-specific objectives, revision work has also involved a range of changes to support the COAG Industry Skills Council (CISC) reforms to training packages and improved compliance with the *Standards for Training Packages 2012*. Opportunities to respond to CISC reforms were proactively identified and tested through consultation. This resulted in the creation of a skill set to meet identified industry needs, simplification of unit content through the broadening of language and assessment requirements without reducing skill-level outcomes and removing duplication across unit sections.

Decision being sought from the AISC

This Case for Endorsement is designed to support the Textiles, Clothing and Footwear IRC's request for the Australian Industry Skills Committee (AISC) endorsement of the MST Textiles, Clothing and Footwear Training Package, Release 4.0.

### C. Evidence of industry support

Written evidence of support

A fully constituted IRC approved the draft components for submission to the AISC for endorsement. A letter of support from the IRC Chair appears as Appendix C.

Project methodology, research and consultation

The project scope was limited based on the niche nature of the industry and the amount of content being reviewed. A range of consultation methods were used to maximise input from small businesses, which make up much of the sector. This is discussed further in 'Public Consultation' below.

In the early stages of the project, the SuperExpo 2019 held in June on the Gold Coast provided an opportunity for IBSA to engage directly with industry about industrial sewing skill needs. IBSA conducted a forum at the Expo and the outcomes from those discussions were used to inform the development process.

The IRC has overseen the development process for the Industrial Sewing Skill Set. In addition, the Automotive Strategic IRC was specifically invited to provide input. Feedback from a member of that IRC led to the units being specifically checked to ensure that the automotive context was accommodated. Representatives of the Australian Cabinet and Furniture Association, the Australian Automotive Aftermarket Association, the Motor Trades Association of Australia, and the Recreation Vehicles Association (via the Process Manufacturing, Recreational Vehicles and Laboratories IRC), were contacted for feedback, and no concerns were raised.

*Technical advisory committee*

A Technical Advisory Committee (TAC) was established to provide specific subject-matter advice and technical expertise for the development and review of the training package components. The TAC was made up of industry sector representatives of the broad range of the MST Textiles, Clothing and Footwear Training Package users.

TAC members were actively engaged throughout the project and met via teleconference to discuss draft documents, consider issues presented through public consultation and to provide expert advice. Their input and discussions resulted in various changes and improvements to unit content across the life of the project. Four meetings were held as follows:

- 18 June 2019
- 8 August 2019
- 7 November 2019
- 12 December 2019

A list of TAC members appears as Appendix D.



## Public Consultation

The five-phase development model supports the development of two drafts and two rounds of public consultation. Consultation activities throughout the project have been commensurate with the scope of the project, and fall under four broad categories:

- IBSA Manufacturing website activity
- webinars
- an industry survey
- direct contact with employers.

Appendix E provides a list of those organisations and others who have provided feedback.

### Website activity

Details about the project were made available on the IBSA Manufacturing website at <https://ibsa.org.au/consultation-project/industrial-sewing-skills-project/> for the life of the project. There were two rounds of public consultation, each of a 2-week duration (or a total of 4 weeks), where draft components were available for review and comment via the IBSA Manufacturing website. More than 650 stakeholders were alerted to the availability of the draft content for review and given the opportunity to provide feedback.

During the consultation period the project web page had:

- 85 discrete page views during Round 1 public consultation
- 188 newsletter views during Round 1 public consultation
- 100 discrete page views during Round 2 public consultation
- 124 newsletter views during Round 2 public consultation
- 85 discrete views in between consultation rounds

### Webinars

Opportunities to participate in national webinars to understand the changes and provide feedback on the draft components were promoted to stakeholders at each round. However, as registrations were very low; IBSA Manufacturing made direct contact with those State Advisory bodies and RTOs who had registered. (Details included in Appendix E). Feedback received was discussed at TAC meetings and incorporated into the final components.

In the case of STA and ITAB representatives present at the first webinar, an overview of the work being delivered was provided by IBSA, and these parties were able to seek further feedback from their stakeholders; no objections were raised.

### Industry survey

As part of Round 1 public consultation, a survey was distributed to employers through the industry associations representatives on the TAC. Questions focused on employer needs and expectations of foundation-level industrial sewers using industry language, rather than directly on the content of the draft components. Two-thirds of the employers responded, and their answers allowed IBSA Manufacturing to compare the employer expectations of employees in this role, and at this level, with the outcomes in the draft units of competency. A list of stakeholders is provided in Appendix E.

### Direct contact

As part of its broader industry engagement strategy, IBSA was able to use a number of opportunities to directly consult with businesses engaged in industrial sewing activities. Those businesses were able to provide advice about the scope and nature of skills required in their businesses. A list of stakeholders is provided in Appendix E with employers contacted highlighted in green.

### Evidence of broader engagement

In addition to the extensive involvement of TAC members, a range of other stakeholders provided expert input to the project. A list of these stakeholders appears in Appendix E.

All feedback was logged in the Issues Register and considered, and competing views discussed in TAC meetings. There are no outstanding issues.

### Evidence of engagement with State and Territory Training Authorities

IBSA Manufacturing has actively engaged with all State Training Authorities (STAs) throughout the project: providing an initial briefing, maintaining open dialogue and requesting feedback on Draft 1 and Draft 2/Validation draft components. At the conclusion of the project, STAs were given a further opportunity to review the components and provide feedback, as provisioned for in the *Training Package Development and Endorsement Process Policy*. No objections were noted, and support was received from the STAs of New South Wales, Northern Territory, Queensland and Western Australia.

Appendix F provides a list of all state and territory stakeholders consulted during the project.

### Reports by exception

There are no reports by exception.

## D. Industry expectations about training delivery

### Training Delivery

The MST Companion Volume Implementation Guide, Release 4.0, includes advice about industry's expectations of training delivery: duration of training, delivery modes and pathways, work-based learning strategies, assessment and information about learner characteristics.

It is expected that adequate learning hours are allocated to the new skill set, to ensure that these foundational skills are well established.

### Delivery as an apprenticeship/traineeship

The TAC and the Textiles, Clothing and Footwear IRC and stakeholders agree that MST30220 Certificate III in Manufactured Textile Products is recommended for a traineeship or apprenticeship.

### Credit arrangement

As per Appendix G there are no national credit arrangements that exist for the draft components in MST Release 4.0.

## E. Implementation of the new training package

### Occupation and licensing requirements

No vocational licensing or certification requirements apply to the units of competency included in this submission. All units of competency include the following statement:

*No licensing or certification requirements exist at the time of publication.  
Relevant legislation, industry standards and codes of practice within Australia  
must be applied.*

### Implementation issues and management strategy

RTOs will need to review their Training and Assessment Strategy (TAS) documentation to take the revised units into consideration. Industry has explicitly requested that consideration be given to the time required to develop competency in industrial sewing and that sufficient hours be allocated for delivery of the revised units.

MST30216 Certificate III in Manufactured Textile Products has one of the updated units as a core unit of competency, and therefore a code change has been triggered for this qualification, and it will be superseded by and equivalent to MST30220 Certificate III in Manufactured Textile Products. No other amendments or updates have been made to this qualification.

### Equivalence

The IRC has determined that the two revised units remain equivalent to the previous unit release. While content has been strengthened to provide clarity on industry requirements, the vocational outcome of the units of competency remains equivalent.

### Prerequisites

There are no changes to prerequisite requirements. The draft components have no prerequisite units and are not prerequisites for other units.

## F. Quality assurance reports

### Independent quality report

All components have been quality-assured by a Training Package Quality Assurance Panel member and the independent quality report is included as Appendix H.

The Companion Volume Implementation Guide, Release 4.0, has been quality-assured through the IBSA Manufacturing internal process, and through the independent quality process. It is available with this submission and will be available on the VETNet website at: <https://vetnet.education.gov.au> upon endorsement.

### Declaration

IBSA Manufacturing, the SSO for the Textiles, Clothing and Footwear IRC, declares that the proposed training package components meet the requirements of the *Standards for Training Packages 2012*, *Training Package Product Policy* and *Training Package Development and Endorsement Process Policy*.

## Companion Volume Implementation Guide

IBSA Manufacturing, the SSO for the Textiles, Clothing and Footwear IRC, confirms that the Companion Volume Implementation Guide is available and has been quality-assured.

TRAINING PACKAGE QUALITY PRINCIPLE	EVIDENCED BY
<p>1. Reflect identified workforce outcomes</p>	<p>Changes made demonstrate a clear link back to relevant AISC decisions in commissioning the work, the IRC Industry Skills Forecast and Proposed Schedule of Work (ISF &amp; PSoW), the National Review Schedule, and the Case for Change:</p> <ul style="list-style-type: none"> <li>• Two revised units of competency: <ul style="list-style-type: none"> <li>○ Language updated to reflect current tasks, and content broadened for application both within and outside of the TCF industries, e.g. automotive.</li> <li>○ Foundation Skills field populated to clarify task requirements and highlight skills previously implied.</li> <li>○ Elements and Performance Criteria fields updated to streamline and clarify tasks, and ensure cross-sector applicability.</li> </ul> </li> <li>• Training package components are compliant with the <i>Standards for Training Packages 2012</i>, the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsements Process Policy</i>.</li> <li>• Open and inclusive consultation and validation commensurate with scope and impact has been conducted, as described in this Case for Endorsement.</li> </ul>
<p>2. Support portability of skills and competencies including reflecting licensing and regulatory requirements</p>	<ul style="list-style-type: none"> <li>• One skill set developed, comprising two revised units, to respond to skill needs across multiple sectors.</li> <li>• No licensing and regulatory requirements apply; however, one unit has captured that various Australian Standards may apply and should be understood by the candidate.</li> </ul>
<p>3. Reflect national agreement about the core transferable skills and core job-specific skills required for job</p>	<ul style="list-style-type: none"> <li>• Active engagement across industry has been sought to achieve a national consensus about the advice being provided to the AISC, as described in this Case for Endorsement.</li> </ul>

roles as identified by industry	
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	<ul style="list-style-type: none"> <li>The units and skill set allow for application in different work contexts and sectors. In particular, language has purposely been broadened without lessening the skill level required to achieve competency, making the units of competency relevant to a wider range of industry sectors.</li> </ul>
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	<ul style="list-style-type: none"> <li>While not specific to this submission, MST qualifications provide 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, as described in the MST Companion Implementation Guide, Release 4.0.</li> </ul>
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	<ul style="list-style-type: none"> <li>Industry advice about delivery provided via the MST Companion Implementation Guide, Release 4.0, which is ready for publication at the same time as the training package</li> <li>Two units of competency and their associated requirements revised and updated to ensure clarity and consistency of breadth and depth</li> <li>Components are compliant with the TGA National Register requirements for publication</li> <li>Implementation advice provided in the MST Companion Volume Implementation Guide, Release 4.0, ready for publication at the same time as the training package.</li> </ul>

## G. Implementation of the COAG Industry Skills Council reforms to training packages

An endorsement from the AISC for the work presented in this Case for Endorsement will support the COAG Industry Skills Council (CISC) reforms to training packages. Completion of the training package development work outlined in the Case for Change, together with consultation, confirms that this work supports those reforms in the following ways.

#### Removal of obsolete or superfluous content

- Two existing units were revised, which included removing unnecessary, repetitive, obsolete and superfluous content.

#### Inclusion of advice about industry's expectations of training delivery

- The MST Companion Volume Implementation Guide, Release 4.0, provides advice on duration of training, modes and pathways of delivery, work-based learning strategies, assessment and learner characteristics.

#### Support for individuals to move easily from one related occupation to another

- The MST Textiles, Clothing and Footwear Training Package already supports the movement of individuals between related occupations through the use of common core units and substantial use of imported units in qualifications. The draft components expand on that approach, using broad language to ensure portability across occupational areas.

#### Creation of units that can be owned and used by multiple industry sectors

- Revision of units of competency for use by multiple industry sectors was a key objective and focus for development work.

#### Skill set recognition

- This submission includes one new skill set, developed in response to an identified industry need to reskill and upskill the existing workforce, and encourage new workforce participants across a wide range of industry sectors.

#### H. A copy of the full content of the proposed training package components

The AISC will be provided with a copy of the developed training package components to be approved under this Case for Endorsement.

## I. Appendices

### Appendix A: Comparison of Case for Change with components submitted for endorsement

CASE FOR CHANGE	THIS SUBMISSION
<p>Three units of competency to be reviewed for application and updated if needed:</p> <ul style="list-style-type: none"> <li>• MSTTX2009 Perform industrial sewing on textile products</li> <li>• MSTTX3003 Set up, adjust and maintain industrial sewing machines</li> <li>• MSTTF2009 Select and apply canvas and sail materials</li> </ul>	<p>Two revised units of competency:</p> <ul style="list-style-type: none"> <li>• MSTTX2014 Perform industrial sewing on textile products</li> <li>• MSTTX3014 Set up, adjust and maintain industrial sewing machines</li> </ul> <p>Code update triggered for the following qualification due to having a revised unit as a <b>core</b> unit of competency:</p> <ul style="list-style-type: none"> <li>• MST30220 Certificate III in Manufactured Textile Products</li> </ul> <p>New release (no code change) triggered for the following qualifications due to having one or more revised units as an <b>elective</b> unit of competency:</p> <ul style="list-style-type: none"> <li>• MST20116 Certificate II in TCF Production Support</li> <li>• MST20216 Certificate II in TCF Production Operations</li> <li>• MST30119 Certificate III in Clothing and Textile Production</li> <li>• MST30819 Certificate III in Applied Fashion Design and Technology</li> <li>• MST40119 Certificate IV in Textile Design, Development and Production</li> <li>• MST40519 Certificate IV in Applied Fashion Design and Merchandising</li> <li>• MST50219 Diploma of Textile Design and Development</li> <li>• MST60219 Advanced Diploma of Textile Design and Development</li> </ul>
<p>One new skill set covering Industrial Sewing</p>	<p>One new skill set added to the training package:</p> <ul style="list-style-type: none"> <li>• MSTSS00015 Industrial Sewing</li> </ul>



Appendix B: Draft components for endorsement

Qualifications for endorsement

QUALIFICATION CODE	QUALIFICATION TITLE
MST30220	Certificate III in manufactured textile products

Units for Endorsement (with prerequisites)

UNIT CODE	UNIT TITLE	PREREQUISITE UNITS
<ul style="list-style-type: none"><li>MSTTX2014</li></ul>	<ul style="list-style-type: none"><li>Perform industrial sewing on textile products</li></ul>	Nil
<ul style="list-style-type: none"><li>MSTTX3014</li></ul>	<ul style="list-style-type: none"><li>Set up, adjust and maintain industrial sewing machines</li></ul>	Nil

Appendix C: Letter of Support from IRC

05 February 2020

Dear Australian Industry and Skills Committee,

As the Chair of the Textiles, Clothing & Footwear Industry Reference Committee (IRC), I write on behalf of the IRC to support the endorsement of the following MST Textiles, Clothing & Footwear Training Package components:

**Industrial Sewing Skill Set Project**, as completed under the Activity Order IBSA/TPD/2018-19/004.

The training package components have been updated to include two new units and a revised unit that meet industry requirements and reflect current industry practice and standards.

A fully constituted IRC has approved the draft components for submission to the Australian Industry and Skills Committee for endorsement.

Regards



**Leon Drury**

Chair, Textiles, Clothing and Footwear IRC

#### Appendix D: Technical Advisory Committee Members

The following people formed the Technical Advisory Committee (TAC) for this project.

<b>NAME</b>	<b>ORGANISATION</b>	<b>STATE/TERRITORY</b>
Ana Drougas	Specialised Textiles Association	National
John Condilis	Nobody Denim	National/Vic.
Michael Ryan	Darling Downs Tarpaulins	Qld
Josh Furness	Kent Saddlery	Qld
Bernie Dodman	Bernard Dodman Upholstique	WA
Kay Gerard	Food, Fibre & Timber Industries Training Council (FFTITC) WA	WA
Ki Sulkowski	K1 Marine Trimming	WA

## Appendix E: Other participating stakeholders

Links to the industry survey were circulated to employers on the Consultation Plan and via TAC members and industry associations. In some instances, the name of the survey respondent was not provided and is noted below as 'unknown'.

NAME	ORGANISATION	STATE	CATEGORY	METHOD
Greg Preston	Australian Association of Progressive Repairers	National	Association	Email
Cameron McLachlan	Australian Automotive Aftermarket Association	National	Association	Survey
Kristy Cole	Australian Cabinet and Furniture Association	National	Association	Survey
Anthony Elliot	Apollo Blinds and Awnings	National	Employer	Survey
Paul Kulpa	Motor Trades Association of Australia	National	Association	Survey
Unknown	Recreational Vehicles Association	National	Association	Survey
Unknown	Chatter Environmental	Unknown	Employer	Survey
Unknown	E H Brett & Sons P/L	NSW	Employer	Survey
Harold Nankervis	HNS Canvas	NSW	Employer	Survey
Kerryn Wollington (IRC Member)	Laundry and Dry Cleaning Training	NSW	Industry	Survey
Unknown	NL Products	NSW	Employer	Survey
Unknown	Pattons	NSW	Employer	Survey
Unknown	Robco Products	NSW	Employer	Survey
Rainer Malkki	TAFE NSW	NSW	RTO	Survey
Adrian Moscheni	Straitline Blinds Pty Ltd	NT	Employer	Survey
Claire Monks	ISACNT	NT	ITAB a	Webinar
Garry Long	ABGAL Liners & Covers	Qld	Employer	Email
Hilde Heim (IRC Member)	Australian Institute of Creative Design (AICD)	Qld	Industry	Survey
Greg Barnett and Donna Burtenshaw	D&R Tarpaulins	Qld	Employer	Interview

NAME	ORGANISATION	STATE	CATEGORY	METHOD
Sam Nicolosi	QMI Solutions	Qld	ITAB	Webinar
Mai Yang	Vadain	Qld	Employer	Survey
Nikola Colls	TasTAFE	Tas.	RTO	Webinar
Javier Herbon	CBG Systems	Tas.	Employer	Interview
Alan Gumley	Liferaft Systems Australia	Tas.	Employer	Interview
Caterina Jackson	Box Hill Institute	Vic.	RTO	Webinar
Denise Walker	Holmesglen	Vic.	RTO	Webinar
Unknown	Bayside Boat Canopies	Vic.	Employer	Survey
David O'Brien	CE Bartlett PL	Vic.	Employer	Survey
Unknown	Clark Shade Sails	Vic.	Employer	Survey
Unknown	Rae-Line	Vic.	Employer	Survey
Peter Bonnell	Royal Melbourne Institute of Technology (RMIT)	Vic.	RTO	Interview
Unknown	Bryson Canvas	WA	Employer	Survey
Andy Boulton	Fiesta Canvas	WA	Employer	Survey
Tim Prior	Impact Trim	WA	Employer	Survey
David Hamilton	Morley Canvas	WA	Employer	Survey
Janelle Leopardi	South Metropolitan TAFE	WA	RTO	Interview

Direct consultation is identified in [green](#) in Appendix E table above. Some of the feedback provided is summarised below:

- *Anyone with clothing experience can be retrained to industrial sewing. It is very important to follow the specifications, use correct thread etc. and workers need to be able to use at least two different machines*
- *New staff must have some experience in sewing and basic knowledge of how to adjust tension and basic machine maintenance*

- *Industrial Sewers are internally trained by the supervisor. They have recruited light metal sheet workers who have transferable skills in measuring, pattern making, interpreting drawings, templating and materials handling.*
- *The range of materials vary per job and change regularly. The organization aims to expose workers to different materials and challenges.*
- *Leave enough latitude for the units to be used for different industries to customize. Don't be too prescriptive*
- *Proposed units are fit for purpose and a needed update to elective bank for MST training package*

In addition, consultation was conducted as part of the:

- Australian Manufacturing Growth Centre (AMGC) industry forums held in regional WA and regional SA, where appropriate.
- Industry Forum facilitated by the TCF IRC in QLD

Other SSOs/IRCs consulted includes:

- **PwC** – Automotive IRC; **IBSA** - Process Manufacturing, Recreational Vehicle and Laboratory IRC

RTOs with the units on scope were advised of opportunities to review drafts and provide feedback:

RTO	STATE
Capital Training Institute P/L	National
Construction Training College P/L	National
Institute of Tertiary and Higher Education Australia	National
Foundation Training Australia P/L	National
Furnishing Industry Association of Australia	National
TAFE NSW	National, NSW
Tactile Learning Centre P/L	Qld
TAFE QLD	Qld
TAFE SA	SA
DLI Training	Vic.
Holmesglen Institute	Vic.

RTO	STATE
Kangan TAFE (Bendigo)	Vic.
New Futures Training	Vic.
Royal Melbourne Institute of Technology (RMIT)	Vic.
Wodonga Institute of TAFE	Vic.
South Regional TAFE	WA
North Metropolitan TAFE	WA

Appendix F: State and territory stakeholders consulted

ORGANISATION	NAME	STATE
<b>State Training Authorities (STA)</b>		
Feedback on training package development may have been provided by STA representatives or their staff as appropriate.		
ACT Government	Jodie Kafer	ACT
ACT Government	Anita Dolstra	ACT
Department of Education and Training	Toni Iliffe	ACT
Association of Independent Schools of NSW (AIS NSW)	Julie Sheridan	NSW
Catholic Education Commission NSW (CE NSW)	Gerard Delany	NSW
NSW Education Standards Authority (NESA)	Catherine Tucker	NSW
NSW Department of Education	Robyn Pemberton	NSW
NSW Department of Industry	Marilyn Ng	NSW
NSW Department of Industry	Julie Lockyer	NSW
NSW Department of Industry	Susan Bearfield	NSW
NSW Department of Industry	Matthew Hatton	NSW
NSW Department of Industry	Shannon Dearing	NSW
Northern Territory Government	Nelson Brown	NT
Northern Territory Government	Dianne Fong	NT
Department of Education	Christopher Buchanski	Qld
Department of Employment, Small Business and Training	Filippa Ross	Qld
Department of Employment, Small Business and Training	Melinda Toze	Qld
Department of Employment, Small Business and Training	Peter Eastment	Qld
Department of Employment, Small Business and Training	Ross Hanley	Qld
Department of Employment, Small Business and Training	Tim Maloney	Qld
Department of Employment, Small Business and Training	Anthea Brazel	Qld



ORGANISATION	NAME	STATE
South Australia Government	Ashley Bowker	SA
South Australia Government	Irina Ferouleva	SA
South Australia Government	Juliana Fitzpatrick	SA
Skills Tasmania	Bec Evans	Tas.
Skills Tasmania	Bridget Hillier	Tas.
Skills Tasmania	Linda Seaborn	Tas.
Skills Tasmania	Stuart Hollingsworth	Tas.
Department of Education and Training	Madeleine Hayne	Vic.
Department of Education and Training	Jacqueline Spencer	Vic.
Department of Training and Workforce Development	Frances Parnell	WA
Department of Training and Workforce Development	Paul Muenchow	WA
<b>Industry Training Advisory Bodies (ITAB)</b>		
Resources Industry Training Council	Nigel Haywood	WA
ForestWorks Industry Training Advisory Body	Tim Cleary	NSW
Food, Fibre and Timber Industry Training Advisory Council (FFTITAC)	Kay Gerard	WA
Queensland Manufacturing Industry (QMI) Solutions	Sam Nicolosi	Qld
UEEA Training Council Inc	Jason Cullen Mark Harper	WA
Manufacturing Skills Australia (MSA)	Leon Drury	NSW
Industry Skills Advisory Council Northern Territory (ISAC NT)	Debbie Paylor	NT
<b>Curriculum Maintenance Managers</b>		
Chisholm Institute	Paul Saunders	Vic.

## Appendix G: Credit Arrangements

There are no national credit arrangements for the MST Textiles, Clothing and Footwear Training Package.

Appendix H: Quality Assurance report

# Quality Report for MST Textiles, Clothing and Footwear Training Package, Release 4.0

## SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	MST Textiles, Clothing and Footwear Training Package, Release 4.0
Number of new or revised qualifications	Nil
Number of new or revised units	Two (2) revised units of competency
Confirmation that the draft endorsed components meet the <i>Standards for Training Packages 2012</i>	The draft components reviewed meet the requirements of the <i>Standards for Training Packages 2012</i> .
Name of panel member completing Quality Report	Jenni Oldfield, JOConsultancy
Statement that the panel member: <ul style="list-style-type: none"> <li>• is independent of development and/or validation activities associated with the <i>Case for Endorsement</i></li> <li>• has not undertaken the <i>Equity and/or Editorial Report</i></li> <li>• is independent of the Training Package or Training Package components being reviewed.</li> </ul>	Jenni Oldfield is an independent Quality Assurance Panel member and has not undertaken the equity or editorial reports or been involved in the development or validation activities associated with any aspect of this review of <i>MST Textiles, Clothing and Footwear Training Package, Release 4.0</i> , to address Industrial Sewing skills and knowledge.
Date completed	16 January, 2020

SECTION 2 – COMPLIANCE WITH THE STANDARDS FOR TRAINING PACKAGES

Standards for Training Packages	Standard met –yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
<p>Standard 1 Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• qualifications</li> <li>• credit arrangements.</li> </ul> </li> <li>2. One or more quality assured companion volumes.</li> </ol>	<p><b>Yes</b></p>	<p>The components of the <i>MST Textiles, Clothing and Footwear Training Package, Release 4.0</i>, submitted for endorsement meet the requirements of Standard 1. Components include:</p> <ul style="list-style-type: none"> <li>• 2 revised units of competency with associated assessment requirements <ul style="list-style-type: none"> <li>○ MSTTX2014 Perform industrial sewing on textile products</li> <li>○ MSTTX3014 Set up, adjust and maintain industrial sewing machines</li> </ul> </li> <li>• no qualifications</li> <li>• no credit arrangements (not relevant to this submission).</li> </ul> <p>The submission includes the <i>MST Textiles, Clothing and Footwear Training Package Companion Volume Implementation Guide Release 4.0</i>, which has been quality assured.</p> <p>One skill set has also been submitted for quality assurance, even though it is formally a non-endorsed component, IBSA have chosen to include it in this process:</p> <ul style="list-style-type: none"> <li>• MSTSS00015 Industrial Sewing Skill Set (which includes the two revised units listed above).</li> </ul>
<p>Standard 2 Training Package developers comply with the AISC <i>Training Package Products Policy</i>.</p>	<p><b>Yes</b></p>	<p>IBSA Manufacturing has complied with the <i>Training Package Products Policy</i>. All components are appropriately coded with new, unique codes. Access and equity issues are addressed in the <i>MST Companion Volume Implementation Guide, Release 4.0</i>. Foundation Skills have been highlighted in the appropriate field in all the units submitted, following advice from industry. Supporting information about Foundation Skills is included in the Implementation Guide, expressed using reference to the Australian Core Skills Framework (ACSF) and Employability Skills.</p>

Standards for Training Packages	Standard met –yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
		All units have been listed and appropriately mapped in the <i>MST Companion Volume Implementation Guide, Release 4.0</i> .
Standard 3 Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i> .	<b>Yes</b>	<p>IBSA Manufacturing has complied with the AISC <i>Training Package Development and Endorsement Process Policy</i>.</p> <p>The <i>Case for Endorsement</i> outlines the training package development process, ensuring thorough national industry consultation and stakeholder engagement throughout, using a variety of methods:</p> <ul style="list-style-type: none"> <li>• IRC monitoring</li> <li>• specialist technical advice from a large Training Advisory Committee (TAC)</li> <li>• two rounds of public consultation, where key industry organisations, State/Territory Training Authorities and Industry Training Advisory Bodies were notified and provided feedback</li> <li>• establishment of a project webpage outlining project activities and including a subscriber alert option.</li> </ul> <p>Editorial and Equity Reports were completed by an inhouse editor.</p>
Standard 4 Units of competency specify the standards of performance required in the workplace.	<b>Yes</b>	Both units of competency specify the standards of performance required for operators who work in industrial sewing environments.
Standard 5 The structure of units of competency complies with the unit of competency template.	<b>Yes</b>	Both units of competency comply with the unit template.
Standard 6 Assessment requirements specify the evidence and required conditions for assessment.	<b>Yes</b>	The assessment requirements in the two units clearly specify the volume and frequency of tasks that must be performed for assessment, relevant knowledge evidence and clear conditions for assessment. The statements around frequency of tasks to be performed are task specific and can be interpreted for different contexts.

Standards for Training Packages	Standard met –yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	<b>Yes</b>	Both units have associated assessment requirements, the structure of which complies with the template included in the <i>Standards for Training Packages 2012</i> . This has been confirmed by the Editorial review.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	<b>NA</b>	No qualifications included in this submission.
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	<b>NA</b>	No qualifications included in this submission.
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>NA</b>	No qualifications included in this submission.
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>	The <i>MST Companion Volume Implementation Guide, Release 4.0</i> , includes information about all components included in this review, which have been added to the <i>MST Textiles, Clothing and Footwear Training Package, Release 4.0</i> . The Implementation Guide is a general guide for the whole <i>MST Training Package</i> covering several industry sectors, but the changes between Release 3.0 and 4.0 of the training package is clear. This guide will be available at endorsement for publication on the VETNet site.
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	<b>NA</b>	This review has not included the review of any other companion volumes.

SECTION 3 – COMMENTS ON HOW THE DRAFT TRAINING PACKAGE COMPONENTS MEET THE QUALITY PRINCIPLES

1. Reflect identified workforce outcomes

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Driven by industry's needs	<ul style="list-style-type: none"> <li>Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs</li> </ul>	Yes	The <i>Case for Endorsement</i> includes detail of <i>Activity Order Activity Order IBSA/TPD/2018-19/004</i> , initially due to be completed by April 2019. The Activity Order was varied in November 2019 to extend the deadline to 26 February 2020.



<p>Compliant and respond to government broad policy initiatives</p>	<ul style="list-style-type: none"> <li>• Training package components are compliant with the Standards for Training Packages 2012, the Training Package Products Policy and the Training Package Development and Endorsement Process Policy</li> <li>• Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms</li> </ul>	<p>Yes</p>	<p>The <i>Case for Endorsement</i> provides evidence that the <i>MST Textiles, Clothing and Footwear Training Package, Release 4.0</i> components submitted for endorsement are compliant with both the <i>Training Package Products Policy</i> and the <i>Training Package Development and Endorsement Process Policy</i>, and that the new components have been:</p> <ul style="list-style-type: none"> <li>• driven by industry needs</li> <li>• supported by the nature and scope of stakeholder consultation</li> <li>• supported by stakeholders as reflecting contemporary work organisation and job profiles.</li> </ul> <p>This quality assurance review determines that the components are compliant with the <i>Standards for Training Packages 2012</i>.</p> <p>Evidence that the training package work has responded to the Ministers' policy initiatives, in particular the 2015 training package reforms, includes:</p> <ul style="list-style-type: none"> <li>• revisions to reflect industry's expectations of training (including revised and clarified language in units, added information about Foundation Skills) and broad consultation</li> <li>• support for individuals to move between related occupations through the development of the skill set (which provides the opportunity to 'top-up' skills as well as a pathway into industrial sewing work)</li> <li>• revision of units so that they may be used across multiple industry sectors.</li> </ul>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<ul style="list-style-type: none"> <li>• Open and inclusive consultation and validation commensurate with scope and impact has been conducted</li> </ul>	<p>Yes</p>	<p>The <i>Case for Endorsement</i> provides details of an open and inclusive consultation and validation process, commensurate with the scope and impact of the project, including:</p>

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
			<ul style="list-style-type: none"> <li>• IRC monitoring (including some input from Automotive IRC to ensure content could be applied in eth Automotive industry)</li> <li>• specialist technical advice from a TAC representing the broad range of users, who met on four occasions</li> <li>• contact with industry sectors outside of the Textiles, Clothing and Footwear context (including Furnishing and Motor Trades)</li> <li>• two rounds of public consultation, where key industry organisations, State/Territory Training Authorities and Industry Training Advisory Bodies were notified (4 weeks in total, more than 650 alerts sent to stakeholders)</li> <li>• establishment of a project webpage outlining project activities and including a subscriber alert option (582 webpage/newsletter views across the project).</li> </ul>

## 2. Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support movement of skills within and across organisations and sectors	<ul style="list-style-type: none"> <li>• Packaging rules, qualifications framework, and pathways support movement within and across sectors</li> <li>• Identification of skill sets that respond to client needs</li> </ul>	Yes	<p>This project has produced one skill set: MSTSS00015 Industrial Sewing Skill Set, which provides opportunities for workers to top-up skills and also provides pathways into several qualifications in the following training packages:</p> <ul style="list-style-type: none"> <li>• AUR Automotive, Retail Service and Repair</li> <li>• MST Textiles, Clothing and Footwear</li> <li>• MSF Furnishing.</li> </ul> <p>The <i>MST Companion Volume Implementation Guide, Release 4.0</i>, provides information about pathways between MST qualifications.</p>
Promote national and international portability	<ul style="list-style-type: none"> <li>• Other national and international standards for skills are considered</li> </ul>	Yes	<p>The <i>Case for Endorsement</i> includes details of a review of a number of units of competency from four different training packages (AUR Automotive, Retail, Service and Repair; MSS Sustainability; MST Textiles, Clothing and Footwear; and MST Furnishing) to determine the most appropriate units to be included in the skill set. Two MST units were ultimately chosen for revision and inclusion in the skill set, because they offered the best cross-sector applicability (and portability).</p>

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Reflect regulatory requirements and licensing	<ul style="list-style-type: none"> <li>Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies</li> </ul>	Yes	<p>Units included in this submission include the following statement: <i>No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.</i></p> <p>This statement has been supported by stakeholders and the IRC.</p>

### 3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated
Reflect national consensus	<ul style="list-style-type: none"> <li>Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC.</li> </ul>	Yes	<p>The <i>Case for Endorsement</i> outlines the national consultation and validation process and the organisations and participants involved.</p> <p>The TAC included seven industry representatives.</p> <p>The number of organisations contacted and stakeholders registered for project updates demonstrates that IBSA Manufacturing sought, and achieved, a national consensus on the components submitted for endorsement.</p> <p>There are no reports by exception.</p> <p>A letter of support from the IRC is included with the submission.</p>
Recognise convergence and connectivity of skills	<ul style="list-style-type: none"> <li>Best use is made of cross-industry and work and participation bank units</li> </ul>	Yes	<p>The <i>Case for Endorsement</i> includes details of a review of a number of units of competency from four different training packages (AUR Automotive, Retail, Service and Repair; MSS Sustainability; MST Textiles, Clothing and Footwear; and MSF Furnishing) to determine the most appropriate units for inclusion in the skill set.</p>

#### 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	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated
Meet the diversity of individual and employer needs	<ul style="list-style-type: none"> <li>Provide flexible qualifications that enable application in different contexts</li> </ul>	Yes	Ensuring that the units and the skill set would be applicable to several industry sectors was a focus of the project. The content of the units can be easily contextualised for multiple industry sectors, including Textiles, clothing and footwear; automotive; furnishing, and marine contexts.
Support equitable access and progression of learners	<ul style="list-style-type: none"> <li>Provide multiple entry and exit points</li> <li>Pre-requisite units of competency are used only when required</li> </ul>	Yes	The skill set provides an opportunity for existing workers to upskill, or reskill, and it also provides an opportunity for new workers to enter the workforce in multiple industry sectors. Neither of the two units have prerequisites.

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

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support learner transition between education sectors	<ul style="list-style-type: none"> <li>• Provide 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</li> </ul>	Yes	<p>Detailed information on career pathways is included in the <i>MST Companion Volume Implementation Guide Release 4.0</i>.</p> <p>The skill set offers pathway opportunities into work, and into a number of entry level and specialist technical qualifications across a range of training packages.</p>

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

Key features	Examples of evidence	Met: Yes / No	Comments/ other evidence demonstrated Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports
Support implementation across a range of settings	<ul style="list-style-type: none"> <li>Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package</li> </ul>	Yes	Industry advice about delivery is provided in the <i>MST Companion Volume Implementation Guide Release 4.0</i> , including information about health and safety, how to deal with access and equity issues and advice about foundation skills.
Support sound assessment practice	<ul style="list-style-type: none"> <li>Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth</li> </ul>	Yes	The units of competency and their associated assessment requirements are clearly written, and the Editorial Report confirms this.
Support implementation	<ul style="list-style-type: none"> <li>Compliance with the TGA/National Register requirements for publication</li> <li>Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package</li> </ul>	Yes	All components within this submission comply with the requirements of the National Register and will be ready for publication on TGA at endorsement, including the <i>MST Companion Volume Implementation Guide, Release 4.0</i> .