



MSM Manufacturing Training Package Release 6.0

Case for Endorsement

December 2019

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Prepared on behalf of the Process Manufacturing, Recreational Vehicle and Laboratory IRC for the Australian Industry and Skills Committee (AISC)



MSM Manufacturing Training Package

Case for Endorsement December 2019 – Activity Order IBSA/TPD/2018-2019/006

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A. Administrative details of the Case for Endorsement

The Process Manufacturing, Recreational Vehicle and Laboratory 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 IRC.

This work has been completed under Activity Order IBSA/TPD/2018-19/006 executed in June 2019, which in turn was based on a Case for Change submitted in March 2019. The draft components reflect the activities proposed in the Case for Change as shown in Appendix A and referenced at relevant places in this Case for Endorsement. The MSM Manufacturing Training Package, Release 6.0, component submitted for endorsement is listed in Appendix B.

B. Description of work and request for approval

Draft components for endorsement

Two new units of competency are submitted for endorsement:

- MSMRV367 Fabricate frame structures
- MSMRV368 Install frame structures

Components for deletion

There are no components for deletion.

Non-endorsable components

There are no non-endorsable components associated with this submission.

Summary of work, changes and industry benefits

The primary focus of development has been the creation of units of competency to reflect the critical skills involved in the construction and repair of recreational vehicles. The need for these new units arose from the deletion of the unit *AURVTT3016 Fabricate frame structures* in the AUR Automotive Retail, Service and Repair Training Package. The recreational vehicle industry was the main user of this unit, with key stakeholders identifying the need for replacement content to support training in the recreational vehicle industry.

Industry proposes two units of competency to replace AURVTT3016, as stakeholders have advised that depending on the work context, some workers will only fabricate frames, and others will fabricate and install. This two-unit structure therefore supports use of the units in diverse contexts across both manufacturing and servicing sectors.

The new units of competency will be listed as electives in the following qualifications, where several initiatives are driving increased enrolments:

- MSM31015 Certificate III in Recreational Vehicle Service and Repair
- MSM31115 Certificate III in Recreational Vehicle Manufacturing.

The developed units of competency also support compliance with the *Standards for Training Packages 2012*, and the COAG Industry Skills Council (CISC) reforms to training packages. Specifically, the units of competency:

- are written to allow for broad application across workplaces
- provide clear and succinct advice about industry requirements

- minimise general guidance information
- avoid duplication of information.

As a result of the above work, training in critical skills will continue, and will be based on clear and updated content that reflects current ways of working.

C. Evidence of Industry support

Written evidence of support

A fully constituted Process Manufacturing, Recreational Vehicle and Laboratory IRC approved the draft components for submission to the Australian Industry and Skills Committee (AISC) for endorsement. See Appendix C for IRC letter of support.

Project methodology and consultation

The Process Manufacturing, Recreational Vehicle and Laboratory IRC has directly overseen the development process for the new units of competency for recreational vehicle frame fabrication and installation. Consultation activities throughout the project were commensurate with the scope of the project.

An analysis of current training package components was initially undertaken to ensure existing units of competency were not suitable to cover the identified need. This included review of the AUM Automotive Manufacturing; AUR Automotive Retail, Service and Repair; AHC Agriculture, Horticulture and Conservation and Land Management; and MEM Manufacturing and Engineering Training Packages. A unit of competency from AHC Agriculture, Horticulture and Conservation and Land Management Training Package was identified for possible use, *AHCINF204 Fabricate and repair metal or plastic structures*, and presented to industry. Unfortunately, feedback suggested that because the unit is for metals and plastics it did not appropriately cover the frames, and the Knowledge Evidence did not cover key requirements for work in the caravan industry.

As the work was largely based on existing content, as due to the limited and somewhat targeted nature of the project, a Technical Advisory Committee (TAC) was not formed. Instead, consultation was undertaken directly with state and territory caravan industry associations to ensure that the draft components reflect workplace needs. These associations represent numerous employers across the manufacture and service and repair of caravans sectors:

- Caravan Trade and Industries Association of Victoria represents 248 members
- Caravan and Camping Industry Association of New South Wales represents over 727 members
- Caravan Industry Association of Western Australia represents over 280 members
- Caravan Trade and Industries Association of Queensland represents over 205 members
- Caravan and Camping Industry Association of South Australia represents over 113 members.

Throughout the project, especially during consultation periods, caravanning associations would consult broadly with their members. Through these consultations, it was identified that two separate units of competency should be developed, as selection would be based on the environment in which the worker was operating. Access to skills and knowledge development via two separate units of competency also provides the flexibility to meet the needs of workers in both a manufacturing environment and a service and repair environment by allowing training plans to be customised to match job role requirements and meet employer needs.

Public consultation

Even though the project was small in scope, IBSA Manufacturing has followed its 5-phase development model, which supports the development of two rounds of draft components and two rounds of public consultation to garner feedback on the drafts.

Details about the project were made available on the IBSA Manufacturing website at <https://ibsa.org.au/consultation-project/recreational-vehicles-project-overview/> for the life of the project. There were two rounds of public consultation where draft components were available for review and comment via the IBSA Manufacturing website. More than 760 stakeholders from the IBSA Manufacturing database were alerted to the availability of the draft content for review and given the opportunity to provide feedback. Caravanning associations also promoted consultation opportunities with their networks.

During the consultation period the project web page had:

- 104 discrete page views during Round 1 public consultation
- 58 discrete page views during Round 2 public consultation.

Feedback received during public consultations was tabled in the Issues Register and considered by industry experts, which informed development.

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

Evidence of engagement with state and territory training authorities

IBSA Manufacturing has engaged with all State and Territory Training Authorities (STAs) throughout the project, maintaining open dialogue and requesting feedback on Draft 1 and Draft 2/Validation components. STAs also had two weeks at the end of the project to review and provide feedback on the final drafts of training package components, as required by the *Training Package Development and Endorsement Process Policy*. No objections were noted, and support was received from the STAs of New South Wales, Queensland, Northern Territory, South Australia, Victoria and Western Australia.

Appendix E 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 MSM Manufacturing Companion Volume Implementation Guide, Release 6.0, includes advice about industry's expectations of training delivery.

Delivery as an apprenticeship/traineeship

N/A

Credit arrangements

As per Appendix F there are no national credit arrangements that exist for the draft components in MSM Release 6.0.

E. Implementation of the new training packages

Occupation and licensing requirements

No occupational licensing or certification requirements apply to the units included in this submission. Each unit of competency includes the following:

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

Implementation issues and management strategy

There are no significant implementation issues associated with the draft components.

F. Quality assurance reports

Independent quality report

The draft components have been quality assured by a Training Package Quality Assurance Panel member. The independent quality report is included as Appendix G.

The Companion Volume Implementation Guide, Release 6.0 has been quality-assured through the IBSA Manufacturing internal process, and through the independent quality-assurance process. It is available with this submission and will be available on the VETNet website upon endorsement.

Declaration

IBSA Manufacturing, the SSO for the Process Manufacturing, Recreational Vehicle and Laboratory IRC, declares that the proposed training package component(s) meet the requirements of the *Standards for Training Packages 2012, Training Package Products Policy and Training Package Development and Endorsement Process Policy*.

Statement of evidence against the Training Package Quality Principles

| Training Package Quality Principles | Evidenced by: |
|---|--|
| 1. Reflect identified workforce outcomes | <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 & PSoW), National Review Schedule and the MSM Case for Change March 2019 and include:</p> <ul style="list-style-type: none">• 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, as evidenced by the Quality Assurance report.• The training package components respond to Ministers' policy initiatives, in particular the CISC 2015 training package reforms (see Section G)• Open and inclusive consultation and validation commensurate with scope and impact has been conducted through consultation with all key national industry associations as described in this Case for Endorsement. |
| 2. Support portability of skills and competencies including | <ul style="list-style-type: none">• No occupational licensing or certification requirements exist at the time of publication. |

| Training Package Quality Principles | Evidenced by: |
|--|---|
| reflecting licensing and regulatory requirements | |
| 3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry | <ul style="list-style-type: none"> All key industry associations were involved in the development process to achieve a national consensus about the advice being provided to the AISC, as described in this Case for Endorsement. |
| 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"> Units allow for application in different work contexts. In particular, the creation of two units to reflect the separate processes of fabrication and installation increases flexibility for users. |
| 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"> While not specific to this submission, MSM qualifications provide pathways from entry level into work, and between VET and higher education qualifications, as described in the MSM Companion Volume Implementation Guide, Release 6.0. |
| 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"> Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth. Components comply with the TGA National Register requirements for publication. Implementation advice is provided in the MSM Companion Volume Implementation Guide, Release 6.0. |

IBSA Manufacturing, the SSO for the Process Manufacturing, Recreational Vehicle and Laboratory Industry Reference Committee (IRC), declares that the Companion Volume Implementation Guide is available and has been quality assured.

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

The decision being sought from the AISC will support the COAG Industry and Skills Council reforms to training packages. While the scope of the training package development work is quite small, draft components support those reforms in the following ways:

Removal of obsolete or superfluous content

N/A

Inclusion of advice about industry's expectations of training delivery

The MSM Manufacturing Companion Volume Implementation Guide, Release 6.0 provides advice about industry expectations.

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

The draft components are designed for use in both the manufacture and servicing/repair sectors of the recreational vehicle industry.

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

The draft components are designed for use in both the manufacture and servicing/repair sectors of the recreational vehicle industry.

Skill sets

N/A

H. A copy of the full content of the proposed training package component(s)

All proposed components for MSM Manufacturing Training Package Release 6.0 have been finalised in line with the Case for Change and accompany this submission.

All components have been developed to comply with the requirements of the National Register and include a modification history.

I. Appendices

Appendix A: Comparison of Case for Change and component submitted for endorsement

| Case for Change | Endorsement submission |
|--|---|
| <ul style="list-style-type: none">Develop one new unit of competency for the recreational vehicles industry to be listed in <i>MSM31115 Certificate III in Recreational Vehicle Manufacturing</i> and <i>MSM31015 Certificate III in Recreational Vehicle Service and Repair</i> | <p>Two units of competency developed as unit selection would be based on the environment in which the worker was operating:</p> <ul style="list-style-type: none">Two separate units of competency provide the flexibility to meet the needs of workers in both a manufacturing environment and a service and repair environment by allowing training plans to be customised to match job role requirements and meet employer needs.New units are listed in <i>MSM31115 Certificate III in Recreational Vehicle Manufacturing</i> and <i>MSM31015 Certificate III in Recreational Vehicle Service and Repair</i> |

Appendix B: List of draft components for endorsement

Units for endorsement

| Unit code | Unit title |
|-----------|----------------------------|
| MSMRV367 | Fabricate frame structures |
| MSMRV368 | Install frame structures |

Appendix C: Letter of support from IRC



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29 November 2019

Dear Australian Industry and Skills Committee,

As the Chair of the Process Manufacturing, Recreational Vehicles and Laboratory IRC (IRC), I write on behalf of the IRC to support the endorsement of the MSM Manufacturing Training Package, Release 6.0, as completed under the Activity Order IBSA/TPD/2018-2019/006.

The new training package components closely reflect current industry practice.

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

Regards

A handwritten signature in black ink, appearing to read 'Keith Monaghan', is written over a light blue horizontal line.

Keith Monaghan
Chair, Process Manufacturing, Recreational Vehicle and Laboratory IRC

Appendix D: Participating stakeholders

The following individuals and organisations participated in the development process.

| First name | Family name | Organisation | State |
|------------|-------------|--|----------|
| Stuart | Lamont | Caravan Industry Association of Australia | National |
| Shannon | Lakic | Caravan & Camping Industry Association NSW | NSW |
| Jason | Plant | Caravan Trade & Industries Association of Queensland | Qld |
| Sam | Nicolosi | QMI Solutions | Qld |
| Stuart | Livingstone | Caravan & Camping Industries Association of South Australia | SA |
| Robert | Lucas | Caravan Trade & Industries Association of Victoria (T/A Caravan Industry Victoria) | Vic. |
| Daniel | Sahlberg | Caravan Trade & Industries Association of Victoria (T/A Caravan Industry Victoria) | Vic. |
| Meagan | Wilson | Melbourne Polytechnic | Vic. |
| Paul | Saunders | Victorian Curriculum Maintenance Management Service | Vic. |
| Craig | Kenyon | Caravan Industry Association Western Australia | WA |
| Rani | Thulasy | Department of Training and Workforce Development | WA |

Appendix E: State and territory stakeholders consulted

| ORGANISATION | NAME | STATE |
|--|----------------------|-------|
| State and Territory Training Authorities (STAs) | | |
| Australian Capital Territory Government | Patrick Goodarzi | ACT |
| Australian Capital Territory Government | Tim Sealy | ACT |
| New South Wales Government | Susan Bearfield | NSW |
| Northern Territory Government | Nelson Brown | NT |
| Northern Territory Government | Dianne Fong | NT |
| Queensland Government | Tim Maloney | Qld |
| Queensland Government | Anthea Brazel | Qld |
| South Australia Government | Juliana Fitzpatrick | SA |
| Skills Tasmania | Linda Seaborn | TAS |
| Skills Tasmania | Stuart Hollingsworth | TAS |
| Victoria Government | Jacqueline Spencer | Vic. |
| Western Australia Government | Frances Parnell | WA |

| Industry Training Advisory Bodies (ITAB) | | |
|---|---------------|------|
| Manufacturing Skills Australia (MSA) | Leon Drury | NSW |
| Industry Skills Advisory Council Northern Territory (ISAC NT) | Debbie Paylor | NT |
| Queensland Manufacturing Industry (QMI) Solutions | Sam Nicolosi | Qld |
| Resources industry Training Council | Nigel Haywood | WA |
| Curriculum Maintenance Managers | | |
| Chisholm Institute | Paul Saunders | Vic. |

Appendix F: Credit arrangements

| Credit Arrangements for MSM Manufacturing Training Package Release 6.0 | |
|---|---|
| | There are no national credit arrangements for the MSM Manufacturing Training Package |
| Links | Training Package Companion Volumes are available at: https://vetnet.education.gov.au |

Appendix G: Quality assurance report

Section 1 – Cover page

| Information required | Detail |
|--|---|
| Training Package title and code | MSM Manufacturing Training Package Release 6.0 |
| 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 | Two new units of competency: <ul style="list-style-type: none"> MSMRV367 Fabricate frame structures MSMRV368 Install frame structures |
| Number of revised units of competency and their titles | Nil |
| Confirmation that the panel member is independent of: <ul style="list-style-type: none"> the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') | <p>I confirm that I am independent of:</p> <ul style="list-style-type: none"> the Training Package or Training Package components review development and/or validation activities associated with the Case for Endorsement (CFE) <p>I have not undertaken the Equity and/or Editorial Reports for the MSM training package products covered in this quality report.</p> |
| Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i> | Yes – the two new MSM units reviewed in this report are compliant with the <i>Standards for Training Packages 2012</i> |
| Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i> | Yes – the two new MSM units reviewed in this report comply 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> | Yes – the two new MSM units reviewed in this report comply 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 | Yes - IBSA Manufacturing on behalf of the Process Manufacturing, Recreational Vehicle and Laboratory IRC has undertaken industry consultation and validation commensurate for the development of two new units. |
| Name of panel member completing Quality Report | Sue Hamilton Focus on Skills Pty Ltd |
| Date of completion of the Quality Report | 21 November 2019 |

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

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 | <p>Yes</p> | <p>The components in the MSM Manufacturing Training Package Release 6.0 submitted for review meet the requirements of Standard 1. They include:</p> <ul style="list-style-type: none"> • Two new units of competency and associated assessment requirements: <ul style="list-style-type: none"> ○ MSMRV367 Fabricate frame structures ○ MSMRV368 Install frame structures • MSM Companion Volume Implementation Guide Release 6.0 (MSM CVIG 6.0). |
| <p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p> | <p>Yes</p> | <p>The two new MSM units are presented in the template specified in the Standards for Training Packages 2012; are coded and titled appropriately and contain equivalence mapping information indicating they are new units (Release 1).</p> |
| <p>Standard 3</p> <p>Training Package developers comply with the <i>AISC Training Package Development and Endorsement Process Policy</i></p> | <p>Yes</p> | <p>The CfE provides information about the industry engagement and consultation undertaken to develop the two new units, including:</p> <ul style="list-style-type: none"> • engagement of subject matter experts from five state and territory caravan industry associations for technical advice • access to the industry associations membership base to consult, obtain feedback and promote the project • ongoing communications via the IBSA website and other newsletter channels. <p>Despite the small scope of the project the CfE states that the full five-phase development model including two rounds of public consultation was undertaken. The process followed indicates that open and inclusive consultation and validation commensurate with scope and impact of the components has been undertaken.</p> |
| <p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p> | <p>Yes</p> | <p>The units of competency reviewed specify the standard of performance required in the workplace. and meet Standard 4.</p> |

| 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> | <p>Yes</p> | <p>The new units adhere to the required template, are coded appropriately, and do not include prerequisite units.</p> <p>There are no occupational licensing or certification requirements for the units submitted.</p> <p>All units include references to Foundation Skills which are either explicit in the performance criteria or included as separate statements in the Foundation Skills field.</p> <p>The units clearly indicate that they are new / release one.</p> |
| <p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p> | <p>Yes</p> | <p>The assessment requirements are clearly written and have consistent breadth and depth. The performance evidence is very succinct and includes volume and frequency requirements. The knowledge evidence is written using broad terminology which can be tailored to the workplace context. This supports application of the unit in different sectors, including the caravan/recreational vehicle and other related sectors.</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> | <p>Yes</p> | <p>The two new units of competency have associated assessment requirements, which comply with the assessment requirements template and the Standards for Training Packages 2012.</p> |
| <p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p> | <p>NA</p> | <p>Not applicable – no qualifications have been submitted for endorsement.</p> <p>The Equity report and MSM CVIG 6.0 state that the new units have been included in electives in relevant qualifications. The packaging rules and structure of these qualifications have not changed.</p> |
| <p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p> | <p>NA</p> | |

| 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 10 Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template | NA | Qualification credit arrangements are unchanged. |
| 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 | The <i>MSM Manufacturing Companion Volume Implementation Guide – Release 6.0</i> was provided for the quality review. It has been quality assured in line with the IBSA Manufacturing SSO internal procedures and via the editorial and equity processes. The MSM CVIG covers many industry sectors and qualifications. It has been updated to include the two new units. It complies with the Companion Volume Implementation Guide template from the <i>Standards for Training Packages 2012</i> . |
| Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required. | NA | |

Section 3 – Compliance with the training package quality principles

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

Quality principle 1. Reflect identified workforce outcomes

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i> |
|----------------------------|---|--|
| Driven by industry's needs | Yes | The CfE clearly outlines the requirements of the Activity Order and the final work completed and submitted for endorsement. Information is provided outlining the need for the development of new units to replace the deleted unit <i>AURVTT3016 Fabricate frame structures</i> . The steps and outcomes of the consultation and validation process |

| | | |
|--|-----|--|
| | | described indicate that industry stakeholder feedback and requirements have been reflected and responded to. |
| <p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets | Yes | <p>The CfE provides evidence that the work undertaken to develop the two new MSM units has:</p> <ul style="list-style-type: none"> • not duplicated units from other training packages • ensured units have broad application across multiple sectors. |

| | | |
|--|-----|---|
| Reflect contemporary work organisation and job profiles incorporating a future orientation | Yes | The CfE provides evidence that open and inclusive consultation and validation with key industry associations has been conducted to ensure the two new units reflect current industry work requirements. |
|--|-----|---|

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i> |
|--|---|---|
| Support movement of skills within and across organisations and sectors | Yes | The units are written to support application in multiple contexts. They are purposely split into two from the original Automotive unit (Fabricate and Install) to promote flexibility. |
| Promote national and international portability | Yes | The two new units, written to meet a need in the recreational vehicle sector, allow for application in different contexts. The units were developed with input from five state/territory industry associations and have national application. |
| Reflect regulatory requirements and licensing | NA | Licensing or certification requirements are not applicable to the two new units. |

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

| Key features | Quality principle is met: Yes / No or N/A | Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i> |
|--|---|--|
| Reflect national consensus | Yes | The MSM CfE outlines the national consultation and validation processes and participants involved. The CfE states that there are no reports by exception and a letter of support from the <i>Process Manufacturing, Recreational Vehicle and Laboratory IRC</i> is included. |
| Recognise convergence and connectivity of skills | Yes | The two new units have cross-sector application. |

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 two new units, written to meet a need in the recreational vehicle sector, allow for application in different contexts. They cover fabrication and installation separately to promote flexibility and meet the different needs of individuals and employers. |
| Support equitable access and progression of learners | Yes | There are no prerequisites specified for the two new units. |

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 | Yes | The Equity report and the MSM CVIG 6.0 state that MSM qualifications that include the two new units remain unchanged in this release. The MSM CVIG 6.0 provides information on occupational outcomes and career pathways relevant to the recreational vehicle industry sector. Pathways between VET and higher education qualifications are not relevant to the content being proposed for MSM Release 6.0. |

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 | Yes | Industry advice about delivery is provided via the MSM CVIG which is ready for publication at the same time as the new units. |
| Support sound assessment practice | NA | The units of competency and their associated assessment requirements are clearly written. The performance evidence requirements are succinct and reflect reasonable volume/frequency of holistic workplace processes applicable across a range of contexts. The MSM CVIG provides general information and advice about conducting assessments. |
| Support implementation | Yes | The two new units of competency and the MSM CVIG 6.0 are ready for publication on TGA/National Register. |