



# MSS Sustainability Training Package Release 4.0

## Case for Endorsement

February 2020

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*Prepared on behalf of the Sustainability IRC for the Australian Industry Skills Committee (AISC)*





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## A. Administrative details of the Case for Endorsement

The Sustainability 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 Sustainability IRC.

Draft components for endorsement

Two new units of competency:

- MSS405087 Investigate energy management as a business issue
- MSS405089 Develop a business case for improved energy management

One revised unit of competency:

- MSS405088 Plan, implement and monitor energy management

Other components in this submission

One new skill set:

- MSSSS00016 Energy Management Skill Set

One skill set will be updated to reflect new unit code and title:

- MSSSS00017 Improve energy usage for a process or organisation

The units will be included in qualifications as outlined below:

- MSS40118 Certificate IV in Sustainable Operations (Group A) – all units
- MSS50118 Diploma of Sustainable Operations (Group A) – all units
- MSS40316 Certificate IV in Competitive Systems and Practices (Group C) – all units
- MSS50316 Diploma of Competitive Systems and Practices (Group C) – all units
- MSS60316 Advanced Diploma of Competitive Systems and Practices (Group C) - MSS405088 and MDD405089 (MSS40587 not appropriate for this qualification with only 4 units)

This Case for Endorsement responds to Activity Order IBSA/TPD/2019-19/006, executed in June 2019. Consultations with the TAC lead to adjustments in the scope of work in terms of the structure and content of units for inclusion and their advice regarding the need for a longer period for R2 consultation which resulted in an extension of the project timeline. Variations are detailed in Appendix A and at relevant places in this Case for Endorsement. The following provides a summary of extensions granted.

DATE	DESCRIPTION
19 November 2019	Extension granted to 26 February 2020; change in scope referenced.

## B. Description of work and request for approval

## Summary of components

See Section A for a full list of components associated with this submission, and Appendix A for a comparison with the initial Case for Change and variations.

## Summary of work, changes and industry benefits

The primary focus of work has been to develop a skill set that is applicable across a wide range of industries and occupations, to ensure coverage of the skills and knowledge needed by individuals with responsibilities for improving energy performance and/or development and implementing approaches to energy management. The skill set comprises three units of competency that together reflect these requirements. However, units of competency have also been developed so that they may stand alone to support flexible skill development for diverse roles and contexts.

Priorities for industry as expressed in the Case for Change related to the need for training package content to better support Australian businesses in managing and procuring energy in an efficient and sustainable way. The lack of current capability and skill in this area is contributing to issues around the ongoing viability of Australian businesses in a climate of increasing offshoring of work and rising energy prices. There was also a desire for alignment with ISO 50001 Energy Management Systems (EnMS). The IRC highlighted that in the near future, there will be significant demand for energy management skills across all industry sectors due to changes in business operating requirements.

The commitment to the development of an energy management skill set has remained unchanged since the development of the Case for Change. However, more detailed analysis and discussion of the proposed content led the Technical Advisory Committee (TAC) to make recommendations for slight shifts in relation to the detailed structure of units of competency. The IRC supported these recommendations, and it was agreed to:

- Create a new broad unit which focuses on the investigation of energy management as a business issue to reflect the crucial first steps taken within an organisation to introduce energy management into its operations. This unit was also considered very important as the basis for training across multiple sectors and job roles at many levels.
- Adapt an existing unit on sustainable energy practices (MSS405086 Develop sustainable energy practices) to focus on the 'how' of energy management with alignment to ISO50001 Energy Management Systems. This was broadly consistent with the original intent but included some changes to the unit scope. Reporting was considered an integral part of this unit without the need for creation of an additional unit. In addition, subject matter experts advised that the unit MSS015011 Conduct a sustainability energy audit should not be reviewed as part of the skill sets as auditing was a separate specialised function. For the purposes of energy management, revision of the element covering review of energy use in the sustainability practices unit would be more appropriate.
- Create a new dedicated unit focused on the development of business cases for improved energy management, including procurement. It was agreed that business case development was crucial, and that the unit needed to be specific to energy management given the required technical knowledge. It was agreed that knowledge of procurement, which had originally been considered as the focus of a new unit, was an integral part of this unit.

There was extensive and detailed discussion within the TAC to confirm the appropriateness of this unit structure in the context of current and emerging energy management skill needs. Those discussions were informed and supported by research provided by the Energy Efficiency Council about workforce competency requirements.

It was highlighted that energy management was a more holistic concept than energy efficiency, and that this should also be reflected in any content developed. The focus should be on engaging, influencing and implementing projects and initiatives from the holistic perspective of how a business uses energy.

TAC members also discussed specific technical knowledge requirements at length and were keen to ensure that this knowledge was fully articulated in assessment requirements to ensure appropriate coverage.

Appendix A provides a detailed report against the originally agreed scope of work.

#### *CISC reforms*

Alongside the content-specific objectives, work has involved ensuring the new units are compliant with the *Standards for Training Packages 2012*, including the COAG Industry Skills Council (CISC) reforms to training packages. This resulted in the development of units and a skill set that ensure cross-sector applicability and reflect modern workplace roles.

#### *Decision being sought from the AISC*

This Case for Endorsement is designed to support the Sustainability IRC's request for the Australian Industry Skills Committee (AISC) endorsement of MSS Sustainability 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*

IBSA Manufacturing has followed its five-phase development model, which covers research and analysis, two drafts and two rounds of public consultation, then an approvals and submission process.

The IRC has overseen the development process for the Energy Management Skill Set. Consultation activities throughout the project have been commensurate with the scope of the project.

#### *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 representatives from diverse businesses and geographic locations.

TAC members were actively engaged throughout the project and met both in person and by teleconference/webinar to discuss initial structure and draft documents, and to consider issues presented through public consultation. Four meetings were held as follows:

- 12 August 2019 (webinar)
- 18 September 2019 (webinar)
- 22 October 2019 (Melbourne)
- 12 December 2019 (webinar)

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 businesses.

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

#### *IBSA Manufacturing website activity*

Details about the project were made available on the IBSA Manufacturing website at <https://ibsa.org.au/consultation-project/energy-management-project-overview/> for the life of the project. There were two rounds of public consultation (2 weeks from 26 September to 11 October and 4 weeks in November for a total of 6 weeks), where draft components were available for review and comment via the IBSA Manufacturing website. More than 800 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:

- 223 discrete page views during Round 1 public consultation
- 722 newsletter views during Round 1 public consultation
- 139 discrete page views during Round 2 public consultation
- 570 newsletter views during Round 2 public consultation
- 54 discrete views in between consultation rounds.

#### *Webinars*

National webinars to understand and provide feedback on the new units and skill set were scheduled. However, attendance responses were low so IBSA held one-on-one discussions with interested stakeholders. Please refer to Appendix E for details about stakeholders who registered for webinars and were subsequently engaged in discussions. Feedback included comments related to minor word changes and confirmation that the units would be available as electives in other training packages.

## Industry survey

As part of Round 1 public consultation, a survey was distributed to employers and other interested parties through the industry representatives on the TAC. Questions focused on employer's current approach to energy management in businesses, the challenges in planning and implementing energy management systems, and the key skills and knowledge required by businesses to address energy management opportunities. The survey was also made available via flyers at the Energy Efficiency Expo, held in Melbourne in October 2019.

## Direct contact with businesses

IBSA was able to make direct contact with a range of businesses about energy management during the project. Attendees at industry forums held in conjunction with the Australian Manufacturing Growth Centre (AMGC) in Victoria, Tasmania and Queensland, as well as regional Western Australia and South Australia, were specifically asked about skill needs for energy management in their businesses. Responses highlighted the need for a focus on analysing consumption, planning, procurement, cost efficiency and effective monitoring. This provided confirmation of content in the draft components. Other one-on-one discussions with industry also confirmed the overall approach. Please refer to Appendix E for further details.

## Evidence of broader engagement

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

All feedback was logged in the Issues Register and considered by the TAC. 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 maintaining open dialogue and requesting feedback on Draft 1 and Draft 2/Validation draft components. Detailed responses were provided to all queries raised during the drafting stage. At the conclusion of the project, STAs were given a further opportunity to review the components and provide feedback, 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, Northern Territory, Queensland, South Australia, Victoria, 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 MSS Sustainability 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.

Stakeholders agreed that all learners must have access to a real or simulated workplace environment to practise skills development and for assessment. This is especially relevant for this new skill set, because energy management is an emerging field of expertise. While the skill set may be undertaken by those already working, it is also likely that the skill set will attract many candidates not yet in energy management-related roles.

#### Delivery as an apprenticeship/traineeship

Not applicable. No qualifications are being submitted for endorsement.

#### Credit arrangement

As per Appendix G, no qualifications are being submitted for endorsement, so credit arrangements are unchanged.

## E. Implementation of the new training package

### Occupation and licensing requirements

No vocational licensing or certification requirements apply to the units included in this submission; all units 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.*

ISO 50001 Energy Management Systems has been referenced throughout the units of competency, as there is an industry need for this skill set to align with the standard.

### Implementation issues and management strategy

RTOs will need to review their Training and Assessment Strategy (TAS) documentation to take the new units of competency into consideration. The revised unit will be updated in relevant MSS qualifications, and the two additional units will be added as electives to those same qualifications to support opportunities for their delivery. Full details appear in the Companion Volume Implementation Guide.

The revised, non-equivalent unit MS405088 has resulted in a code change to MSSSS00010 Improve energy usage for a process or organisation skill set. The new code is MSSSS00017 and this unit will be subject to the usual transition period in line with the Standards for Registered Training Organisations (RTOs) 2015.

Beyond MSS, the revised unit appears as an elective in six qualifications in the FWP Forest and Wood Products Training Package. Those qualifications will need to verify the continued relevance of the unit and update the unit code and title.

### Equivalence

There is one revised non-equivalent unit of competency, MSS405088 Plan, implement and monitor energy management. The other two units are new, so no equivalency issues apply.

### Prerequisites

The draft components do not have any prerequisite 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 Sustainability 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 Sustainability IRC, confirms that the Companion Volume Implementation Guide is available and has been quality-assured.

### Statement of evidence against the Training Package Quality Principles

TRAINING PACKAGE QUALITY PRINCIPLE	EVIDENCED BY
1. Reflect identified workforce outcomes	<p>The draft components 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), National Review Schedule, and the Case for Change (see Appendix A):</p> <ul style="list-style-type: none"><li>• Three units of competency developed after extensive TAC discussion and IRC agreement about the skills and knowledge required in the workplace. While this resulted in a change to the structure of the proposed draft components, the key content objectives have remained unchanged.</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>
2. Support portability of skills and competencies including reflecting	<ul style="list-style-type: none"><li>• Development of three cross-sector units that provide the basis for the development of energy management skills and knowledge in any industry context.</li><li>• Units have been added as electives to six MSS qualifications.</li></ul>

licensing and regulatory requirements	<ul style="list-style-type: none"> <li>• Alignment with ISO 50001 Energy Management Systems included across units of competency.</li> </ul>
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"> <li>• Active engagement has been sought to achieve consensus about the advice being provided to the AISC, as described in this Case for Endorsement.</li> <li>• The skill set provides a suite of units that support the development of transferable skills in energy management.</li> </ul>
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 diverse work contexts and sectors, while aligning with ISO 50001 Energy Management Systems.</li> <li>• The units have been written with a future focus in mind, using language that avoids specification of specific technologies or systems.</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, MSS qualifications provide a range of pathways in existing qualifications as described in the MSS 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 MSS Companion Implementation Guide, Release 4.0, which is ready for publication at the same time as the training package.</li> <li>• Components are compliant with the TGA National Register requirements for publication.</li> <li>• Implementation advice provided in the MSS 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 revised project scope (Appendix A), together with consultation, confirms that this work supports those reforms in the following ways:

### Removal of obsolete or superfluous content

- No content was removed during the development of the draft components.

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

- The MSS 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

- As a cross-sector training package, the MSS Sustainability Training Package by its nature supports the movement of individuals between related occupations as its content is relevant to all industries.

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

- The draft components are written for application in any industry sector and reflect skills and knowledge that are required in diverse contexts. MSS Sustainability Training Package already includes a range of units that are used across multiple sectors, and those units continue to be a feature of the draft qualifications.

### Skill set recognition

- This submission includes one new skill set developed in response to a noted industry need for energy management skills and knowledge across Australian workplaces.

## 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

The table below shows the initial agreed scope of work between IBSA Manufacturing and the Department, the revised scope during the project, and the components submitted in this Case for Endorsement.

CASE FOR CHANGE/ACTIVITY ORDER (JUNE 2019)	REVISED ACTIVITY ORDER (AUGUST 2019)	THIS SUBMISSION (FEBRUARY 2020)
Development of one skill set on Energy Management	Development of one skill set on Energy Management	One skill set on Energy Management
Develop...new unit on: <ul style="list-style-type: none"> <li>Reporting within a continual improvement framework</li> </ul>	Develop one new unit on reporting within a continual reporting framework	Industry confirmation that reporting is an integral part of revised unit MSS405088 Plan, implement and monitor energy management. No new unit developed.
Develop...new unit on: <ul style="list-style-type: none"> <li>Managing energy procurement (if a suitable unit cannot be identified from another training package)</li> </ul>	Develop one new unit on managing energy procurement, if a suitable unit can't be found from following PSP procurement units: <ul style="list-style-type: none"> <li>PSPPCM018 Conduct demand and procurement analysis</li> <li>PSPPCM021 Coordinate strategic procurement</li> <li>PSPPCM026 Establish the strategic procurement context</li> <li>PSPPCM027 Evaluate and improve strategic procurement performance</li> <li>PSPPCM013 Make procurement decisions</li> </ul> <b>Revised scope (from IBSA 15/11/2019):</b> <ul style="list-style-type: none"> <li>Creation of a new unit to cover the business and</li> </ul>	One new unit developed that addresses both procurement and business case requirements based on industry advice that investigation of procurement is an integral part of business case development: <ul style="list-style-type: none"> <li>MSS405089 Develop a business case for improved energy management</li> </ul>

	procurement aspects of energy management	
Revision of one existing unit in the context of ISO50001 Energy Management Standard.	Revise the following unit in the context of ISO50001 Energy Management System: <ul style="list-style-type: none"> <li>• MSS015011 Conduct a sustainability energy audit</li> </ul>	Industry decision made that auditing is a separate specialised function, and that in the context of the energy management role, the content of Element 1 in MSS405088 is more appropriate.
N/A	Adapt two existing units: <ul style="list-style-type: none"> <li>• MSS405086 Develop sustainable energy practices</li> <li>• MSS015025 Develop a business case for sustainability improvements</li> </ul> <p><b>Revised scope (from IBSA 15/11/2019):</b></p> <ul style="list-style-type: none"> <li>• A more significant review of the two existing units to address the various components of energy management with alignment to ISO Standards involving broader concepts and the reworking of content across the two units</li> </ul>	<ul style="list-style-type: none"> <li>• MSS405086 Develop sustainable energy practices revised to become MSS405088 Plan, implement and monitor energy management</li> <li>• New unit developed to incorporate both business case development and procurement. Industry decision that there was a need for a dedicated energy management unit given the scope of technical knowledge requirements: <ul style="list-style-type: none"> <li>○ MSS405089 Develop a business case for improved energy management</li> </ul> </li> </ul>
N/A	N/A	New unit developed to focus on the investigation of energy management as a business issue to reflect the crucial first steps taken within an organisation to introduce energy management into its operations. This unit was also considered very important as the basis for training across

		multiple sectors and job roles at many levels: <ul style="list-style-type: none"><li>• MSS405087 Investigate energy management as a business issue</li></ul>
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Appendix B: Draft components for endorsement

UNIT CODE	UNIT TITLE	PREREQUISITE UNITS
• MSS405087	• Investigate energy management as a business issue	Nil
• MSS405088	• Plan, implement and monitor energy management	Nil
• MSS405089	• Develop a business case for improved energy management	Nil

## Appendix C: Letter of Support from IRC

### Appendix E: Letter of Support

4<sup>th</sup> February 2020

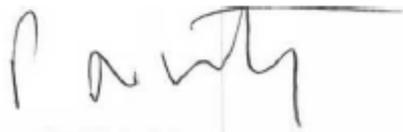
Dear Australian Industry and Skills Committee,

As the Chair of the Sustainability Industry Reference Committee (IRC), I write on behalf of the IRC to support the endorsement of the following MSS Sustainability Training Package components:

**Energy Management Skills Set Project**, as completed under the Activity Order IBSA/TPD/2018-19/006. The training package components have been updated to include new and revised components that meet industry requirements and reflect current industry practice and standards.

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

Regards

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

**Peter Nemtsas**

Chair, Sustainability IRC

## Appendix D: Technical Advisory Committee Members

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

NAME	ORGANISATION	STATE
Andrew Petersen	Business Council for Sustainable Development Australia	National
Bradley Anderson	Energy Efficiency Council (previously Department of Planning, Industry and Environment)	NSW
Grant Lindsay	Great Power Solutions	NT
Geoff Goodrich	SmartEnergy NT	NT
Penny Prasad	The Coefficiency Group	Qld
Jessica French	Brickworks Building Products	WA

## Appendix E: Other participating stakeholders

NAME	ORGANISATION	STATE	CATEGORY	METHOD
Sam Nicolosi	QMI Solutions	Qld	Industry	Email
Peter Howard	Axiom Precision Manufacturing	SA	Employer	Forum
Paula Bennet	City of Salisbury	SA	Employer	Forum
Daniel Williams	DC Engineering	SA	Employer	Forum
Paul Huxtable	Good Design Australia	SA	Employer	Forum
Daniel Moriarty	Productivity Improvement Consulting	SA	Employer	Forum
Cameron Johnston	Spark Furniture	SA	Employer	Survey
Jon Bissett	Bison Constructions	Tas.	Employer	Survey
Javier Herbon	CBG Systems	Tas.	Employer	Interview
Susie Daly	Daily Potato Co.	Tas.	Employer	Forum
Jason Cameron	Elphinstone Engineering	Tas.	Employer	Survey
Mark Kolodziej	Kolmark	Tas.	Employer	Survey
Alan Gumley	Liferaft Systems Australia	Tas.	Employer	Interview
Paul Hollingsworth	Lightning Protection International	Tas.	Employer	Survey
Brendan Mitchell	Mitchell Plastic Welding	Tas.	Employer	Survey
Allison Howe	Optimo Group	Tas.	Employer	Survey
Chris Cocker	Tasmanian Quality Meats	Tas.	Employer	Survey
Simon Brown	Zipp Powdercoating	Tas.	Employer	Survey
Kerrie Campbell	Australian Consolidated Milk P/L	Vic.	Employer	Survey
Paul Chapman	Australian Turntable Company	Vic.	Employer	Survey
Paul Saunders	Chisholm Institute	Vic.	Government	Email
Grant Jennings	Industry Capability Network	Vic.	Employer	Survey
Chris Fairless	Kyabram Cold Storage	Vic.	Employer	Survey

NAME	ORGANISATION	STATE	CATEGORY	METHOD
Christina Tait	La Trobe University	Vic.	RTO	Forum
Glen Daniel	Plunkett Orchards	Vic.	Employer	Survey
Justin Lloyd	Prelect Commercial Modular Buildings	Vic.	Employer	Survey
Terry Kay	RPM Pipes	Vic.	Employer	Survey
Steven Jones	Rubicon Water	Vic.	Employer	Survey
Rob Velthuis	Xeron Agricultural Biotechnology	Vic.	Employer	Survey
Robyn Rock	Dalton Training Services	WA	RTO	Interview
Rob Jefferies	Jefferies and Associates	WA	Employer	Survey
Joanne Fabling	Mid West Chamber of Commerce & Industry	WA	Association	Forum
Anne Finlay	Mid West Development Commission	WA	Government	Forum
Alan Bradley	Pollinators Inc.	WA	Employer	Forum

Employers that were interviewed are identified in [green](#) in Appendix E table above. Feedback from these stakeholders confirmed that the proposed skill set content was appropriate and that regardless of whether they were planning to implement Energy Management, the unit on investigating energy management as a business issue was of interest.

Some of the comments provided through the surveys included the need for skills such as:

Identifying efficient alternatives; sourcing alternative supplies to offset energy needs; Introducing and championing energy efficiency initiatives; identify and negotiate contracts to support energy management decisions; ability to develop a plan to reduce consumption; monitor and report on energy usage.

In addition, consultation was undertaken as part of the:

- Australian Manufacturing Growth Centre (AMGC) industry forums held in regional Victoria, Tasmania, regional WA and regional SA
- Energy Efficiency Expo

## Appendix F: State and territory stakeholders consulted

This appendix lists key State and Territory Training Authority (STA) representatives. Feedback on training package development may have been provided by them or their staff as appropriate.

ORGANISATION	NAME	STATE
<b>State and Territory Training Authorities (STAs)</b>		
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	Anthea Brazel	Qld
Queensland Government	Tim Maloney	Qld
South Australia Government	Juliana Fitzpatrick	SA
Tasmania Government	Michael McGee	Tas.
Tasmania Government	Linda Seaborn	Tas.
Victoria Government	Jacqueline Spencer	Vic.
Victoria Government	Tony Woolrich	Vic.
Western Australia Government	Frances Parnell	WA
<b>Industry Training Advisory Bodies (ITAB)</b>		
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
Food, Fibre and Timber Industry Training Advisory Council (FFTITAC)	Kay Gerard	WA

ORGANISATION	NAME	STATE
UEEA Training Council Inc	Jason Cullen Mark Harper	WA
<b>Curriculum Maintenance Managers</b>		
Chisholm Institute	Paul Saunders	Vic.
<b>Other related stakeholders</b>		
Logistics Training Council	Jillian Dielesen	WA

## Appendix G: Credit Arrangements

There are no national credit arrangements for the MSS Sustainability Training Package.

## Section 1 – Cover page

Information required	Detail
Training Package title and code	MSS Sustainability Training Package, Release 4.0
Number of new qualifications and their titles <sup>1</sup>	0 / Nil
Number of revised qualifications and their titles	<p>0 / Nil</p> <p>Note:</p> <ul style="list-style-type: none"> <li>• Updates to 6 qualifications and 1 skill set have been made as minor changes to include the new units of competency to the electives and/or to update codes of the revised unit</li> <li>• 1 new skill set is included in the Case for Endorsement (CfE).</li> </ul>
Number of new units of competency and their titles	<p>2 new units of competency</p> <ul style="list-style-type: none"> <li>• MSS405087 Investigate energy management as a business issue</li> <li>• MSS405089 Develop a business case for improved energy management</li> </ul>
Number of revised units of competency and their titles	<p>1 revised unit of competency</p> <ul style="list-style-type: none"> <li>• MSS405088 Plan, implement and monitor energy management</li> </ul>
<p>Confirmation that the panel member is independent of:</p> <ul style="list-style-type: none"> <li>• the Training Package or Training Package components review ('Yes' or 'No')</li> <li>• development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No')</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No')</li> </ul>	<p>I confirm that I (Sue Hamilton) am independent of:</p> <ul style="list-style-type: none"> <li>• the Training Package or Training Package components review (YES)</li> <li>• development and/or validation activities associated with the Case for Endorsement (YES)</li> <li>• undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (YES).</li> </ul>

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

Information required	Detail
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	The Training Package components in the Case for Endorsement comprising two new units and one revised unit of competency and their associated assessment requirements as part of the <i>MSS Sustainability Training Package, Release 4.0</i> 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>	The Training Package components in the Case for Endorsement comprising two new units and one revised unit of competency and their associated assessment requirements as part of the <i>MSS Sustainability Training Package, Release 4.0</i> 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>	The Training Package components in the Case for Endorsement comprising two new units and one revised unit of competency and their associated assessment requirements as part of the <i>MSS Sustainability Training Package, Release 4.0</i> 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"> <li>the evidence of consultation and validation process being fit for purpose and commensurate with the scope</li> <li>estimated impact of the proposed changes is sufficient and convincing</li> </ul>	It is the panel member's view that evidence of the consultation and validation processes undertaken by the developer are fit for purpose and commensurate with the scope of the Case for Endorsement (CfE). The estimated impact of the proposed changes is outlined sufficiently in the CfE.
Name of panel member completing Quality Report	<b>Sue Hamilton</b> <b>Focus on Skills Pty Ltd</b>
Date of completion of the Quality Report	<b>13 January 2020</b>

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

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> <li>1. AISC endorsed components: <ul style="list-style-type: none"> <li>• qualifications</li> <li>• units of competency</li> <li>• assessment requirements (associated with each unit of competency)</li> <li>• credit arrangements</li> </ul> </li> <li>2. One or more quality assured companion volumes</li> </ol>	<p><b>Yes</b></p>	<p>The proposed components of the MSS Sustainability Training Package meet the requirements of Standard 1.</p> <p>The Training Package components in the Case for Endorsement (CfE) include:</p> <ul style="list-style-type: none"> <li>• 2 new units of competency (with associated assessment requirements)</li> <li>• 1 revised unit of competency (with associated assessment requirements)</li> <li>• 2 quality assured companion volumes: <ul style="list-style-type: none"> <li>• MSS Sustainability Companion Volume Implementation Guide – Release 4.0 (MSS CVIG)</li> <li>• MSS Sustainability Training Package Companion Volume - Range of Conditions, Release 4.0</li> </ul> </li> <li>• 1 new skill set – not requiring formal endorsement.</li> </ul> <p>The CfE states that no national credit arrangements exist for the MSS Sustainability Training Package.</p> <ul style="list-style-type: none"> <li>• 6 MSS qualifications and 1 skill set are proposed to be updated to include the new and/or revised units. Details appear in the Companion Volume Implementation Guide p64.</li> </ul>

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 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	<p><b>Yes</b></p>	<p>IBSA Manufacturing has complied with the requirements of the <i>Standards for Training Packages 2012</i> for the two new units and one revised unit of competency.</p> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• Compliance with coding and titling of units of competency. As the revised unit of competency has undergone review with changes to performance criteria and assessment requirements, the code has been changed to reflect this. The new units of competency are coded and titled appropriately.</li> <li>• There are no prerequisites and the modification history and mapping information clearly indicates the status of the units and their equivalence status. The revised unit is identified as 'not equivalent' reflecting the changes made during the review process.</li> <li>• The MSS CVIG includes guidance to ensure that learners are not discriminated against and guidance around reasonable adjustment to accommodate learners with disabilities or particular needs. Reference has been made to Disability Standards for Education, 2005.</li> <li>• The MSS CVIG further outlines how Foundation Skills have been addressed in units of competency. Foundation skills have been explicitly included in performance criteria in the units of competency or listed as implicit skills in the relevant section of the Unit of Competency template.</li> </ul>

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 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	<p><b>Yes</b></p>	<p>The CfE provides detailed information about IBSA Manufacturing’s development and endorsement processes of the draft components, including alignment to and compliance with the Australian Industry and Skills Council’s (AISC) Activity Order.</p> <p>The CfE outlines the details of consultation undertaken and communication strategies used with evidence of contributing personnel listed in the Appendices. It supports evidence of consultation undertaken throughout the development process with stakeholders, including:</p> <ul style="list-style-type: none"> <li>• the establishment of a Technical Advisory Committee (TAC)</li> <li>• direct contact with businesses via face to face meetings, forums and webinars</li> <li>• industry survey</li> <li>• availability of draft materials on the IBSA Manufacturing website for the duration of the project to enable feedback</li> <li>• communications via IBSA Manufacturing’s newsletter and other channels to engage with stakeholders.</li> </ul> <p>A feedback register listing key communications was provided as part of this review.</p> <p>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><b>Yes</b></p>	<p>The units of competency reviewed specify the standard of performance required in the workplace.</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><b>Yes</b></p>	<p>This quality report confirms the Editorial Report's opinion that the structure of the new and revised units of competency comply with all aspects of the unit of competency template: application, elements, performance criteria, foundation skills and unit mapping information.</p> <p>No units specify occupational licensing or certification requirements. The units reference <i>ISO 50001 Energy Management Systems</i>, to meet an identified industry need.</p> <p>Prerequisite units are not included in the new units or the revised unit of competency.</p>
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	<p><b>Yes</b></p>	<p>All assessment requirements associated with the units of competency specify the performance evidence and knowledge evidence to be demonstrated for assessment, along with required conditions for assessment as per the unit of competency template requirements.</p> <p>The assessment requirements are clearly written and have consistent breadth and depth across the three units:</p> <ul style="list-style-type: none"> <li>• the performance evidence requirements are expressed succinctly and reference to frequency and volume is stated</li> <li>• the knowledge evidence provides indications as to the type and depth of knowledge required to meet the demands of the unit.</li> </ul> <p>The assessment requirements cross-reference to the unit requirements.</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><b>Yes</b></p>	<p>All three units of competency include assessment requirements specifying:</p> <ul style="list-style-type: none"> <li>• performance evidence, including reasonable references to volume and frequency of the tasks to be performed</li> <li>• knowledge evidence, and</li> <li>• required conditions for assessment.</li> </ul>

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 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	<b>NA</b>	Not applicable
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	<b>NA</b>	Not applicable
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	<b>Yes</b>	The MSS CVIG states that at the time of endorsement of this Training Package no national credit arrangements exist.
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	<b>Yes</b>	<p>The training package components in this submission are accompanied by an updated CVIG: <i>MSS Sustainability Companion Volume Implementation Guide – Release 4.0</i></p> <p>The MSS CVIG complies with the companion volume implementation guide template included in the 2012 Standards and has been quality assured in line with IBSA Manufacturing’s processes.</p>
<p>Standard 12</p> <p>Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.</p>	<b>Yes</b>	<p>The training package components in this submission are supported by an additional companion volume: <i>MSS Sustainability Training Package Companion Volume - Range of Conditions, Release 4.0</i>.</p> <p>This companion volume was developed in response to industry requests to retain information in the range of conditions section where they were removed from the current version of the units.</p>

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

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

### Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	<p>The CfE clearly outlines the requirements of and changes made to the Activity Order, and the final work completed and submitted for endorsement. This includes:</p> <ul style="list-style-type: none"> <li>• development of two new units of competency to address skill needs related to energy management</li> <li>• revision of one unit of competency to ensure currency and include stakeholder feedback</li> <li>• development of one new skill set to address the skill needs of workers in the area of energy management.</li> </ul> <p>There is evidence in the CfE and proposed endorsed components that the developer has addressed industry's requirements and has undertaken appropriate stakeholder consultation including consideration of the 2015 training package reforms, in the development and validation process for the endorsed components submitted.</p>
<p>Compliant and responds to government policy initiatives</p> <p>Training package component responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> <li>• ensure obsolete and superfluous qualifications are removed from the system</li> </ul>	Yes	<p>The components respond to the COAG Industry and Skills Council's (CISC) training package reforms, specifically:</p> <ul style="list-style-type: none"> <li>• Removal of obsolete or superfluous content No content was removed during the development of the draft components.</li> <li>• Inclusion of advice about industry's expectations of training delivery The MSS CVIG provides advice on duration of training, modes and pathways of delivery, work-based learning strategies, assessment and learner characteristics.</li> <li>• Support for individuals to move easily from one related occupation to another As a cross-sector training package, the MSS Sustainability Training Package by its nature supports the movement of individuals between related occupations as its content is relevant to all industries.</li> <li>• Creation of units that can be owned and used by multiple industry sectors The draft components are written for application in</li> </ul>

<ul style="list-style-type: none"> <li>• ensure that more information about industry’s expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</li> <li>• ensure that the training system better supports individuals to move easily from one related occupation to another</li> <li>• improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</li> <li>• foster greater recognition of skill sets</li> </ul>		<p>any industry sector and reflect skills and knowledge that are required in diverse contexts. MSS Sustainability Training Package includes a range of units that are used across multiple sectors. The proposed new skill set provides pathways to multiple qualifications.</p> <ul style="list-style-type: none"> <li>• Skill set recognition This submission includes one new skill set developed in response to a noted industry need for energy management skills and knowledge across Australian workplaces.</li> </ul>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The CfE outline of communication strategies and contributing personnel listed in the Appendix, supports evidence of consultation undertaken throughout the development process with a range of stakeholders nationally, including industry and subject matter experts, training organisations and regulators to ensure proposed endorsed components reflect contemporary work organisation and job profiles.</p>

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

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle  Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
<p>Support movement of skills within and across organisations and sectors</p>	<p>Yes</p>	<p>The draft Units of Competency and associated Assessment Requirements are written in a manner that allows adaptability and flexibility in relation to a range of industry and workplace variables. This enables the units to be contextualised to meet the various needs of a range of contexts. .</p>

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>
Promote national and international portability	Yes	The CfE states that references to ISO 50001 Energy Management Systems in the new and revised units will help promote national and cross sector portability of skills with the IRC highlighting “... <i>that in the near future, there will be significant demand for energy management skills across all industry sectors due to changes in business operating requirements</i> ”.
Reflect regulatory requirements and licensing	Yes	No occupational licensing or certification requirements apply to the units included in this submission. The MSS CVIG provides advice to users about regulatory and licensing requirements in general.

**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 MSS CfE outlines the national consultation and validation processes and participants involved. The CfE Appendix reflects a range of respondent stakeholders including national industry participants, state training authorities, industry experts and training practitioners.  There are no reports by exception and a letter of support from the Chair of the <i>Sustainability IRC</i> is included in the submission.
Recognise convergence and connectivity of skills	Yes	The MSS CVIG and CfE advises that the new and revised units of competency are appropriate for use in a range of organisations and environments, and multiple sectors.

**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	<p>The addition of the new units to the electives of six existing qualifications offers more choice for individuals and employers.</p> <p>The Equity Report, states that <i>“units are written to support their application in multiple contexts. For example, the units have been written with a future focus in mind, using language that avoids specification of specific technologies or systems.”</i></p> <p>The assessment requirements of the units specify that assessment must take place in a workplace, or in a simulated environment that reflects workplace conditions and contingencies, thereby enabling assessment to meet the diversity of individual and employer needs.</p>
Support equitable access and progression of learners	Yes	<p>The new and revised units of competency and the updated qualifications support equitable access and progression of learners. There are no prerequisite requirements for the three units.</p> <p>Assessment conditions enable use of simulated workplace environments allowing units to be delivered and assessed in a variety of workplace contexts.</p>

**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 states that “ <i>the proposed new skill set provides an additional potential pathway to other MSS qualifications.</i> ” The proposed units do not impact the existing pathways.  Information on occupational outcomes and career pathways including entry and exit points for the updated MSS qualifications is included in the MSS CVIG.

**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 implementation is provided in the MSS CVIG. It provides: <ul style="list-style-type: none"> <li>• detailed advice on career pathways, choosing qualifications, entry requirements and pathways</li> <li>• basic advice on training delivery and conducting assessments.</li> </ul> The <i>MSS Companion Volume - Range of Conditions</i> , developed in response to industry, also supports implementation.
Support sound assessment practice	Yes	Units of competency and their associated assessment requirements are clearly written. The performance evidence requirements are succinct and reflect reasonable volume/frequency of realistic, holistic workplace processes and/or products applicable across a range of contexts.
Support implementation	Yes	Units of competency and skill set within this submission are ready for publication on TGA/National Register. Both the MSS Companion Volumes (Implementation Guide and Range of Conditions) are ready for publication.