Case for Endorsement
SFI Seafood Industry Training Package
Version 2.0

Submitted by Skills Impact

on behalf of

Aquaculture and Wild Catch

Industry Reference Committee

June 2020

A. Administrative details

This section provides an overview of the relevant organisations, the case for change and training package components for endorsement.

Organisational details

This submission is made by the following Industry Reference Committee (IRC):

- Aquaculture and Wild Catch Industry Reference Committee

Skills Impact Ltd is the Skills Service Organisation (SSO) supporting this submission.

The Aquaculture and Wild Catch Industry Reference Committee is responsible for the following sectors:

- Aquaculture

- Wild Catch

- Seafood

- Fishing.

Component details

The Case for Endorsement comprises one qualification, 24 units of competency and their associated assessment requirements for endorsement as part of the *SFI Seafood Industry Training Package Version 2.0.* Twenty additional units of competency with minor updates and eleven new skill sets were developed as part of these projects and are included as non-endorsed components.

The project produced the following components:

Project Name	Components
Fishtech and Aquabotics	9 new units of competency 5 revised units of competency 18 revised units of competency (minor update – non-endorsed component) 3 new skill sets (non-endorsed component)
Work with Crocodiles	1 new qualification 11 new units of competency 8 new skill sets (non-endorsed component) 1 skill set proposed for deletion (non-endorsed component) 2 units of competency proposed for deletion

A full list of components proposed for endorsement appears in **Appendix 1: Components for Endorsement.** Units of competency reviewed as minor updates appear in **Appendix 3: Minor updates.**

Case for Change details

Two Activity Orders apply to components for endorsement for SFI Seafood Industry Training Package version 2.0.

Skills for future Fishtech and Aquabotics in real-time, distant operations (Fishtech and Aquabotics)

The Case for Change (Reference number: Skills Impact/TPD/2018-2019/006) was approved on 05 June 2019. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

- develop 12 new units of competency

- review 42 units of competency.

Crocodile Farming and Processing (Work with Crocodiles)

The Case for Change (Reference number: Skills Impact/TPD/2019-20/001) was approved on 13 August 2019. The requirements set by the Australian Industry and Skills Committee (AISC) in relation to the training package development work are:

- develop one new Certificate II level qualification

- develop up to 15 new units of competency

- update two units of competency

    o (SFIAQU216 Work with crocodiles and SFIPRO303 Slaughter and process crocodiles)

- develop three new skill sets.

B. Description of work and request for approval

The section describes the work undertaken and the decision being sought from the AISC. The components submitted for endorsement have been reviewed as part of the following two projects:

- Fishtech and Aquabotics
- Work with Crocodiles.

Work undertaken and why

Fishtech and Aquabotics

Skill Description:

Technology is now being used for work previously completed manually, including real-time remote fish feeding, diving operations, on-deck vessel work, harvesting, hatchery, sample collections and biosecurity controls. The workforce requires skills to use hi-tech and real-time aquatic technology, to interpret and communicate digital information, and to operate remotely on and under the water.

Driver for this project:

Rapid technological change is contributing to productivity, catch sustainability, environmental control, stock and habitat welfare, and biosecurity. The increasing capacity of both large and small businesses and the decreasing cost of specialised technology is leading to broader uptake of such technologies, which in turn is redefining workplace tasks. These developments in technology will affect most current roles and may result in the emergence of new roles; particularly in autonomous, un-crewed and remote vessel/vehicle operations, scientific testing and compliance. The need for nationally recognised training to address these changing work environments and roles, to ensure digital skills are accessible where they are needed and recognised within the broader industry was identified as a key priority in the *2019-2022 Aquaculture and Wild Catch IRC Skills Forecast*.

Distant operations also have the capacity to be established in Indigenous and rural communities, helping to meet government priorities in these areas relating to local economies, employment, and training opportunities.

Work undertaken:

A Subject Matter Expert Working Group (SMEWG) comprising industry stakeholders with experience in the use of new technology in the fishing industry, biosecurity personnel, individuals with experience in the use of Remotely Operated Vehicles (ROVs) and representatives from two Registered Training Organisations (RTOs) was created.

An initial SME workshop was held on 04 September 2019 in Hobart, to confirm project scope and undertake preliminary workforce functional analysis. Individuals in attendance were predominantly connected to the Tasmanian salmon industry, as this sub-sector is currently at the forefront of the introduction of new technologies; remote fish feeding and the use of ROVs for biosecurity compliance and net inspections.

The workforce functional analysis determined that advancements in technology will generally impact all jobs in functions such as:

- interpreting data
- processing data in and data out
- diagnostic fault finding/troubleshooting
- using Autonomous Underwater Vehicles (AUV)

Adaptability is key; the ability to learn to operate new technology and to be able to transfer knowledge and skills, in order to use different types of technology in a variety of situations will become the new norm. Industry experts suggest there is a need for both entry level and advanced level units of

competency in the use and future use of technology in the seafood industry to cater for the changes relating to:

- feed controllers

- infrastructure maintenance

- information driven equipment and maintenance

- higher level of literacy for controllers

- diagnosing change

- increased data input

- observations from technical equipment rather than physical observation

- use of AUV/ROV technology

- working with and understanding regulations.

Future changes within the seafood industry are predicted to be:

- higher quality auto feeders

- improvements in real-time data

- increased need for digital literacy

- change management/adaptability

- increased focus on biosecurity

- testing and troubleshooting

- diagnostic skills to capture and analyse a wide range of data and simulated assessment tasks.

Discussions ensued as to which sub-sectors in the seafood industry across Australia currently use technology, to what extent, and which direction the introduction of technology may take in the near future. Site visits and discussions were undertaken to determine the national interest in this project. In addition to the creation of technology specific units of competency, several existing units of competency were designated for minor updates to incorporate the use of technology and increased mechanisation. As a result of this workshop and site visits, 11 new units of competency and three (3) skill sets were created, with minor edits made to 23 existing units of competency. On advice from experts consulted, the original lengthy title '*Skills for future Fishtech and Aquabotics in real-time, distant operations'* was replaced with a more succinct and appropriate title *'Fishtech and Aquabotics'*, as not all technology skills needed are for 'real-time and distant operations'.

Further SMEWG advice on the original drafts suggested that:

- References to 'fisheries or aquaculture' would be more wide-ranging than 'fisheries and aquaculture'

- Merging of some draft units could be possible, e.g. *SFIAQU3X1 Use technology in fisheries and aquaculture* and *SFIAQU3X2 Use new technology in fisheries and aquaculture*

- Some existing units needed references to technology and mechanisation to be added to meet current industry requirements

- Three draft skill sets were developed:

    o *SFISSXXX1 Fisheries and Aquaculture Induction Technologies Skill Set*

    o *SFISSXXX2 New and Emerging Technology Fisheries and Aquaculture Skill Set*

    o *SFISSXXX3 Aquabotic Technology Skill Set.*

During February and March 2020, seven Consultation Workshops were held in: Port Stephens NSW, Port Lincoln and Adelaide SA, Townsville QLD, Fremantle WA, Geelong VIC and Hobart TAS.

National consultation was unfortunately hampered by bushfires, and some stakeholders in New South Wales, Victoria and South Australia were unable to attend. Prior to the devastating fires, there was email contact, however, as consultation time grew closer, the fire situation became extreme. Apologies were received stating that attendance was not possible and there was no way of knowing what the future would hold, with survival and protection understandably taking priority. Two representatives were able to attend in both NSW and Victoria, even these were confirmed at the last minute. Documentation was disseminated.

The initial draft units were presented at these meetings, with discussions on whether fisheries and aquaculture could be catered for in the same units of competency. Stakeholders at each workshop acknowledged the many different sub-sectors within the Seafood Industry, and the wide range of differing needs; however, all agreed that where doubt exists, they would support the decisions made by the Tasmanian cohort, as they are currently the most experienced and advanced users of this technology.

Key changes were made to the initial draft components to ensure they were accurate and fit for purpose, to better reflect job functions and tasks and meet industry requirements. A summary of changes is included below:

- *'the appropriateness of '*fisheries and/or aquaculture'* terminology sparked a great deal of discussion at consultation workshops. A suggestion to replace 'fisheries and/or aquaculture' with '*aquatic*' was received positively at subsequent workshops and was supported at validation.

- The title of *SFIAQU218 Prepare and use aquatic technology* was altered from the original *'Prepare to use technology in fisheries and aquaculture'.* This unit was developed specifically for new operators at Certificate II level and is also suitable as part of the Vocational Education and Training in Schools (VETiS) program.

- *SFIAQU414 Investigate the use of new or emerging aquatic technology* was developed to address technological change management and replaced both *SFIAQU4X3 Apply the use of new or emerging technology in fisheries or aquaculture* and *SFIAQU5X1 Plan the use of new or emerging technology in fisheries or aquaculture.*

- *SFIAQU206 Feed stock* was updated to include references to mechanical and automated feeding technology.

- Discussions over terminology; computer data, digital data, digital information were held. Digital information was chosen for the final title of *SFIAQU314 Interpret aquatic digital information,* as this terminology is felt to be more broad and future proof.

- Both the generic unit of competency, *SFIAQU412 Operate aquabotic technology* and the specific unit of competency, *SFIAQU415 Operate ROVs* were deemed necessary. Technology is becoming more affordable, specific remotely operated vehicle (ROV) training is needed now and in the immediate future and the latter broader unit of competency is designed for longer term.

- The two environmental audit units: *SFIEMS501 Plan an aquatic environmental audit* and *SFIEMS502 Conduct an aquatic environmental audit*, will remain separated because they address different environmental audit functions. SMEs have commented that they are needed to cater for individual approaches of different companies and included in the Aquatic Environmental Audit Skill Set.

- The newly created Fishtech and Aquabotics units of competency will be placed as electives in:
  - *SFI20119 Certificate II in Aquaculture*
  - *SFI30119 Certificate III in Aquaculture*
  - *SFI40119 Certificate IV in Aquaculture*
  - *SFI50119 Diploma of Aquaculture*
  - *SFI50219 Diploma of Fisheries Compliance*

- Changes were made to four existing units of competency:
  - *SFIAQU206 Feed stock* (now coded as *SFIAQU217 Feed stock*)

- o *SFIAQU401 Develop and implement a stock health program* (now coded as *SFIAQU411 Develop and implement a stock health program*
- o *SFIAQU507 Plan and design water supply and disposal systems* (now coded as *SFIAQU512 Plan and design water supply and disposal*
- o *SFIOBS303 Collect routine fishery management data* (now coded as *SFIOBS305 Collect routine fishery management data*)

- Minor, non-endorsable changes were made to 20 existing units of competency to include references to technology and mechanisation [1].*See Appendix 3 for the list of units and details.*

- Three skill set titles were confirmed:
  - o *SFISS00029 Aquatic Technology Induction Skill Set*
  - o *SFISS00030 Aquabotic Technology Skill Set*
  - o *SFISS00031 Aquatic Environmental Audit Skill Set*

Validation was affected by the extraordinary events of Covid19 and the resulting difficulties for many of this project's stakeholders. In place of a face-to-face meeting an online Zoom meeting was held on 16 April 2020. Subsequent telephone conversations and email communications took place for those stakeholders unable to attend this meeting. In addition, documents were available on the Skills Impact website for two weeks for stakeholders to provide feedback on final draft components.

The following terminology and/or activities were confirmed and incorporated in the relevant units of competency as a result of feedback gathered during validation:

- Confirmation and support for the new title of *SFIAQU313 Operate hi-tech and real-time aquatic technology.*

- All references to 'probe technology' were changed to 'sensor technology'.

- The Application statement in *SFIAQU314 Interpret aquabotic technology* was refined and now reads, 'this unit applies to individuals who utilise digital devices for aquatic processes'.

- Revision of the units' Knowledge Evidence to ensure that it is concise and does not pose barriers to training delivery. Several second level bullet points were removed where experts felt they were too specific or unnecessary.

- Minor changes to wording in Knowledge Evidence e.g. removal of 'articulated' from 'articulated robotic arm' in *SFIAQU412 Operate aquabotic technology* and *SFIAQU413 Maintain aquabotic technology*, in an attempt to future proof these units.

- Aquatic operational processes and the underlying second level bullet points in the Knowledge Evidence of *SFIAQU414 Investigate the use of new or emerging aquatic technology*, were replaced by one new first level bullet point 'Developments in aquatic operational processes'

Industry experts who participated in validation were supportive of the final draft documents with no reports by exception registered.

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[1] In line with Section 6.2 of the Training Package Development and Endorsement Process Policy *(changes provide clarification to the text of a unit of competency without changing the requirements)*.

Work with Crocodiles

Skill Description:

Working with crocodiles in ways that are sustainable, safe and humane requires specialist skills and knowledge. While the skills required vary depending on whether work is taking place in the wild, on a farm, in a zoo or wildlife park, many of the skills are relevant and transferable to all environments.

Common requirements for work with crocodiles and their eggs includes knowledge of diseases, crocodile and human welfare, cultural sensitivities relating to Indigenous communities, biosecurity management, risk awareness and assessment, and the humane treatment of crocodiles. While these skills are relevant across a range of sectors, including aquaculture and wild catch, conservation and land management, and animal care and management, until now only two crocodile specific units of competency currently exist. A broader range of nationally endorsed training products are required to support work practices that are safe for both crocodiles and humans.

Driver for this project:

The *2019-2022 Aquaculture and Wild Catch IRC Skills Forecast* highlights the need to provide training for an industry with inherent safety risks currently not serviced by the VET sector. The Australian crocodile industry has an exceptional international reputation. To protect this and to support a developing industry, it is necessary to increase the skilled workforce available. Developing relevant skills to support local and remote economies and Indigenous communities will bring value across Northern Australia by promoting job growth opportunities.

Work undertaken:

A Subject Matter Expert Working Group (SMEWG) that included representatives from National Parks Australia, State Parks, large and small commercial crocodile farms, university and private research centres, animal wranglers, Government biosecurity personnel and Registered Training Organisations (RTOs) was formed to provide technical advice. This group was made up of a range of Subject Matter Experts (SME) to reflect the diversity of stakeholders and the range of job roles across this industry at a national level. See **Appendix Two - Industry support** for full list of attendees.

An initial meeting was held at Bee Creek, NT on October 30, 2019 to confirm project scope and undertake a preliminary workforce functional analysis. Individuals attending this meeting had extensive experience in crocodile research and crocodile farm management and operation, including working with local Indigenous communities. At this early stage it became evident that the original project title of 'Crocodile Farming and Processing' should be changed to 'Work with Crocodiles' as training components would be required for all facets of working with crocodiles. Three areas of focus for working with crocodiles were identified which included crocodile conservation, working with crocodiles in the wild and on farms, and Indigenous work with crocodiles.

Main topics discussed at this initial meeting were; capture, handling, immobilization, transport, egg collection, incubation, hatching, water quality, biosecurity, welfare of both humans and crocodiles, first aid, collection of broodstock, working in and around crocodile waterways and working with large dangerous wild animals both on land and water.

It was also identified that essential threads to run throughout this project should encompass the humane treatment of crocodiles and cultural sensitivity towards traditional landowners.

In addition, newly developed and revised units of competency and skill sets should include generic skills such as working in teams, record keeping and work health and safety. Initial job roles were identified as; Crocodile farm worker, Crocodile farm handler and feeder, Crocodile farm hatchery worker, Indigenous Park Ranger, Crocodile rancher and Crocodile catcher.

A second SMEWG meeting was held on 28 November 2019 in Darwin and was attended by 11 representatives from Western Australia, Queensland and the Northern Territory. This meeting was the first of its kind in bringing a diverse and knowledgeable group of individuals together to discuss the training needs of the crocodile industry.

The assembled group, while rich in expertise on how to work with crocodiles, had not worked extensively within the VET system. Discussions ensued as to how draft units of competency that have been developed can sit within skill sets or in existing qualifications, for example, Certificate III in

Conservation Land Management, Certificate III in Aquaculture, or in Animal Care and Management qualifications.

Concerns were initially raised about the need for a crocodile specific qualification. To work with crocodiles requires a high level of specific skill and often individuals working with crocodiles are Indigenous. It was suggested that a proposed crocodile specific qualification should allow for all levels of literacy and provide deserved recognition to highly skilled individuals. A qualification specific to crocodiles would also be a benefit to the industry itself because skill requirements for current job roles would be identified and formalised.

With these themes in mind, discussion ensued to identify job roles, tasks and skills gaps that exist in relation to working with crocodiles both on farms and in the wild. A list of possible unit titles was agreed on and each was designated appropriate for 'on farm' or 'in the wild'. SMEs identified skills that were common to all areas of working with crocodiles. Detailed discussion also centred around the importance of size, both with respect to skin production and level of risk when handling crocodiles.

The SMEs present concurred that the humane treatment of crocodiles and cultural sensitivity towards traditional landowners are of utmost importance and should be common threads woven throughout all units of competency to be developed. In addition, biosecurity and where appropriate, skin quality should be considered as essential. Finally, it was confirmed that the units of competency developed must include:

- crocodile biology and behaviour, feeding, handling and transport

- skills to carry out surveys and to catch and release crocodiles safely

- understanding of egg collection; the care and the dangers involved

- ability to communicate and use varied communication methods

- possible use of technology

- safe use of equipment, chemicals and drugs.

All present agreed that the existing units of competency; *SFIAQU216 Work with crocodiles* and *SFIPRO303 Slaughter and process crocodiles* required thorough review and possible deletion. This review will determine the need for *SFISS00019 Crocodile Handling and Processing Skill Set*.

All present agreed that first draft consultation workshops to consider a review of the draft components should be held in the locations of Cairns, Broome, Kakadu, Katherine and Darwin.

As a result of this second workshop, a Certificate II level qualification, 14 units of competency and ten skill sets were drafted for consideration by industry as the appropriate AQF level.

During February and March 2020, five Consultation Workshops were held; Cairns, QLD; Jabiru and Katherine, NT; and two in Broome, WA. Participants in general supported the initial draft units presented at these meetings, although there remained a significant amount of discussion surrounding:

- the differences in skills required for working with crocodiles in the wild compared to in controlled environments

- the necessity for clear, culturally sensitive communication

- whether or not a crocodile specific qualification was necessary

- the difficulty of finding appropriate trainers

- how units of competency address distinguishing points i.e. crocodile size and egg harvesting specifics, with questions related to:

  o can hatchlings and juveniles be grouped together?

  o can all adult crocodiles be covered with just one category of 'over 1.2 meters'?

  o should a unit of competency on this theme be only for egg harvesting in the wild or should it also apply to crocodile farms?

  o does an egg harvesting unit need to address planning the expedition and organising for transport or is the actual process of taking eggs from nest the important skill?

- The importance of the difference between '*euthanise', 'destroy' and 'harvest'*.

During these industry consultations and engagement activities, several key changes were made to the initial draft components in response to industry needs and to ensure they were factual, accurate and fit for purpose, to better reflect job functions and tasks and meet industry requirements.

A summary of changes is included below:

- Replacement of references to '*crocodile farming*' in the documents with '*crocodiles in a controlled environment*' in order to include working with crocodiles in research facilities, zoos and wildlife parks, as well as farms.

- Development of two new units to address remote communication and working safely in remote waterways in northern Australia:

    o *SFICOM201 Communicate remotely*

    o *SFICRO205 Work safely in crocodile waterways.*

- Amendment of crocodile size references from under 1.5 metres and over 1.5 metres to under 1.2 metres and over 1.2 metres as 1.2 metres was deemed to be the more appropriate distinction point.

- The original size categories contained a delineation point at 2.5 metres due to the high risk involved when working with large adult crocodiles. However, through the process of consultation industry experts decided all crocodiles over 1.2 metres should be considered high risk as those between 1.8 and 2.5 metres are often more agile and less predictable, and therefore just as dangerous as those over 2.5 metres.

- Initially Skills Impact was asked to develop specific units that related to crocodile size e.g. Capture, transport and release 1.5 to 2.5 metre crocodiles and Capture, transport and release crocodiles over 2.5 metres. Following consultation as above, it was acknowledged that the skill and knowledge requirements can be addressed by one unit on capture that does not specifically reference crocodile size. These units were merged and became, *SFICRO403 Capture, transport and release crocodiles*.

- The hatchlings and juvenile crocodile units of competency were merged to create *SFICRO301 Support hatchery and juvenile crocodile care.*

- Following extensive discussion and re-drafting of the 'egg harvesting' unit of competency, the SMEWG decided that the process of harvesting should be the focus and therefore one unit of competency should be developed to address egg harvesting on farms and egg harvesting in the wild, the result was *SFICRO304 Harvest crocodile eggs*.

- Clarification of the terms 'euthanise', 'destroy' and 'harvest' resulted in the development of two separate units of competency, below, as *euthanise or destroy crocodiles* does not adequately address the needs of farmers who grow crocodiles in order to produce meat or skins:

    o *SFICRO402 Harvest crocodiles for commercial use*

    o *SFICRO404 Euthanise or destroy crocodiles*.

- Decision not to proceed with the following draft units; Carry out crocodile breeding activities, Collect crocodile data, Operate and maintain equipment or technology for work with crocodiles, and Conduct crocodile farm operations with crocodiles over 1.5 metres as the skills and knowledge requirements for these themes could be incorporated into other new units of competency. Although, these units were originally requested, under the guidance of Skills Impact, the SMEWG, recognised that they were not necessary and understood that new units should not duplicate skills and knowledge.

- Two existing units of competency are proposed to be deleted, as industry stakeholders indicated that they do not accurately address any current job roles.

    o *SFIPRO303 Slaughter and process crocodiles*

    o *SFIAQU216 Work with crocodiles*

- Subsequent deletion of the associated skill set, *SFISS00019 Crocodile Handling and Processing Skill Set*, which comprised the two units of competency (listed above) that were deemed unfit for purpose.

- Subsequent minor update of *SFI30319 Certificate III in Seafood Post Harvest Operations* due to the deletion of *SFIPRO303 Slaughter and process crocodiles* (see Appendix 3: Minor updates).

- The number of proposed new units of competency has reduced from 14 to 11, and more suitable titles chosen.

- Refinement of the draft skill sets, including reduction from ten skill sets to eight, and more suitable titles chosen.

- Change from *Certificate II in Crocodile Care* to *Certificate III in Crocodile Care*. This level better reflects the skill level required to perform the job roles.

- However, there were discussions around the need for a crocodile specific qualification from some industry members and state training authorities. Following extensive consultation with the industry it was deemed that:

  o a Certificate III in Crocodile Care (subsequently retitled *Certificate III in Working with Crocodiles*) meets the needs of industry, recognises the expertise of experienced crocodile care operators and would raise the profile of the industry.

  o the commercial crocodile industry is growing, and the number of crocodiles in the wild requiring management is high.

  o support for a level III qualification among crocodile farm representatives in QLD was strong.

  o individuals working in this field need to be highly skilled, a qualification at level III would ensure these skills are recognised

  o a qualification must be at a minimum level three due to the high level of skill and unsupervised work undertaken

  o opportunities to provide recognition of skills and knowledge, particularly for Indigenous workers in the sector, may encourage greater participation in training

  o concerns were raised about which RTO will put a crocodile specific qualification on scope, the trainer will need to be skilled. The immediate answer to this was Charles Darwin University, NT (see letters of support at Appendix 2) and there are other possibilities in QLD.

  o concerns were also raised about the literacy levels of participants. SFI30520 Certificate III in Working with Crocodiles, has been developed to cater for a range of literacy levels and with an experienced trainer, stakeholders did not see this as an obstacle.

  o *SFI30520 Certificate III in Working with Crocodiles* has been packaged in such a way that it caters for individuals working with crocodiles in a range of crocodile environments.

- Stakeholders suggested to include certain crocodile specific units of competency into both the Conservation and Land Management (CLM) and Animal Care and Management (ACM) qualifications currently under review by Skills Impact. By adding crocodile units of competency to the Certificate III and IV CLM qualifications, this allows the Indigenous park rangers in WA who undertake these qualifications the flexibility to learn the necessary skills and knowledge required to cater for the various job functions undertaken by this cohort when working with crocodiles. The Exhibited Animal Care & Marine Wildlife Project which is reviewing *the Certificate III in Captive Animals* (retitled - Wildlife and Exhibited Animal Care) proposes to add *SFICRO303 Care for crocodiles over 1.2metres in a controlled environment* as an elective to provide the option for additional skills and knowledge to be obtained for individuals undertaking care of crocodiles in a zoo, wildlife sanctuary or other facility where crocodiles are cared for or exhibited.

- Details of units proposed to be inserted as general electives for qualifications related to CLM and Wildlife and Exhibited Animal Care are as follows:

- **Certificate III in Conservation Land Management**

- o *SFICRO305 Prepare to work with crocodiles*
- o *SFICRO306 Work safely in crocodile habitats*
- o *SFICRO302 Conduct crocodile surveys*

- **Certificate IV in Conservation Land Management**
  - o *SFICRO401 Manage minor crocodile incidents in the wild*
  - o *SFICRO403 Capture, transport and release crocodiles*

- **Certificate III in Wildlife and Exhibited Animal Care**
  - o *SFICRO303 Care for crocodiles over 1.2metres in a controlled environment*

Details of individual units were reviewed by industry specialists and RTOs during the validation stage of this project from 6 – 30 April 2020. In addition to an online validation survey, two separate meetings were held for stakeholders to provide input and feedback on the final draft units of competency.

The extraordinary circumstances experienced due to the restrictions applied by the COVID-19 lockdown regulations meant the original plan to gather the SMEWG and other interested industry experts in Darwin for a round table discussion was replaced with remote communications; conference call and Zoom meeting functionality was utilised. As it was not possible to assemble everyone at one meeting time, two separate validation meetings were held. The industry stakeholders who work with crocodiles in controlled environments were impacted heavily by closures and reorganisation and were unable to prepare for the validation meeting scheduled for the 8 April 2020. As a result, the conference call for this meeting consisted predominantly of wild environment industry experts and RTOs. A second meeting was held on 30 April 2020, via Zoom, for all who were unable to attend the first meeting.

The following terminology and/or activities were confirmed and incorporated in the relevant units of competency as a result of feedback gathered at the validation stage.

- Revision of the units' Knowledge Evidence to ensure that it is concise and does not pose barriers to training delivery.

- 'Crocodile waterways' was replaced with 'crocodile habitats' as crocodiles are found both on land and in water.

- Frequency in several Performance Evidence statements was altered so as not to pose barriers to delivery while still ensuring sufficient assessment of an individual's skills to be deemed competent.

- Titles of two units of competency were improved to better reflect their purpose
  - o *SFICRO401 Manage crocodile incidents* was changed to *SFICRO401 Manage minor crocodile incidents in the wild*
  - o *SFICRO402 Harvest crocodiles* was changed to *SFICRO402 Harvest crocodiles for commercial use.*

- Changes made to ensure units are applicable for 'wild' or 'controlled environment' work with crocodiles
  - o *SFICRO305 Prepare to work with crocodiles*
  - o *SFICRO304 Harvest crocodile eggs.*

- Changes to draft skill sets:
  - o *SFISS00036 Crocodile relocation - SFIVOP202 Contribute to safe navigation* was removed as not all relocations require the use of boats and licencing laws and inclusion may cause barriers to delivery in some States.

- o *SFISS00038 Crocodile survey - SFIVOP202 Contribute to safe navigation* was removed as not all relocations require the use of boats and licencing laws and inclusion may cause barriers to delivery in some States.
- o *SFISS00039 Crocodile public relations - SIRXOSM002 Maintain ethical and professional standards when using social media and online platforms* has been removed as the level of social media is too detailed for this industry.
- o *SFISS00032 Introduction to working with crocodiles - HLTAID005 Provide first aid in a team* has been removed as the level of this unit is too high for this introductory skill set, as all work will be carried out in teams.

- Information was provided to WA, QLD and NT State/Territory Training Authorities outlining the rationale and support of the industry for this qualification in April 2020. Letters of support for this qualification can be seen at Appendix 2.

- The SMEWG unanimously agreed at validation that the qualification title should be straightforward and unambiguous. *SFI30520 Certificate III in Working with Crocodiles* was chosen as the preferred title*.*

In conclusion, the crocodile industry has not had a traditional vocational training culture and has had a need for units of competency and a qualification that reflects the current job roles and functions. Initial SME meetings focused on identifying the training needs of the industry which led to the development of the first draft components. Industry support then guided further development, re-defining and finetuning of the training products to ensure they meet the needs of the crocodile industry. With the help of industry stakeholders, the crocodile training products have been written to address work requirements originally discussed with appropriate reference to performance, skills and knowledge requirements. The units of competency and the qualification developed as part of this project provide the necessary flexibility for individuals to be trained to work on farms and/or in the wild.

Diver Skill Sets

The SFI Seafood Training Package version 1.0, approved by the AISC in 2019 included the review by industry of several diving units of competency. These were updated to meet industry needs and the standards for Training Packages. As a follow up to this, the IRC through their industry networks have been approached by members for the creation of 3 new skill sets (non-endorsed) to meet a current industry need. The IRC considered this request and carried out further consultation and after being assured there was a need for these skill sets, they requested that these were created and included in this Case for Endorsement.

- *SFISS00040 Scientific Diver Skill Set*

- *SFISS00041 Aquaculture Diver Skill Set*

- *SFISS00042 Wild Harvest Diver Skill Set*

Decision being sought

This submission puts forward the Case for Endorsement for the proposed components of the *SFI Seafood Industry Training Package Version 2.0.*

The draft components submitted for endorsement by the AISC are:

- 1 qualification - Certificate III in Working with Crocodiles

- 25 units of competency

- 14 skill sets (non–endorsed component developed during projects)

- 2 units of competency proposed for deletion: *SFIPRO303 Slaughter and process crocodiles* and *SFIAQU215 Work with crocodiles.* These units are no longer required by industry.

The proposed Training Package components are listed in **Appendix 1: Components for Endorsement**.

C. Evidence of Industry support

This section provides evidence that the SFI Seafood Industry *Training Package Version 2.0,* is supported by industry.

Support by IRC(s)

The Aquaculture and Wildcatch IRC is responsible for the *SFI Seafood Industry Training package.* IRC members supported the SMEWG's recommendation to put forward the proposed training package products to the AISC for endorsement. Please refer to **Section I. IRC support** for written evidence of support.

Consultation with stakeholders

During development of the training package products, the following communication strategies were used for consultation with stakeholders in both projects:

- A project page was set up on the Skills Impact website at the start of each the projects, containing information about the project together with progress updates. Project pages remained on the website throughout the duration of the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

    - Fishtech and Aquabotics project page: https://www.skillsimpact.com.au/aquaculture-and-wild-catch/training-package-projects/fishtech-and-aquabotics-project/

    - Work with Crocodiles project page: https://www.skillsimpact.com.au/aquaculture-and-wild-catch/training-package-projects/work-with-crocodiles-project/

- meetings - face-to face, video/teleconferences with key industry stakeholders and SMEWG members.

- IRC member communications with their industry networks.

- emails and newsletters to state and territory training authorities (STAs/TTAs), VET regulators and other stakeholders.

- Draft materials were hosted on the Skills Impact website for a minimum four-week period. Final drafts were hosted for an additional two-week period for validation. Stakeholders provided feedback via the Skills Impact Online Feedback Hub, online surveys, emails, telephone calls, or during consultation workshops and validation workshops.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, organisations and individuals consulted, together with letters of support.

In addition to the activities above, the following specific stakeholder engagements took place:

Fishtech and Aquabotics

- An SMEWG was formed to provide input on the development of draft materials. This group also provided advice and feedback throughout all stages of project development.

- Face-to-face meeting held with SMEWG in Hobart (see Appendix Two) and requests for additional clarification and advice via emails and telephone calls were undertaken to inform the development of initial draft training package components.

- Seven public face-to-face consultation workshops held; Port Stephens, Port Lincoln, Adelaide, Townsville, Fremantle, Geelong and Hobart.

- One consultation webinar was held to cater for individuals unable to attend a workshop in person.

- A workshop on the use of ROVs was attended.

- Five site visits were undertaken in Tasmania, Queensland and the Northern Territory.

- The feedback received from initial draft components was collated and considered in the development of 'validation' (draft 2) components, which were published on the Skills impact

website for two weeks in April 2020. A description of how all feedback was considered and applied was documented in a *Summary of Feedback, Responses and Actions Report* and made available of the Skills Impact website from April 2020.

- A validation meeting with key stakeholders was held via Zoom on 23 April 2020 (see Appendix Two). The purpose of this meeting was to confirm that the recently developed components are factual, accurate, fit for purpose and meet industry requirements. All feedback collected from this meeting and all other sources during this period were considered and incorporated in the development of final drafts.

- Validation phone calls took place for those unable to attend the Zoom meeting.

Please refer to **Appendix 2: Industry support** for a detailed list of activities conducted, together with organisations and individuals consulted for each of the above projects.

Work with Crocodiles

- An SMEWG was formed to provide input on the development of draft materials. This group also provided advice and feedback throughout all stages of project development.

- Two face-to-face meetings with the SMEWG were held in Darwin (see Appendix Two) and requests for additional clarification and advice via online meetings, emails and telephone calls were undertaken to inform the development of initial draft training package components.

- Five public face-to-face consultation workshops were held in; Cairns, Jabiru, Katherine, Broome and Broome-Yawaru.

- One consultation webinar was held to cater for individuals unable to attend a workshop in person.

- Two site visits were undertaken in the Northern Territory and Queensland.

- The feedback received from initial draft components was collated and considered in the development of 'validation' (draft 2) components, which were published on the Skills impact website for three weeks in April 2020. A description of how all feedback was considered and applied was documented in a *Summary of Feedback, Responses and Actions Report* and made available of the Skills Impact website from April 2020.

- Two validation meetings held; one via Pragmatic conference call on 08 April 2020, the second via Zoom on 30 April 2020 (see Appendix Two). The purpose of these meetings was to confirm that the recently developed components are factual, accurate, fit for purpose and meet industry requirements. All feedback collected from this meeting and all other sources during this period were considered and incorporated in the development of final drafts

- Validation phone calls took place for those unable to attend the online meetings.

Please refer to **Appendix 2: Industry support** for a detailed list of activities conducted, together with organisations and individuals consulted for each of the above projects.

State/Territory and key stakeholder engagement

Workshops were conducted throughout Australia to gain industry feedback on all aspects of the Fishtech and Aquabotics, skill sets and units of competency.

A wide range of stakeholders have been engaged across Australia and from all states and territories. Stakeholders have included national and state-based industry associations, government departments, peak national committees, union, enterprises, key training providers and a range of individuals who are considered to be subject matter experts

Workshops were conducted in Queensland, the Northern Territory and Western Australia to gain industry feedback on all aspects of the Work with Crocodiles qualifications, skill sets and units of competency.

A wide range of stakeholders have been engaged across Northern Australia. Stakeholders have included national and state-based industry associations, government departments, peak national committees, union, enterprises, key training providers and a range of individuals who are considered to be subject matter experts.

Please refer to **Appendix 2: Industry support** for a list of activities conducted, together with organisations and individuals consulted

Reports by exception

There are no reports by exception.

D. Industry expectations about training delivery,

This section explains the advice provided in the Companion Volume Implementation Guide for the *SFI Seafood Industry Training Package version 2.0* together with recommendations for delivery of qualifications as traineeships/apprenticeships.

Companion Volume Implementation Guide

The companion volume details information that covers key industry expectations about:

- qualifications suitable for vocational education and training delivered to secondary students

- qualifications suitable for delivery as apprenticeships or traineeships

- amount of training/volume of learning requirements to ensure that the individual can gain the necessary skills and knowledge

- key legislative requirements

- essential knowledge requirements.

The Companion Volume Implementation Guide also includes a description of the industry sectors occupational outcomes.

Industry sectors and occupational outcomes of qualifications

SFI Seafood Training Package V2.0 occupational outcomes of qualifications by sector	
Qualification	**Typical occupational outcomes**
SFI30520 Certificate III in Working with Crocodiles	- Rangers - Wildlife officers - Crocodile environmental officers - Wildlife/crocodile assistants - Hatchery support workers - Juvenile crocodile carers - Adult crocodile carers - Crocodile egg harvesters - Crocodile facility attendants - Crocodile harvesters

Delivery as apprenticeship/traineeship

The Aquaculture and Wild Catch IRC recommends that the qualification listed in the following table could be the basis for a traineeship or apprenticeship.

Qualification	Delivery recommendation
SFI30520 Certificate III in Working with Crocodiles	Traineeship *(recommended duration 12 months)*

E. Implementation of the training package components

This section explains how the training package meets occupational and/or licensing requirements and identifies particular implementation issues and strategies to manage these issues.

How training package components meet occupation and licensing requirements

Fishtech and Aquabotics

No licensing requirements apply to components within Fishtech and Aquabotics.

Work with Crocodiles

Where relevant, in units of competency and the Certificate III in Working with Crocodiles qualification the following statement has been included:

''All work must be carried out to comply with workplace procedures, according to state/territory health and safety, biosecurity and environmental regulations, legislation and standards that apply to the workplace. Licences or permits may be required for the use of firearms or restricted drugs on crocodiles or if operating vehicles.''

Where specific conditions apply as in the following units:

* *SFICRO402 Harvest crocodiles for commercial use*

* *SFICRO404 Euthanise or destroy crocodiles*.

The following statement is included in the application:

''Licensing permits from the appropriate States or Territories apply to this unit.''

Performance criteria and knowledge evidence also refers to meeting relevant legislation/regulation and codes of practice. This may include the following:

* Code of Practice on the Humane Treatment of Wild and Farmed Australian Crocodiles

* Farmed Australian Crocodiles legislation

* Animal Welfare legislation

Implementation issues and management strategies

Fishtech and Aquabotics

Implementation issues identified in the course of the project revolved around training in emerging technology, including accessing trainers with suitable skills.

Exisitng seafood RTOs discussed partnering with industry stakeholders to acquire the physical resources required for new and emerging technology training and assessment.

Work with Crocodiles

The crocodile industry has not had a traditional vocational training culture. Initial industry meetings focused on identifying the training needs of the industry via a workforce functional analysis from which the training products' first draft was derived. Industry guidance then enabled developmental activity to proceed, re-defining and finetuning the training products to ensure they met the needs of the crocodile industry.

Implementation issues identified in the course of the project revolved around the following:

* risk factors working with and around crocodiles

* WHS/safety

* how to emphasise humane treatment of crocodiles

* biosecurity

- respectful communication with all parties while working with crocodiles (particularly focusing on Aboriginal and Torres Strait Island individuals and communities).

With the help of industry stakeholders, the crocodile training products address the issues identified above with appropriate references incorported in the Performance Criteria, Foundation Skills, Performance Evidence, Knowledge Evidence and Assessment Conditions of the units of competency.

F. Quality assurance reports

Skills Impact declares that the proposed components of the *SFI Seafood Industry Training Package Version 2.0* meet the requirements of the *Standards for Training Packages 2012* and the *Training Package Development and Endorsement Process Policy*.

The table provides a statement of evidence that the components meet the Training Package Quality Principles.

Principle	Evidenced by:
1. Reflect identified workforce outcomes	- Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs. - 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 - Evidence that the training package components respond to Ministers' policy initiatives, in particular the CISC 2015 training package reforms - Open and inclusive consultation and validation commensurate with scope and impact has been conducted
2. Support portability of skills and competencies including reflecting licensing and regulatory requirements	Packaging rules, qualifications framework, and pathways support movement within and across sectors Identification of skill sets that respond to client needs
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	- Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC. - Best use is made of cross-industry units in the Certificate III in Working with Crocodiles
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	- Provide a flexible qualification that enable application in different contexts - Provide multiple entry and exit points
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	- Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package - Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth - Compliance with the TGA/National Register requirements for publication

	• Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package

The declaration and statement of evidence is confirmed by the independent Quality Report which is provided in **Appendix 3: Quality Report**.

The *SFI Seafood Industry Training Package Companion Volume Implementation Guide* has been quality assured through Skills Impact's quality processes and is available.

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

The decision being sought from the AISC would support the COAG Industry and Skills Council reforms to training packages. Completion of training package development work, together with extensive consultation with relevant stakeholders, confirms the following:

Fishtech and Aquabotics

- The new and reviewed units developed in this project will improve the efficiency of the training system because they address technological change which is contributing to productivity, catch sustainability, environmental control, stock and habitat welfare, and biosecurity.

- The aquatic industry has embraced skill sets as a means of delivering key skills and knowledge requirements within work functions related to the environment and use of technology.

Work with Crocodiles

- Deletion of *SFIAQU216 Work with crocodiles*, on advice from all stakeholders. This unit was a broad overview and is no longer required as it no longer meets vocational outcomes.

- Deletion of *SFIPRO303 Slaughter and process crocodiles*, on advice from all stakeholders. This unit is not required for vocational training or assessment purposes, given that there are a very limited number of crocodile processing plants in Australia.

- Development of a new sector within the SFI Training Package - Crocodiles (CRO)

- Crocodile industry training will be undertaken by trainers with extensive industry experience. Suitable registered training organisations (RTOs) will apply to their relevant State/Territory Training Authority to have the crocodile related training products on their scope of registration. Delivery will involve collaboration with crocodile farmers, crocodile rangers and/or crocodile research scientists. Industry experts note that theoretical training will be accompanied with practical training encapsulating WHS and risk factors working with crocodiles and around crocodiles. Industry will support work-place requirements by making farms, research facilities and wildlife parks available for training and assessment purposes.

- *SFI30520 Certificate III in Working with Crocodiles* enables individuals to select suitable units from Elective Group A: crocodile specific units or Elective Group B non-crocodile specific units. This flexibility enables provides occupational and upskilling opportunities for the crocodile industry.

- While working with crocodiles is a niche industry, units of competency developed in this field can be utilised for training in a broader capacity given that they are available for selection on training.gov.au. Furthermore, some crocodile related units will be included as electives in conservation and land management and animal care qualifications.

- The crocodile industry has embraced skill sets as a means of delivering key skills and knowledge requirements within key working with crocodile work functions.

H. Evidence of completion

Skills Impact confirms that the proposed components of the *SFI Seafood Industry Training Package Version 2.0* have been completed according to the work assigned by the AISC in the Case for Change and the subsequent Activity Order.

The developed training package components are listed in **Appendix 1: Components for Endorsement**. Full copies of the listed training package components are provided with this Case for Endorsement.

Evidence that training package component(s) are prepared for publication.

The Quality Report provides confirmation that the draft components meet the *Standards for Training Packages 2012*.

All components have been created to comply with the National Register requirements for publication.

The **Mapping Summary** and **Training Package Modification History** provided in **Appendix 1 Components for endorsement** provide details of the changes to the training package components that are required to allow them to be published on the National Register.

I.   IRC support

The Aquaculture and Wild Catch IRC supports the submission of the training package components detailed in this Case for Endorsement.

Signed for and on behalf of the Aquaculture and Wild Catch IRC by its appointed Chair.

Name of Chair: _____

Signature of Chair: _____

Date: _____

Appendix 1: Components for endorsement

a. List of qualification titles and codes

SFI Seafood Industry Training Package Version 2.0 Qualifications	
Code	Title
SFI30520	Certificate III in Working with Crocodiles

b. List of unit titles and codes and associated assessment requirements

SFI Seafood Industry Training Package Version 2.0 Qualifications Units of competency	
Code	Title
SFIAQU217	Feed stock
SFIAQU218	Prepare and use aquatic technology
SFIAQU313	Operate hi-tech and real time aquatic technology
SFIAQU314	Interpret aquatic digital information
SFIAQU315	Apply control measures for diseases
SFIAQU411	Develop and implement a stock health program
SFIAQU412	Operate aquabotic technology
SFIAQU413	Maintain aquabotic technology
SFIAQU414	Investigate the use of new or emerging aquatic technology
SFIAQU415	Operate ROVs
SFIAQU512	Plan and design water supply and disposal systems
SFICOM201	Communicate remotely
SFICRO301	Support hatchery and juvenile crocodile care
SFICRO302	Conduct crocodile surveys
SFICRO303	Care for crocodiles over 1.2 meters in a controlled environment
SFICRO304	Harvest crocodile eggs
SFICRO305	Prepare to work with crocodiles
SFICRO306	Work safely in crocodile habitats
SFICRO401	Manage minor crocodile incidents in the wild
SFICRO402	Harvest crocodiles for commercial use
SFICRO403	Capture, transport and release crocodiles
SFICRO404	Euthanise or destroy crocodiles
SFIEMS501	Plan an aquatic environmental audit
SFIEMS502	Conduct an aquatic environmental audit
SFIOBS305	Collect routine fishery management data

c. Skill sets (not for endorsement)

SFI Seafood Industry Training Package Version 2.0 Qualifications Skill sets	
Code	**Title**
SFISS00029	Aquatic Technology Induction Skill Set
SFISS00030	Aquabotic Technology Skill Set
SFISS00031	Aquatic Environmental Audit Skill Set
SFISS00032	Introduction to Working with Crocodiles Skill Set
SFISS00033	Care for Crocodiles in a Controlled Environment Skill Set
SFISS00034	Hatchling and Juvenile Crocodile Care Skill Set
SFISS00035	Crocodile Egg Harvesting Skill Set
SFISS00036	Crocodile Relocation Skill Set
SFISS00037	Crocodile Incident Skill Set
SFISS00038	Crocodile Survey Skill Set
SFISS00039	Crocodile Public Relations Skill Set
SFISS00040	Scientific Diver Skill Set
SFISS00041	Aquaculture Diver Skill Set
SFISS00042	Wild Harvest Diver Skill Set

d. Mapping information

Mapping of qualifications

Mapping of qualifications between *SFI Seafood Industry Training Package* Versions 1.0 and 2.0.			
Code and title **SFI v1.0**	**Code and title** **SFI v2.0**	**Comments**	**Equivalence statement**
Not applicable	SFI30520 Certificate III in Working with Crocodiles	Qualification has been created to address an occupational outcome required by industry	Newly created

Mapping of units of competency

Mapping of units of competency between *SFI Seafood Industry Training Package* Versions 1.0 and 2.0.			
Code and title **SFI v1.0**	**Code and title** **SFI v2.0**	**Comments**	**Equivalence statement**
SFIAQU206 Feed stock	SFIAQU217 Feed stock	Minor changes to application, performance criteria, performance evidence, knowledge evidence and assessment	Equivalent

Mapping of units of competency between ***SFI Seafood Industry Training Package* Versions 1.0 and 2.0.**			
Code and title **SFI v1.0**	**Code and title** **SFI v2.0**	**Comments**	**Equivalence statement**
		conditions to address automated feeding of stock	
Not applicable	SFIAQU218 Prepare and use aquatic technology	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFIAQU313 Operate hi-tech and real time aquatic technology	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFIAQU314 Interpret aquatic digital information	Unit has been created to address an emerging skill required by industry	Newly created
SFIAQU311 Apply control measures for diseases	SFIAQU315 Apply control measures for diseases	Update to performance criteria and performance evidence for clarity regarding environmental conditions	Not equivalent
SFIAQU401 Develop and implement a stock health program	SFIAQU411 Develop and implement a stock health program	Minor change to performance criteria, performance evidence and knowledge evidence for clarity regarding the use of technology	Equivalent
Not applicable	SFIAQU412 Operate aquabotic technology	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFIAQU413 Maintain aquabotic technology	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFIAQU414 Investigate the use of new or emerging aquatic technology	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFIAQU415 Operate ROVs	Unit has been created to address an emerging skill required by industry	Newly created
SFIAQU507 Plan and design water supply and disposal systems	SFIAQU512 Plan and design water supply and disposal systems	Minor change to performance criteria, and knowledge evidence to add reference to technology diagnosing changes in environmental conditions	Not equivalent
Not applicable	SFIEMS501 Plan an aquatic environmental audit	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFIEMS502 Conduct an aquatic environmental audit	Unit has been created to address an emerging skill required by industry	Newly created
SFIOBS303 Collect routine fishery management data	SFIOBS305 Collect routine fishery management data	Minor change to performance criteria, performance evidence and	Equivalent

Code and title SFI v1.0	Code and title SFI v2.0	Comments	Equivalence statement
		assessment conditions to address electronic data entry	
Not applicable	SFICOM201 Communicate remotely	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO301 Support hatchery and juvenile crocodile care	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO302 Conduct crocodile surveys	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO303 Care for crocodiles over 1.2 meters in a controlled environment	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO304 Harvest crocodile eggs	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO305 Prepare to work with crocodiles	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO306 Work safely in crocodile habitats	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO401 Manage minor crocodile incidents in the wild	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO402 Harvest crocodiles for commercial use	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO403 Capture, transport and release crocodiles	Unit has been created to address an emerging skill required by industry	Newly created
Not applicable	SFICRO404 Euthanise or destroy crocodiles	Unit has been created to address an emerging skill required by industry	Newly created

Mapping of units of competency between
***SFI Seafood Industry Training Package* Versions 1.0 and 2.0.**

Skill sets mapping information (not for endorsement)

<table>
<tr><th colspan="4">Mapping of skill sets between
SFI Seafood Industry Training Package Versions 1.0 and 2.0.</th></tr>
<tr><th>Code and title

SFI v1.0</th><th>Code and title

SFI v2.0</th><th>Comments</th><th>Equivalence statement</th></tr>
<tr><td>SFISS00016 Aquaculture Chemical Skill Set Release 1</td><td>SFISS00016 Aquaculture Chemical Skill Set Release 2</td><td>Minor update:
Unit code change</td><td>Equivalent</td></tr>
<tr><td>SFISS00019 Crocodile Handling and Processing Skill Set</td><td>Not applicable</td><td>Skill set deleted as not aligned to industry requirements</td><td>Deleted</td></tr>
<tr><td>SFISS00023 Fisheries Compliance for Industry Skill Set Release 1</td><td>SFISS00023 Fisheries Compliance for Industry Skill Set Release 2</td><td>Minor update:
Unit code change</td><td>Equivalent</td></tr>
<tr><td>SFISS00025 Fisheries Resource Management Observer Skill Set Release 1</td><td>SFISS00025 Fisheries Resource Management Observer Skill Set Release 2</td><td>Minor update:
Unit code change</td><td>Equivalent</td></tr>
<tr><td>Not applicable</td><td>SFISS00029 Aquatic Technology Induction Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00030 Aquabotic Technology Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00031 Aquatic Environmental Audit Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00032 Introduction to Working with Crocodiles Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00033 Care for Crocodiles in a Controlled Environment Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00034 Hatchling and Juvenile Crocodile Care Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00035 Crocodile Egg Harvesting Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00036 Crocodile Relocation Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
<tr><td>Not applicable</td><td>SFISS00037 Crocodile Incident Skill Set</td><td>Skill set has been created to address a defined industry need</td><td>Newly created</td></tr>
</table>

Mapping of skill sets between *SFI Seafood Industry Training Package* Versions 1.0 and 2.0.			
Not applicable	SFISS00038 Crocodile Survey Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	SFISS00039 Crocodile Public Relations Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	SFISS00040 Scientific Diver Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	SFISS00041 Aquaculture Diver Skill Set	Skill set has been created to address a defined industry need	Newly created
Not applicable	SFISS00042 Wild Harvest Diver Skill Set	Skill set has been created to address a defined industry need	Newly created

d. Credit arrangements

Credit arrangements for *SFI Seafood Industry Training Package version 2.0.*		
Qualification Code	**Qualification Title**	**Credit Arrangement Details**
SFI30520	Certificate III in Working with Crocodiles	At the time of endorsement of this training package, no national credit arrangements exist.

Appendix 2: Industry support

Industry support for Fishtech and Aquabotics

Consultation activities

A range of strategies were used for consultation with stakeholders during development of the SFI Seafood Industry training package version 2.0.

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle https://www.skillsimpact.com.au/aquaculture-and-wild-catch/training-package-projects/fishtech-and-aquabotics-project/

- News articles and stories in Skills Impact newsletters and other external publications – throughout project

- SME Working group and functional analysis workshops – 04 September 2019

- Site visits and face-to-face meetings – throughout project

- Consultation draft 1 – feedback hub, face-to-face workshops, webinars – 20 December 2019 – 09 March 2020

- Validation survey and validation meetings – 09 – 26 April 2020

Stakeholders engaged during the project are described in the matrix below, with a full list of all engaged stakeholders available below. It is worth noting that, as the qualifications and units of competency developed as part of this project are new, there were no existing Registered Training Organisations (RTOs) to engage in the project. Instead, Skills Impact reached out to RTOs who were delivering existing qualifications for their input.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)									
Industry association									
Union									
Registered Training Organisation (RTO)									
Government department	*								

Note: Feedback received from a Government Department confirmed few to no relevant stakeholders in the Australian Capital Territory.

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

https://www.skillsimpact.com.au/aquaculture-and-wild-catch/training-package-projects/work-with-crocodiles-project/

Subject Matter Expert Working Group: Hobart 04 September 2019

Name	Organisation	Position	Organisation Type / Size	State
Natalie Cheequee	Huon Aquaculture Group Ltd	Organisational Development	Industry / 650 employees	TAS
James Bender	Huon Aquaculture Group Ltd	Executive	Industry / 650 employees	TAS
Matt Barrenger	Tassal Group Ltd	Senior Manager Environment	Industry / 1500 employees	TAS
Will Perry	Tassal Group Ltd	Environmental Compliance	Industry / 1500 employees	TAS
Steve Harrison	Huonville Trade Training Centre	Aquaculture Coordinator	RTO/School / 450 students	TAS
James Garde	Seafood & Maritime Training Centre	RTO Manager	RTO / Small	TAS
Matt Jones	Seafood & Maritime Training Centre	Senior Training Officer	RTO / Small	TAS
Shane Gillie	Seafood & Maritime Training Centre	Training Officer	RTO / Small	TAS
Kevin Ellard	Department of Primary Industry, Parks, Water and Environment (DPIPWE)	Biosecurity Advisor	Government Department	TAS

Consultation Webinar Participants: 07 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Paul Saunders	Victorian Curriculum Management Service	CMM	RTO	VIC
Debbie Knight	ISACNT	Industry Engagement Manager	Industry Association	NT
Leah Gardiner	Darwin Aquaculture Centre/Dept of Primary Industry and Resources	Aboriginal training coordinator	Government Department	NT

Consultation Workshop Participants Port Stephens 04 February 2020

Name	Organisation	Position	Organisation Type / Size	State
John Manson	J&C Manson, Premium Quality Single Seed Oysters, Salt Ash	Owner & Manager	Industry	NSW
Charlie Bell	Tocal College	Education Officer	RTO	NSW

Consultation Workshop Participants: Geelong 06 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Jessica Mignano	Mainstream Aquaculture	Human Resources	Industry	VIC
Richard Stafford-Bell	Department of Agriculture	Principal Officer Invasive Marine Species, Biosecurity and Agriculture Services	Government Department / 1000	VIC
Beth Evans	Department of Agriculture	Project Officer Invasive Marine Species, Biosecurity and Agriculture Services	Government Department / 1000	VIC

Consultation Workshop Participants: Port Lincoln 10 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Brent Smith	TAFE, SA	Lecturer	RTO	SA

Consultation Workshop Participants: Adelaide 11 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Mark Cody	Primary Industry Skills Council	Executive Director	Industry Association	SA
Paul Frost	Department for Innovation and Skills	Senior Skills Consultant	Government Department	SA
Jessica Marzocca	Department for Innovation and Skills	Skills Consultant	Government Department	SA

Consultation Workshop Participants: Townsville 20 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Bastien Finet	Pacific Reef Prawns	Technology Manager	Industry	QLD
Mark Oliver	LMC Training	Manager and Lecturer	RTO	QLD

Consultation Workshop Participants: Fremantle 03 March 2020

Name	Organisation	Position	Organisation Type / Size	State
Marie Duplex	Indian Ocean Fresh Australia	Special Projects	Industry	WA
Steven Gill	Maxima Pearling Company	Executive Officer	Industry	WA
Brett McCallum	WAFIC	Safety and Training Consultant	Industry Association	WA
Lucinda Pita	Department of Training and Workforce Development	Senior Program Officer	RTO	WA
Paul Etheredge	FFTITC	Project Manager	RTO	WA

Consultation Workshop Participants: Hobart 05 March 2020

Name	Organisation	Position	Organisation Type / Size	State
Will Perry	Tassal Group Ltd	Environmental Compliance	Industry / 1500 employees	TAS
Kevin Ellard	Department of Primary Industry, Parks, Water and Environment (DPIPWE)	Biosecurity Advisor	Government	TAS

| Steve Harrison | Huonville Trade Training Centre | Aquaculture Coordinator | RTO/School / 450 students | TAS |
| Matt Jones | Seafood & Maritime Training Centre | Senior Training Officer | RTO / Small | TAS |

Consultation Draft Feedback Contributors: Skills Impact Online Feedback Hub

Name	Organisation	Position	Organisation Type / Size	State
Ben Little	North Regional TAFE	Lecturer	RTO	WA

Validation Draft Feedback Contributors: 28 April 2020

Name	Organisation	Position	Organisation Type / Size	State
Natalie Cheequee	Huon Aquaculture Group Ltd	Organisational Development	Industry / 650 employees	TAS
Bastien Finet	Pacific Reef Prawns	Technology Manager	Industry	QLD

Validation Meeting Participants: Zoom Call 23 April 2020

Name	Organisation	Position	Organisation Type / Size	State
Will Perry	Tassal Group Ltd/Fulcrum Robotics	Environmental Compliance / General Manager – Operations	Industry/ 1500 employees / Industry	TAS
Kevin Ellard	Department of Primary Industry, Parks, Water and Environment (DPIPWE)	Biosecurity Advisor	Government	TAS
Steve Harrison	Huonville Trade Training Centre	Aquaculture Coordinator	RTO/School / 450 students	TAS
Matt Jones	Seafood & Maritime Training Centre	Senior Training Officer	RTO / Small	TAS
Matt Barrenger	Tassal Group Ltd	Senior Manager Environment	Industry / 1500 employees	TAS

James Garde	Seafood & Maritime Training Centre	RTO Manager	RTO / Small	TAS
Belinda Yaxley	Nautilus Collaboration	Co-Director	RTO	TAS / NT
Mark Oliver	LMC Training	Manager and Lecturer	RTO	QLD
Brent Smith	TAFE, SA	Lecturer	RTO	SA

Other Participants

Name	Organisation	Position	Organisation Type / Size	State
Boris Musa	Mainstream Aquaculture	MD and CEO	Industry	VIC
Grace Isdale	Tasmanian Seafood Industry Council TSIC	Project Officer	RTO	TAS
Emma Woodcock	Tasmanian Seafood Industry Council TSIC	Project Manager	RTO	TAS
Rory Byrne	Seafood Maritime Training SMT	CEO (at that time)	RTO	TAS
Ben Rampano	Department of Primary Industries	Aquatic Biosecurity Officer	Government	NSW
Kelly Seagrove	Sydney Fish Markets	Marketing Executive	Industry	NSW
Julii and Dan Tyson	Humpty Doo Barramundi	Owner	Industry	NT
Ian Holmes	Undersea ROV	Director	Industry	TAS
Greg Bicknell	Chamber of Commerce Northern Territory	Chief Executive Officer	Government	NT
Ashley Coutts	Biofouling Solutions Pty Ltd	Managing Director	Industry	TAS
Bob Collins	Deakin University	Technical Manager Aquaculture	RTO	VIC
Nathan Adams /Basia Littlejohns	Magic Abalone	Managing Director	Industry	WA
Desiree Allen	Marine Produce Australia (ex)	Managing Director	Industry	WA

Jennifer Cobcroft	James Cook University	Associate Professor Aquaculture	RTO	QLD
Giana Bastos	Jockey Club College of Veterinary Medicine and Life Science	Assistant Professor	RTO	Hong Kong
Tracey Taylor	Skills Tasmania	Industry Liason Officer	RTO	TAS
Filippa Ross	Department of Employment, Small Business and Training	A/Manager, Industry Engagement	Governments	QLD
Ian Lyall	NSW Department of Primary Industries Fisheries	Program Leader Aquaculture	Government	NSW
David Carter	Austral Fisheries	CEO	Industry	WA
Dean Jerry	James Cook University	Director, ARC Research Hub for Advanced Prawn Breeding	RTO	QLD
Greg Jenkins	Aquaculture Research & Development	Director	Government	WA
Graeme Bowley	NSW Department of Primary Industries	Snr Policy Officer, Aquaculture	Government	NSW
Julie White	NSW Department of Primary Industries	Manager, Education Delivery Tocal College	Government	NSW
Robert Dalton	Department of Primary Industries and Resources	Senior Manager Indigenous Policy	Government	NT
Lesley Leyland	Austral Fisheries	Manager Human Resources	Industry	WA
Clayton Nelson	Austral Fisheries	General Manager of Policy and External Relations	Industry	WA
Board	Wildcatch Fisheries	N/A	Industry Association	SA
Conference	Aquaculture opportunities in northern Australia: Solutions and Strategies	N/A	Industry	National
Shane Roulstone	AWU	National Organiser	Union	National
Kevin Midson	AWU	Organiser	Union	TAS

Other face-to-face consultation activities: Site Visits

In addition to regular email and telephone contact with relevant stakeholders and Subject Matter Experts, the following face-to-face consultation activities have taken place as part of this project.

Name	Organisation	Position	Organisation Type / Size	State
Peter Cheesman	Tassal Group Ltd (Salmon)	Environmental Compliance	Industry / 1500	TAS
Justin Forrester	Coral Coast Barramundi	Manager	Industry / Small	QLD
Danielle Purdon	Tassal Group Ltd (Prawns)	Manager - People and Culture	Industry / 650	QLD
Bastien Finet / Brad Callcott / Michell Squire	Pacific Reef / Pacific Bio Prawns	Technology Manager / Operations Manager '/ Human Resources	Industry	QLD
Dallas Donavan	Sea Farms Group Ltd (Prawns)	Chief Operating Officer	Industry	QLD
Tracey Leo	Humpty Doo Barramundi	Chief Operating Officer	Industry / Small	NT
Leah Gardiner	Dept of Primary Industry and Resources	Aboriginal training coordinator	Government Department	NT
Matt Osbourne	Darwin Aquaculture Centre	Program Leader	Industry	NT

Letters of Support

Dear Susie,

In my role as Training Coordinator at the Tassal Group I would like to thank Skills Impact for the development of the Fishtech and Aquabotics project. The nine units of competency and three skill sets developed are sound and will assist in skills training here at Tassal. With technology use rapidly increasing the need for a highly skilled workforce is essential. At Tassal we use real time technology and ROVs as a part of our everyday processes. The training documents developed as a part of this project will assist our workers to improve their skill level and work with greater awareness and knowledge.

Since this project was proposed Tassal has now expanded to include Prawn farms in Queensland and NSW, it is envisaged that the Prawn sector of Tassal will also benefit greatly from this project.

The Tassal Group support the development of new units of competency where needs are identified and skill sets and the minor upgrades made to existing units within the Fishtech and Aquabotics project.

Yours sincerely,

Peter

PETER CHEESMAN
WHS Induction and Training Coordinator Farming

tassal.
a better tomorrow
TASSAL GROUP LIMITED

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e / peter.cheesman@tassal.com.au

www.tassalgroup.com.au / www.tassal.com.au

Passionate   *Achieve Together*   *We own it*   *Can do Safely*

Susie Falk
Industry Skills Standards Specialist
Skills Impact
559A Queensberry St
North Melbourne
Melbourne 3051

22nd of May 2020

Dear Susie,

Letter of Support: Fishtech and Aquabotics Project

Huon Aquaculture is pleased to provide this letter of support as an indication of our support of the Fishtech and Aquabotics Project.

Established in 1988, Huon Aquaculture is a large aquaculture and food processing enterprise located in Tasmania and New South Wales. Huon Aquaculture has evolved to become one of the largest salmon producers in Tasmania.

On behalf of the Huon Aquaculture Group I would like to give my support of the Fishtech and Aquabotics project. The result of this project is a series of units of competency and skill sets with a focus on the use and future use of technology in the seafood industry. This is a rapidly expanding area in our industry and targeted training is essential.

We support and are pleased with the final documents and support this project including the units of competency and the three skill sets.

Please don't hesitate to contact me if you have any further questions.

Yours sincerely

Natalie Chee Quee

Group Manager People & Culture

Huon Aquaculture

20 May 2020

To Whom it may concern,

Dear Susie,

I write on behalf of Pacific Reef Fisheries in support of Skills Impact's involvement in a Seafood Industry review of training packages. Pacific Reef Fisheries are a leading producer of ASC certified (Aquaculture Stewardship Council) Black Tiger Prawn. To receive ASC certification the company needs to demonstrate the highest global standard for responsible aquaculture and provides products that have no environmental and/or social impacts. To maintain the highest level of responsible aquaculture the company is looking for new and innovative ways to incorporate emerging aquatic technologies.

The ability to work with leading edge training organisations and access these programs will greatly enhance our ability to receive industry leading training. Training in emerging technologies such as real time systems for ponds, better management of feeding and water quality in ponds and real time tracking of pathogens in tanks and ponds will enable Pacific Reef Fisheries to be a leader in global prawn production.

Pacific Reef Fisheries has had the opportunity to engage with Susie from Skills Impact industry engagement manager. Susie conducted industry workshops that were well organised with strong collaboration and input from all involved. We look forward to further collaboration and highly support Skills Impact with the work provided which will help train Pacific Reef staff in the use of new and emerging aquatic technologies.

Please do not hesitate to call me on 0428 515 158 if PRF can be of further assistance with this matter.

Bastien Finet

Technical Manager

Pacific Reef Fisheries Technologies

Huonville High School

82 Wilmot Road, Huonville 7109
Ph (03) 62640800 Fax (03) 62648802
Email huonville.high@education.tas.gov.au
Web https://education.tas.edu.au/huonvillehigh

HUONVILLE HIGH SCHOOL
Forward Honourably

27 May 2020

Dear Susie

This letter is to support the components developed and the changes made in the Fishtech and Aquabotics project that is included in the Seafood Industry Training Package.

I am the Aquaculture Coordinator at the Huon Valley Trade Training Centre. In partnership with Seafood and Maritime Training and with the support of Tassal and Huon Aquaculture we train young people in Years 9-12, plus adult and community members in Certificates I and II in Aquaculture.

Through our involvement with the salmon companies we have become aware of the changing nature of the industry with huge developments in technology and remote monitoring and control. Three of our former students are employed in the operation of ROV's and Feed Control Centres. We became aware that there were deficiencies in the Seafood Industry Training Package as there were not clearly identifiable units of competency which addressed the training needs for current and potential employees to operate in these new technological contexts.

In 2018 I requested a review of the training package and the development of new content in aquabotics and fish technology. I have been involved in the whole review process. I attended the initial consultation meeting and subsequent review and validation meetings. My position within the aquaculture training and education community allowed me encourage involvement with the review process to assure that only current and best practices are included in the training components developed. The response from the industry was overwhelming with many people assisting in the review process, offering their knowledge in their areas of expertise.

It was very clear at the validation meeting, that the reviewed units have met the criteria for best and current practices, in particular the unit at Certificate II level which I will incorporate into our training program from 2021. All subject matter experts were in agreeance that the revised units and skill sets will enhance the skills and knowledge of our workforce and therefore in the Australian Seafood industry.

As an aquaculture trainer with 20 years experience I support the changes that have been proposed and look forward to utilising these revised training documents.

Yours sincerely

Steve Harrison
Aquaculture Coordinator

Huon Valley Trade Training Centre 101 Wilmot Road HUONVILLE TAS 7109

Susie Falk
559A Queensberry St
North Melbourne, 3051

RE: FISHTECH AND AQUABOTICS PROJECT

Dear Susie

This correspondence is to endorse my support for the proposed additions and or amendments to the Seafood Industry Training Package, encompassing Skills Imapct's Fishtech and Aquabotics project. I am the founding CEO of LMC Training and have been an active member of the Australian aquaculture industry for 29 years. Since 2011 we have delivered training and assessment throughout Australia from the Seafood Industry Training Package.

My involvement has spanned throughout the whole review process and from the onset, it was evident that the initiative had clear direction with a very professional consultative purpose. I endorse all of the changes that have been agreed upon during the validation process and look forward to incorporating these into our training programs. The concept of having a group of units that have more of a future focus were well overdue, when considering aquaculture is an early adopter of a range of new technologies.

With projects of this nature there has to be an acceptable combination of patience and perseverance. Trying to bring key members of industry on the journey can sometimes be challenging when other operational factors take precedence. I feel the management team for the project handled this extremely well and the result was a range of high-quality outcomes. This is highlighted by Susie and Anna's willingness to fly to regional Queensland as part of the consultation process. I have been part of these initiatives before, and I have no hesitation to say that Susie managed the project and in particular, communications, better than I have ever seen before.

Yours Sincerely

Mark Oliver

LMC Training

1

Industry support for Work with Crocodiles

Consultation activities

A range of strategies were used for consultation with stakeholders during development of the SFI Seafood Industry training package version 2.0.

Consultation activities included:

- Project page on the Skills Impact website - throughout project lifecycle https://www.skillsimpact.com.au/aquaculture-and-wild-catch/training-package-projects/work-with-crocodiles-project/
- News articles and stories in Skills Impact newsletters and other external publications – throughout project
- SME Working group and functional analysis workshops – 29 October 2019 and 28 November 2019
- Site visits and face-to-face meetings – throughout project
- Consultation draft 1 – feedback hub, face-to-face workshops, webinars – 07 February – 09 March 2020
- Validation survey and validation meetings – 06 – 20 April 2020

Stakeholders engaged during the project are described in the matrix below, with a full list of all engaged stakeholders available below. It is worth noting that, as the qualifications and units of competency developed as part of this project are new, there were no existing Registered Training Organisations (RTOs) to engage in the project. Instead, Skills Impact reached out to RTOs who were delivering existing qualifications for their input.

	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Industry (employer / employee)			🟩	🟩				🟩	🟩
Industry association			🟩	🟩				🟩	
Union									
Registered Training Organisation (RTO)			🟩	🟩				🟩	
Government department	🟩 *		🟩	🟩				🟩	

* Note: Feedback received from a Government Department confirmed there are no relevant stakeholders in the Australian Capital Territory.

Project page on the Skills Impact website

A project page was set up on the Skills Impact website at the start of the project with information about the project together with progress updates. The project page remained on the website throughout the project. Visitors were invited to register their interest to receive email alerts about the project including notification and registration for public consultation workshops and opportunities to provide feedback on draft materials.

https://www.skillsimpact.com.au/aquaculture-and-wild-catch/training-package-projects/work-with-crocodiles-project/

Subject Matter Expert Working Group – 30 October 2019 - Darwin

Name	Organisation	Position	Organisation Type / Size	State
Sally Isberg	Centre for Crocodile Research	Managing Director	Industry Employer	NT
Charlie Manolis	Wildlife Management International	Chief Scientist	Industry Employer	NT, QLD
Craig Moore	Lagoon Crocodile Farm	Farm Manager	Industry Employee	NT

Subject Matter Expert Working Group - 28 November 2019 - Darwin

Name	Organisation	Position	Organisation Type / Size	State
Tom Nichols	NT Parks & Wildlife	Senior Ranger	Industry / State Government Department	NT
Gary Lindner	Kakadu National Park	Park Ranger	Industry / National Government Department	NT
Calvin Murakami	Kakadu National Park	Park Ranger	Industry / National Government Department	NT
Damien Cowan	HL Australia	Farm Supervisor/Head Handler	Industry Employee / 20+	QLD
Sally Isberg	Centre for Crocodile Research	Managing Director	Industry Employer	NT
Christopher Peberdy	NT Parks & Wildlife	Animal Wrangler	Industry / State Government Dept	NT
Vicki Simlesa	Dept of Primary Industries & Resources	Biosecurity Officer	State Government Dept	NT
Peter Freeman	Hartley's Crocodile Farm	Director	Industry Employer / 3	QLD
Craig Althaus	Ag Safe Advisory Services	Consultant	Industry Employee	QLD

| Peter Carstairs | Dept of Biosecurity, Conservation & Attractions | District Wildlife Officer | Industry / State Government Dept | WA |

Consultation Webinar Participants - 06 March 2020

Name	Organisation	Position	Organisation Type / Size	State
Debbie Knight	ISACNT	Industry Support Officer	Industry Association	NT
Frances Parnell	Department of Training and Workforce Development	Manager, Training Curriculum Services		WA
Leah Gardiner	Department of Primary Industries	Aboriginal Training Coordinator	State Government Dept.	NT

Consultation Workshop Participants – 18 February 2020 - Cairns

Name	Organisation	Position	Organisation Type / Size	State
Peter Freeman	Hartley's Crocodile Farm	Director	Industry Employer / 3	QLD
Damien Cowan	HL Australia	Farm Supervisor/Head Handler	Industry Employee / 20+	QLD
Melissa van der Boom	Careers Training Centre, Cairns	Trainer and Assessor / Administration	Registered Training Organisation / 300	QLD
Colin Dreier	Australian Crocodile Traders	Technical Management	Industry Employee / 20+	QLD

Consultation Workshop Participants – 25 February 2020 - Jabiru

Name	Organisation	Position	Organisation Type / Size	State
Tom Nichols	NT Parks & Wildlife	Senior Ranger	Industry / State Government Department	NT
Christopher Peberdy	NT Parks & Wildlife	Animal Wrangler	Industry / State Government Department	NT
Fred Hunter	Kakadu National Park	Park Ranger	Industry / National Government Department	NT

Dale Campbell	Kakadu National Park	Park Ranger	Industry / National Government Department	NT
Samuel Hyson	Kakadu National Park	Operations Manager Compliance / Northern Operations	Industry / National Government Department	NT
Debbie Knight	ISACNT	Industry Support Officer	Industry Association	NT
Yvonne Webb	ISACNT	Industry Engagement	Industry Association	NT

Consultation Workshop Participants – 27 February 2020 - Katherine

Name	Organisation	Position	Organisation Type / Size	State
John Burke	Parks & Wildlife Commission	Senior Wildlife Ranger	Industry / State Government Department / Small	NT
Christopher Heydon	Parks & Wildlife Commission		Industry / State Government Department / Small	NT

Consultation Workshop Participants – 28 February 2020 - Broome

Name	Organisation	Position	Organisation Type / Size	State
Peter Carstairs	Dept of Biosecurity, Conservation & Attractions	District Wildlife Officer	Industry / State Government Department / 100	WA
Neil Hamaguchi	Kimberley Land Council	Ranger Coordinator	Industry / State Government Department	WA
Damien Giles	Walalakoo Ranger Group	Ranger Coordinator	Industry / State Government Department	WA
Luke Puertollano	Dept of Biosecurity, Conservation & Attractions / Nyamba Buru Yawaru	Operations Officer	Industry / State Government Department	WA
Beau Bibby	North Regional TAFE	Lecturer	RTO	WA
Carmen Taylor	Kimberley Land Council	Training Coordinator	Industry Association	WA

Consultation Workshop Participants – 03 March 2020 – Broome Yawaru

Name	Organisation	Position	Organisation Type / Size	State
Johani Mamid	Nyamba Buru Yawaru	Ranger Coordinator	Industry / State Government Department / 200	WA
Eduardo Maher	Nyamba Buru Yawaru	Country Manager	Industry / State Government Department / 200	WA

Consultation Draft Feedback Contributors: 05 February 2020

Name	Organisation	Position	Organisation Type / Size	State
Nelson Brown	NT Government	Senior Policy Officer	Government	NT

Validation Draft Feedback Contributors: April 2020

Name	Organisation	Position	Organisation Type / Size	State
Damien Cowan	HL Australia / Cassowary Coast Wildlife Sanctuary	Farm Supervisor/Head Handler / Founder	Industry Employee / 20+	QLD

Validation Meeting Participants: Pragmatic Conference Call 08 April 2020

Name	Organisation	Position	Organisation Type / Size	State
Sally Isberg	Centre for Crocodile Research	Managing Director	Industry Employer	NT
Beau Bibby	North Regional TAFE	Lecturer	RTO	WA
Peter Carstairs	Dept of Biosecurity, Conservation & Attractions	District Wildlife Officer	Industry / State Government Department / 100	WA
Steven Leeder	Dept of Biosecurity, Conservation & Attractions	District Wildlife Officer	Industry / State Government Department / 100	WA

Tom Nichols	NT Parks & Wildlife	Senior Ranger	Industry / State Government Department	NT
Gary Lindner	Kakadu National Park	Park Ranger	Industry / National Government Department	NT
Calvin Murakami	Kakadu National Park	Park Ranger	Industry / National Government Department	NT
Christopher Peberdy	NT Parks & Wildlife	Animal Wrangler	Industry / State Government Dept	NT

Validation Meeting Participants: Zoom meeting 30 April 2020

Name	Organisation	Position	Organisation Type / Size	State
Sally Isberg	Centre for Crocodile Research	Managing Director	Industry Employer	NT
John Lever	Koorana Crocodile Farm			
Peter Freeman	Hartley's Crocodile Farm	Director	Industry Employer / 3	QLD
Melissa van der Boom	Careers Training Centre, Cairns	Trainer and Assessor / Administration	Registered Training Organisation / 300	QLD
Vicki Simlesa	Dept of Primary Industries & Resources	Biosecurity Officer	State Government Dept	NT
Janelle & Owen (Bluey) Pugh	Cool Croc Investments P/L	Owner	Industry	NT
Rabecca Lynch	CaPTA Group -Wildlife Habitiat	Wildlife Manager	Industry /RTO	QLD

Other Participants:

Name	Organisation	Position	Organisation Type / Size	State
Ben Hindle	HL, Australia Pty Ltd	Manager, Australian Operations	Industry	QLD
Grahame Webb	Wildlife Management International Crocodylus Park	Owner	Industry	NT
Mick Burns	Porosous Pty Ltd	Managing Director	Industry	NT
Michael O'Brien	Hartley's Crocodile Farm	Group Operations Manager	Industry	QLD
Erica McCreedy	North Australian Indigenous Land & Sea Management Alliance NAILSMA	Senior Project Coordinator	Government	NT
Ian Hutton	North Australian Indigenous Land & Sea Management Alliance NAILSMA	Project coordinator	Government	NT
Peter Ross	Dept of Tourism, Sports & Culture, NT	A/Director Wildlife Operations Parks, Wildlife and Heritage	Government	NT
Phoebe Martin	Kimberley Land Council	Women's Development Coordinator	Government	WA
Greg Bicknell	Chamber of Commerce Northern Territory	Chief Executive Officer	Government	NT
Danyel Wolff	Wunggurr Rangers – Ngallagunda	Ranger Coordinator	Government	WA
Cissy Gore	Bush Heritage / Bunuba Rangers	Ranger Coordinator	Government	WA
Kyle Raina	Gooniyandi Rangers	Ranger Coordinator	Government	WA
Brendan Fox	DBCA	Ranger Coordinator	Government	WA
Philip McCarthy	Barid Jawi - Ardyaloon Rangers	Ranger Coordinator	Government	WA
Kelly Gardiner	Dambimangari Rangers – Derby	Healthy Country Coordinator	Government	WA

Ewan Noakes	Karajarri Rangers – Bidyandang	Ranger Coordinator	Government	WA
Vaughn Lee	Barid Jawi Rangers	Ranger Coordinator	Government	WA
Ben Puglisi	Nyangumarta Rangers Bidyadang	IPA Coordinator	Government	WA
Jamie Brown	Paruku Rangers – Mulan	Ranger Coordinator	Government	WA
Timothy Sealey	Analytics and Policy Services, Treasury and Economic Development Directorate	Assistant Director	Government	ACT
Board	Wildcatch Fisheries	N/A	Industry Association	SA
Robert Dalton	Department of Primary Industries and Resources	Senior Manager Indigenous Policy	Government	NT
Conference	Aquaculture Opportunities in northern Australia: Solutions and Strategies	N/A	Industry	National
Industry Reference Committee	Amenity Horticulture, Conservation and Land Management	N/A	Industry	National

Other face-to-face consultation activities: Site Visits & Conference Presentation - November and February

In addition to regular email and telephone contact with relevant stakeholders and Subject Matter Experts, the following face-to-face consultation activities have taken place as part of this project.

Name	Organisation	Position	Organisation Type / Size	State
Charlie Manolis	Wildlife Management International (Crocodylis Park)	Chief Scientist	Industry Employer	NT, QLD
Chris Peberdy	NT Parks & Wildlife	Animal Wrangler	Industry / State Government Dept	NT
Peter Freeman	Hartley's Crocodile Farm	Director	Industry Employer / 3	QLD

Letters of Support

Crocodile Management Unit
GPO Box 1448
Darwin NT 0801

E tom.nichols@nt.gov.au

T 08 8983 2475

File reference
<TRM No.>

19th May 2020

Susie Falk

Industry Skills Standards Specialist,

Skills Impact

Dear Susie,

Re: WORK WITH CROCODILES PROJECT

This letter is to support the components developed and the changes made in the Work with Crocodiles Project that is included in the Seafood Industry Training Package.

I am a Senior Wildlife Ranger with the Parks and Wildlife Commission of the Northern Territory and I am the Supervisor of the Crocodile Management Unit with the main role to reduce the likelihood of a human crocodile conflict.

I have been working in crocodile management for over 30 years and current role is to oversee the Crocodile Management Program, which includes the largest crocodile trapping programme in the world.

My duties also include facilitation of the sustainable use of Saltwater Crocodiles, promoting community awareness and public safety, ensuring the humane treatment of Saltwater Crocodiles, monitoring, and reporting on the impact of the harvest of Saltwater Crocodiles.

I have been involved in the whole review process. I attended the initial consultation meeting and subsequent review and validation meetings.

My attendance, along with one of my experienced volunteer staff members, Christopher Peberdy allowed us to pass on our skill, knowledge and experience to ensure that only current and best practices are included in the training components developed.

Christopher Peberdy and I support the changes that have been proposed and look forward to utilising these revised training documents.

Regards,

Tom Nichols
Senior Wildlife Ranger
Crocodile Management
Parks and Wildlife Commissions of the NT
Northern Territory Government
PO BOX 1448 Darwin NT0801

Page 1 of 1

dtsc.nt.gov.au

Appendix 1 — RTO Letter of Support

From: Adam Britton <abritton@crocodilian.com>
Sent: Thursday, 2 April 2020 2:37 PM
To: Susie Falk <sfalk@skillsimpact.com.au>
Subject: RE: Validation for Work with Crocodiles Training Documents

Hi Susie,

Good to chat just now. To reiterate what I told you over the phone, there is certainly a need for this qualification. Speaking just for ourselves, we have a long list of ranger groups across WA, NT and QLD (including those represented by organisations such as NLC, CLC and others) who are waiting for this qualification to become available.

There's a strong desire for training by community rangers who want the skills to deal with croc management issues. I have half a dozen groups asking about 2020 training alone, although with covid things are clearly going to get delayed. I'm also receiving regular inquiries from private individuals who are looking for accredited qualifications for future work as rangers, in the industry, or in research. They're all waiting for this process to be completed.

We'll be putting it to use as soon as our RTO gets it on scope.

Cheers

Adam

Dr Adam Britton | abritton@crocodilian.com

Crocodile Specialist, Big Gecko Crocodilian Research

Senior Research Associate, RIEL, Charles Darwin University

Project lead, CrocBITE Crocodile Attack Database

Tel. 61 407 185182

http://www.big-gecko.com | http://www.crocodile-attack.info

LETTER OF SUPPORT

To whom it may concern

Dear Susie,

As a District Wildlife Officer for the Department of Biodiversity, Conservation and Attractions in Broome, WA, and with over 8 years, experience working with crocodiles, it was my pleasure to be involved in the Work with Crocodiles project. To develop training materials for individuals to work with crocodiles in a safe and humane manner is of utmost importance.

Crocodile numbers are not quite as high in WA as they are in FNQ and NT; though we are experiencing an increase in population and sighting extending further south down the Western Australian coast. We must respond to crocodile related incidents and near misses as they occur to ensure the safety of the public. DBCA and external agency indigenous ranger teams must have training to respond to problem crocodile incidents and have the capability to live remove crocodiles posing an unacceptable risk to human safety. We are excited that these new training materials might result in more individuals having a sound knowledge of how to work with crocodiles in a safe and humane manner, this will help to ensure the safety of all involved.

We fully support the Work with Crocodiles project.

Yours sincerely,

Peter Carstairs

District Wildlife Officer
West Kimberley District
Parks and Wildlife Service
Department of Biodiversity Conservation and Attractions

Exmouth District
PO Box 201, Exmouth, Western Australia 6707
Phone: (08) 9947 8000 Fax (08) 9947 8050 Email: exmouth@dbca.wa.gov.au

SFI Seafood Industry Training Package Version 2.0
Case for Endorsement

Page **55** of **83**
June 2020

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61 7 4059 1017
sales@crocodileadventures.com
www.crocodileadventures.com

PO Box 171, Palm Cove,
Qld 4879, Australia
Captain Cook Highway,
Wangetti, Queensland

2nd June 2020

Skills Impact
559A Queensberry Street
North Melbourne VIC 3051

Attention: Susie Falk

Dear Susie,

As the Director of Hartley's Crocodile Adventures and with over 30 years, experience working with crocodiles, it was my pleasure to be involved in the Work with Crocodiles project. To develop training materials for individuals to work with crocodiles in a safe and humane manner is of utmost importance.

Hartley's Crocodile Adventures is a 10 hectare wildlife sanctuary and ecotourism park located between Cairns and Port Douglas at Wangetti in Far North Queensland. We also run a crocodile farm where we rear crocodiles for skin and meat. It is essential that our employees are appropriately trained in order to ensure the health and wellbeing of both the crocodiles and the humans.

We welcomed members of the Skills Impact project team to Hartley's for a site visit in February and have continued to provide feedback both via telephone conversations, emails and an online validation meeting. The Certificate III in Working with Crocodiles, the eight skill sets and the eleven units of competency developed will be of great assistance to the crocodile industry and all who work within it.

We fully support the training documents produced by Skills Impact, as a part of the Work with Crocodiles project.

Yours sincerely,

Peter Freeman

Dear Susie,

The Department of Biodiversity, Conservation and Attractions Western Australia (DBCA) was first contacted in relation to this project on the 14th of November 2019 and I was referred to Skills Impact in my capacity as the East Kimberley District Wildlife Officer as the appropriate departmental point of contact from within the East Kimberley District. I have been in this role for 4 years which includes the implementation of our departments Operational Saltwater Crocodile Management Policy within the East Kimberley District. Both saltwater and freshwater crocodiles are common species across the district and our operational involvement includes:

- Trapping, euthanising, transporting, and releasing saltwater and freshwater crocodiles.
- Conducting crocodile spotlight surveys
- Community education about living with wildlife.

Despite the relatively lower numbers of crocodiles that require departmental intervention within the district, there is an ongoing need to provide and maintain an operational capability in this area. This has been achieved by modelling our program on the Northern Territory's Crocodile Management Team and compensating for the reduced experience by increasing our level of instruction, supervision and on the job training.

It was my pleasure to be involved in the Work with Crocodiles project and I am happy to continue liaising with Skills Impact in order to assist in the development of training documents that are 'fit for purpose'. I support the Work with Crocodiles project and can see the benefit to the crocodile industry and all who work within it from the Certificate III in Working with Crocodiles, the eight skill sets and the eleven units of competency developed.

I do hope that any further review of this project will consider expanding its overall scope to invite the involvement of the commercial fishing industry operating in crocodile habitat in Northern Australia that may be involved in the release live crocodiles from and monitoring of their nets.

Yours Sincerely

Steven Leeder
East Kimberley District - Wildlife Officer
Department of Biodiversity Conservation and Attractions
Phone: 08 9168 4258
Mobile: 0439 456 523
Fax: 08 9168 2179

PO Box 942
(Lot 248 Ivanhoe Road)
Kununurra WA 6743

ISACNT
INDUSTRY SKILLS ADVISORY COUNCIL NT

P 08 7913 7500
A Suite 201 The Avenue 12 Salonika St, Parap NT 0820
   PO Box 2096, Parap NT 0804
E admin@isacnt.org.au
ABN 66 535 070 401

Skills Impact
Ms Susie Falk
PO Box 466
MELBOURNE VIC 3051

21 April 2020

Dear Ms Falk

RE: Working with Crocodiles Draft 2 Validation Consultation

The Industry Skills Advisory Council Northern Territory obtained feedback from the 10 February for:

- Certificate II in Crocodile Care to Certificate III in Crocodile Care

The list of Northern Territory stakeholders who provided input towards the validation training products can be found in appendix A and is as follows:

- Reviewing the validation drafts has not been possible due to current commitments in responding to COVID-19 but was aware of the move for the Certificate II in Crocodile Care to Certificate III in Crocodile Care.
- Having a certificate II and allowing the remaining units to be accessible to be imported to other qualifications could work but have no issue with the current certificate III being proposed.
- Although the certificate II can meet the needs of a job role, support is for there to be a certificate III in Crocodile Care.
- Certificate III is suitable for working with the crocodile farming side of the business.
- Support is for the Certificate III in Crocodile Care due to the flexibility to take up skills sets. The skill sets look to complement the qualification for the learner to develop skills when introduced to working with crocodiles and specific skills.
- Support is for the certificate III in Crocodile Care and providing the opportunity for people to achieve their best and prepare people to continue developing skills beyond a certificate III.
- Could the certificate II and III in aquaculture qualifications have a specialisation added in relation to working with crocodiles.

Leaders in Industry Skills Advice

From: Nelson Brown <Nelson.Brown@nt.gov.au> On Behalf Of Training Packages
Sent: Tuesday, 5 May 2020 3:17 PM
To: Elvie Arugay <earugay@skillsimpact.com.au>
Cc: Dianne Fong <Dianne.Fong@nt.gov.au>
Subject: RE: Certificate III in Crocodile Care Rationale for the Development and Support from Industry

Good afternoon Elvie

The Northern Territory Government (NTG) is committed to the crocodile farming industry which is a significant contributor to the Northern Territory economy.
The industry has the potential to add substantial outcomes for Aboriginal people in regional and remote communities by providing employment and income opportunities.
The industry and workforce in this growing industry is best served by providing the skills and knowledge required through nationally recognised training. The NTG is supportive of the Certificate III in Crocodile Care

Additionally, the packaging rules should be tightened by rewording the electives section to something along the lines of;

up to 2 units may be may be selected from any endorsed Training Packages or accredited courses **relevant to the work outcome.**
All electives chosen must contribute to a valid, industry-supported vocational outcome.

Regards Nelson

Nelson Brown
Senior Project Officer: Strategy & Partnerships

t. +61 8 8935 7712

Department of Trade, Business and Innovation
Northern Territory Government of Australia
Level 2, Development House, 76 The Esplanade, Darwin NT 0800
GPO Box 3200, Darwin NT 0801

theterritory.com.au   business.nt.gov.au

Good Morning Elvie,

In relation to the below request, Queensland provides support for the creation of the Certificate III in Crocodile Care to formalise skills for this industry.

Regards,

Filippa Ross
A/Manager, Industry Engagement
Department of Employment, Small Business and Training

P 07 3025 6445 or 0413 209 169
E Filippa.Ross@DESBT.qld.gov.au   W desbt.qld.gov.au
Level 13, 85 George Street, Brisbane QLD 4000
Subscribe to the Small Business Connect newsletter to keep up to date on grants news and more.

We embrace workplace flexibility. If you are receiving this email outside of standard work hours please note that this is in alignment with my working preferences, and there is no obligation for a response out of ordinary working hours.

Supporting business and workers impacted by COVID-19

Businesses can visit **business.qld.gov.au** or call **1300 654 687** for support.
Workers can visit **desbt.qld.gov.au** or call **1300 369 935** for support.

Publications

As part of communication activities to inform stakeholders of the project's progress and opportunities for input and feedback, news articles, social media posts and newsletters were published. Skills Impact newsletters and website news articles were published on the Skills Impact website and distributed to the database of subscribers.

Skills Impact newsletters and website news articles

Distributed to the Skills Impact database of subscribers.

- New project in Fishtech and Aquabotics – 12 August 2019

- New Work with Crocodiles project – 3 October 2019

- Projects Updates – 24 October 2019

- Update on Fishtech & Work with Crocodiles – 20 November 2019

- Reminder: Fishtech & Aquabotics Draft Skills Standards Available for Feedback – 11 December 2019

- Consultation Workshop for Crocodiles and Fishtech and Aquabotics – 20 December 2019

- Draft skills standards for work with crocodiles available for comment (Still time to feedback on Fishtech and Aquabotics drafts) – 5 February 2020

- Update to Skills Forecast and Draft skills standards for work with crocodiles available to review – 2 April 2020

- Skills Standards in Fishtech and Aquabotics Available for Validation – 9 April 2020

In addition to these publications, an *Update on Skills Impact Projects* Newsletter was distributed to State and Territory Training Authorities, Industry Training Advisory Boards and Councils, Victorian Curriculum Maintenance Managers and TAFE NSW Industry Liaison people each month, providing updates on all Skills Impact projects, including the Fishtech and Aquabotics and Work with Crocodiles projects.

External publications

- Food, Fibre and Timber Industries Training Council WA – 'Drafts Available for Fishtech and Aquabotics and Crocodiles Projects' – 2 December 2019

- Animal Health Australia Twitter page - Help Define National Skills Standards for Fishtech and Aquabotics, and Work with Crocodiles – 17 January 2020

- VETinfoNews - Aquaculture and wild catch: Work with crocodiles project – February 2020

- VETinfoNews - Fishtech and aquabiotics – February 2020

- Food, Fibre and Timber Industries Training Council WA - Fishtech and Aquabotics – February 2020

Appendix 3: Minor updates

The *Aquaculture and Wild Catch* IRC approved the following changes as a minor update. These components have not been submitted for endorsement but will be released as part of the *SFI Seafood Industry Training Package version 2.0.*

Mapping of qualifications (Not for endorsement)

Mapping of qualifications from SFI Seafood Training Package Version 2.0 to SFI Seafood Industry Training Package Version 1.0			
Code and title **SFI v1.0**	**Code and title** **SFI v2.0**	**Comments**	**Equivalence statement**
SFI10119 Certificate I in Seafood Industry Release 1	SFI10119 Certificate I in Seafood Industry Release 2	Minor change: Updated elective unit code	Equivalent
SFI20119 Certificate II in Aquaculture Release 1	SFI20119 Certificate II in Aquaculture Release 2	Minor change: One unit has been added to the Electives: SFIAQU218 Prepare and use aquatic technology	Equivalent
SFI30119 Certificate III in Aquaculture Release 1	SFI30119 Certificate III in Aquaculture Release 2	Minor change: Two units have been added to the Electives: SFIAQU313 Operate hi-tech and real time aquatic technology SFIAQU314 Interpret aquatic digital information	Equivalent
SFI30319 Certificate III in Seafood Post Harvest Operations Release 1	SFI30319 Certificate III in Seafood Post Harvest Operations Release 2	Removed deleted elective unit SFIPRO303 Slaughter and process crocodiles	Equivalent
SFI30419 Certificate III in Fisheries Compliance Release 1	SFI30419 Certificate III in Fisheries Compliance Release 2	Minor change: Updated elective unit code	Equivalent
SFI40119 Certificate IV in Aquaculture Release 1	SFI40119 Certificate IV in Aquaculture Release 2	Minor change: Four units have been added to the Electives: SFIAQU412 Operate aquabotic technology SFIAQU413 Maintain aquabotic technology SFIAQU414 Investigate the use of new or emerging aquatic technology	Equivalent

Mapping of qualifications from SFI Seafood Training Package Version 2.0 to SFI Seafood Industry Training Package Version 1.0			
Code and title SFI v1.0	Code and title SFI v2.0	Comments	Equivalence statement
		SFIAQU415 Operate ROVs	
SFI40319 Certificate IV in Fisheries Compliance Release 1	SFI40319 Certificate IV in Fisheries Compliance Release 2	Minor change: Updated elective unit code	Equivalent
SFI50119 Diploma of Aquaculture Release 1	SFI50119 Diploma of Aquaculture Release 2	Minor change: Two units have been added to the Electives: SFIEMS501 Plan an aquatic environmental audit SFIEMS502 Conduct an aquatic environmental audit	Equivalent
SFI50219 Diploma of Fisheries Compliance Release 1	SFI50219 Diploma of Fisheries Compliance Release 2	Minor change: Two units have been added to the Electives: SFIEMS501 Plan an aquatic environmental audit SFIEMS502 Conduct an aquatic environmental audit	Equivalent

Mapping of units of competency (Not for endorsement)

Mapping of units of competency between *SFI Seafood Industry Training Package Versions 2.0.*			
Code and title SFI v1.0	Code and title SFI v2.0	Comments	Equivalence statement
SFIAQU203 Manipulate stock culture environment Release 1	SFIAQU203 Manipulate stock culture environment Release 2	Minor update to performance criteria and performance evidence for clarity	Equivalent unit
SFIAQU210 Harvest cultured or held stock Release 1	SFIAQU210 Harvest cultured or held stock Release 2	Minor update to performance criteria, performance evidence and assessment conditions for clarity regarding the use of automated systems	Equivalent unit
SFIAQU211 Maintain stock culture, holding and other farm structures Release 1	SFIAQU211 Maintain stock culture, holding and other farm structures Release 2	Corrected spelling error and minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU212 Operate and maintain a recirculating	SFIAQU212 Operate and maintain a recirculating	Minor update to performance criteria, and knowledge evidence for clarity regarding adherence to	Equivalent unit

Mapping of units of competency between *SFI Seafood Industry Training Package Versions 2.0.*			
Code and title **SFI v1.0**	**Code and title** **SFI v2.0**	**Comments**	**Equivalence statement**
aquaculture system Release 1	aquaculture system Release 2	environmental and biosecurity requirements	
SFIAQU301 Undertake effluent treatment and waste disposal Release 1	SFIAQU301 Undertake effluent treatment and waste disposal Release 2	Minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU303 Monitor stock handing activities Release 1	SFIAQU303 Monitor stock handing activities Release 2	Minor update to performance criteria and knowledge evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU304 Maintain water quality and environmental monitoring Release 1	SFIAQU304 Maintain water quality and environmental monitoring Release 2	Minor update to application, performance criteria and performance evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU305 Monitor harvest and post-harvest activities Release 1	SFIAQU305 Monitor harvest and post-harvest activities Release 2	Minor update to performance criteria and knowledge evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU307 Monitor the operations of a recirculating aquaculture system Release 1	SFIAQU307 Monitor the operations of a recirculating aquaculture system Release 2	Minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU308 Support hatchery operations Release 1	SFIAQU308 Support hatchery operations Release 2	Minor update to performance criteria and performance evidence for clarity regarding changing environmental conditions	Equivalent unit
SFIAQU312 Monitor feed activities Release 1	SFIAQU312 Monitor feed activities Release 2	Minor update to performance criteria and performance evidence for clarity regarding the use of technology	Equivalent unit
SFIAQU408 Supervise harvest and post-harvest activities Release 1	SFIAQU408 Supervise harvest and post-harvest activities Release 2	Minor update to performance criteria, and knowledge evidence for clarity referencing technology	Equivalent unit
SFIAQU409 Implement, monitor and review stock production Release 1	SFIAQU409 Implement, monitor and review stock production	Minor correction/update to knowledge evidence referencing technology which was already in performance criteria	Equivalent unit

Mapping of units of competency between *SFI Seafood Industry Training Package Versions 2.0.*			
Code and title **SFI v1.0**	**Code and title** **SFI v2.0**	**Comments**	**Equivalence statement**
	Release 2		
SFIAQU410 Implement a program to operate, maintain or upgrade a recirculating aquaculture system Release 1	SFIAQU410 Implement a program to operate, maintain or upgrade a recirculating aquaculture system Release 2	Minor update to performance criteria, and performance evidence for clarity referencing biosecurity regulations	Equivalent unit
SFIAQU508 Plan and design stock culture or holding systems and structures Release 1	SFIAQU508 Plan and design stock culture or holding systems and structures Release 2	Minor cross-referencing correction/update to knowledge evidence referencing automation research	Equivalent unit
SFIAQU509 Develop stock production plan Release 1	SFIAQU509 Develop stock production plan Release 2	Minor update to performance criteria, and knowledge evidence for clarity referencing biosecurity regulations and automation research	Equivalent unit
SFICPL411 Implement fisheries compliance Release 1	SFICPL411 Implement fisheries compliance Release 2	Minor cross-referencing correction/update to knowledge evidence referencing environmental sustainability	Equivalent unit
SFIXSI402 Act to prevent interaction with protected species Release 1	SFIXSI402 Act to prevent interaction with protected species Release 2	Minor update to performance criteria, and knowledge evidence for clarity referencing biosecurity regulations	Equivalent unit

Appendix 4: AQF alignment of Certificate III in Working with Crocodiles

Evidence that SFI30520 Certificate III in Working with Crocodiles meets Standard 8 of the Standards for Training Packages 2012

SFI30520 Certificate III in Working with Crocodiles aligns with AQF level 3:

Graduates at this level have theoretical and practical knowledge and skills for working with crocodiles.

Knowledge: Graduates have the factual, technical, procedural and theoretical knowledge of working with crocodiles. This includes knowledge of crocodile features and behaviour, and ecological care needs.

Skills: Graduates at this level have the range of cognitive, technical and communication skills to select and apply a range of methods to:

- complete routine activities in the care of crocodiles or the maintenance of crocodile ecological programs

- provide and refer solutions to predictable and occasional unpredictable problems relating to crocodile care or crocodile ecological maintenance.

Application of knowledge and skills

Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in the known and stable contexts within the established parameters of crocodile care or crocodile program maintenance.

Appendix 5: Quality assurance report

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	**SFI Seafood Industry Training Package V2.0**
Number of new qualifications and their titles[2]	**1** **SFI30520 Certificate III in Working with Crocodiles**
Number of revised qualifications and their titles	0
Number of new units of competency and their titles	20 SFIAQU218 Prepare and use aquatic technology SFIAQU313 Operate hi-tech and real time aquatic technology SFIAQU314 Interpret aquatic digital information SFIAQU412 Operate aquabotic technology SFIAQU413 Maintain aquabotic technology SFIAQU414 Investigate the use of new or emerging aquatic technology SFIAQU415 Operate ROVs SFIEMS501 Plan an aquatic environmental audit SFIEMS502 Conduct an aquatic environmental audit SFICOM201 Communicate remotely SFICRO301 Support hatchery and juvenile crocodile care SFICRO302 Conduct crocodile surveys SFICRO303 Care for crocodiles over 1.2 meters in a controlled environment SFICRO304 Harvest crocodile eggs SFICRO305 Prepare to work with crocodiles SFICRO306 Work safely in crocodile habitats SFICRO401 Manage minor crocodile incidents in the wild SFICRO402 Harvest crocodiles for commercial use SFICRO403 Capture, transport and release crocodiles SFICRO404 Euthanise or destroy crocodiles

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[2] When the number of training products is high the t*itles can be presented as an attached list.*

Case for Endorsement

Page **67** of **83**
June 2020

Appendix 5: Quality assurance report

Quality Report Template

Section 1 – Cover page

Information required	Detail
Training Package title and code	**SFI Seafood Industry Training Package V2.0**
Number of new qualifications and their titles[2]	**1** **SFI30520 Certificate III in Working with Crocodiles**
Number of revised qualifications and their titles	0
Number of new units of competency and their titles	20 SFIAQU218 Prepare and use aquatic technology SFIAQU313 Operate hi-tech and real time aquatic technology SFIAQU314 Interpret aquatic digital information SFIAQU412 Operate aquabotic technology SFIAQU413 Maintain aquabotic technology SFIAQU414 Investigate the use of new or emerging aquatic technology SFIAQU415 Operate ROVs SFIEMS501 Plan an aquatic environmental audit SFIEMS502 Conduct an aquatic environmental audit SFICOM201 Communicate remotely SFICRO301 Support hatchery and juvenile crocodile care SFICRO302 Conduct crocodile surveys SFICRO303 Care for crocodiles over 1.2 meters in a controlled environment SFICRO304 Harvest crocodile eggs SFICRO305 Prepare to work with crocodiles SFICRO306 Work safely in crocodile habitats SFICRO401 Manage minor crocodile incidents in the wild SFICRO402 Harvest crocodiles for commercial use SFICRO403 Capture, transport and release crocodiles SFICRO404 Euthanise or destroy crocodiles

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[2] When the number of training products is high the t*itles can be presented as an attached list.*

Information required	Detail
Number of revised units of competency and their titles	Five (5) SFIAQU217 Feed stock SFIAQU315 Apply control measures for diseases SFIAQU411 Develop and implement a stock health program SFIAQU512 Plan and design water supply and disposal systems SFIOBS305 Collect routine fishery management data
Confirmation that the panel member is independent of: • 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')	I confirm that I, Maree Thorne, am independent of: • the Training Package or Training Package components review (YES) • development and/or validation activities associated with the Case for Endorsement (YES) • undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report (YES)
Confirmation of the Training Packages or components thereof being compliant with the *Standards for Training Packages 2012*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Standards for Training Packages 2012***
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Products Policy*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Training Package Products Policy***
Confirmation of the Training Packages or components thereof being compliant with the *Training Package Development and Endorsement Process Policy*	**Yes, I confirm that the Training Package components for endorsement are compliant with the *Training Package Development and Endorsement Process Policy***
Panel member's view about whether: • 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	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 CfE notes some impacts to planned face to face consultation strategies due to bushfire and subsequent national COVID19 health crises required to be substituted with web conference events. Implementation concerns about RTO delivery (sourcing qualified trainers, access to practical training and assessment resources and facilities) particularly of the crocodile components has been identified in the CfE and appears to be addressed through stated industry commitment to supporting work placements and identification of RTOs who are willing to support the training.

Information required	Detail
Name of panel member completing Quality Report	**Maree Thorne**
Date of completion of the Quality Report	**Original report: 7 June 2020** **Report revised and reissued: 29 June 2020 to confirm review of 18 non-endorsed minor change units of competency**

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)
Standard 1 Training Packages consist of the following: 1. AISC endorsed components: • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes	*Yes*	The proposed components of the SFI Seafood Industry Training Package Version 2.0 meet the requirements of Standard 1. The Training Package components in the Case for Endorsement (CfE) include: • one new qualification • 20 new and five revised units of competency, each with associated assessment requirements. The CfE also includes 18 minor change units of competency which were QA'd with the developer in this process to confirm the changes made did not change the unit requirements. The CfE specifies that no credit arrangements exist for the qualification for endorsement at the time of development. The SFI Seafood Industry Training Package V2.0 Companion Volume Implementation Guide (CVIG) provides implementation advice, has been updated to include the new qualification and new and revised units of competency, as well as minor changes, and has been quality assured in this process.

| Standard 2

Training Package developers comply with the *Training Package Products Policy* | ***Yes*** | Skills Impact has complied with the requirements of the *Standards for Training Packages 2012* for the one new qualification, as well as the 20 new and five revised units of competency.

Supporting evidence includes:

• Compliance with coding and titling of qualifications and units of competency. Where units of competency have undergone review with changes to performance criteria, knowledge or performance evidence or assessment conditions, codes have been changed to reflect with minor changes to units reflected in release versions

  The QA process included review of minor changes in 18 units of competency to confirm changes provided clarification to unit text and correction of errors and/or omissions within the units without changing the unit requirements

• There are no entry requirements for the qualification, and no units of competency require prerequisites

• QA confirmed with Skills Impact that the units proposed for deletion meet the Dec 2019 updated Training Package Products Policy that the skills and knowledge are not required by industry and are not superseded in other units

• Packaging rules in the qualification are clear and meet the requirements of the *Training Package Products Policy*, including imported units and use of elective groups. The CfE indicates industry confirmation that the competencies are sufficient for a broad range of typical jobs in the crocodile industry

• The CVIG includes information about access and equity including reasonable adjustment to accommodate learners with disabilities or particular needs

• The CVIG outlines how Foundation Skills have been addressed in units of competency and emphasises that RTOs must consider them as part of the training and assessment for each unit

• Information about pathways, and qualification and unit mapping to inform users of changes to both equivalent and not equivalent units and new products is clearly provided in the CVIG

• The availability of skill sets provides additional |

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
		flexibility and pathway options for individuals and industry
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*	*Yes*	The CfE provides detailed information about Skills Impact's development and endorsement processes of the draft components, including alignment to and compliance with ASIC's Activity Order, comprising two areas of project activity: • Fishtech and Aquabotics • Work with Crocodiles. The CfE outlines details of consultation undertaken and communication strategies with evidence of contributing personnel listed in Appendices. It identifies some impacts to planned face to face consultation strategies during the development process due to the bushfire and subsequent COVID19 national health crisis but supports evidence of consultation via website provision of components for feedback and web conferences. Establishment of Subject Matter Expert Working Groups (SMEWG) for each project to initiate workforce functional analyses, site visits and face to face consultation in the early project stages, as well as subsequent engagement with stakeholders via newsletters, emails and opportunities for web conferences is comprehensively detailed in the CfE. Summaries of feedback, responses and actions for both projects are available on the Skills Impact website and were examined in the quality assurance process to validate stakeholder agreement.

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 4 Units of competency specify the standards of performance required in the workplace	*Yes*	Units of competency were reviewed. Changes recommended in the QA process were either adopted by Skills Impact, or a rationale was given by them as to why the recommended change would not be made. The standards of performance required in the workplace as informed by industry consultation during development are therefore clearly specified.
Standard 5 The structure of units of competency complies with the unit of competency template	*Yes*	This quality report confirms the Editorial Report's comments that: • The coding and titling of the units comply with the unit of competency template. • All units include a statement in the Application field relating to legislative and regulatory requirements. • The prerequisite field is used although no units include a prerequisite unit. • Foundation skills are described in the appropriate field utilising skills as described in the Australian Core Skills Framework (ACSF). • The equivalence of each unit to the previous version is stated in the unit mapping information field and complies with the wording in the updated Training Package Products Policy (Dec. 2019).
Standard 6 Assessment requirements specify the evidence and required conditions for assessment	*Yes*	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 appropriate template. Reference to frequency and volume (number of occasions etc) of Performance Evidence is stated, as are Assessment Conditions in relation to how evidence may be gathered and provision of necessary resources for meeting assessment requirements.

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 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template	*Yes*	This quality report confirms the Editorial Report's comments that: All 25 (sic) units of competency have associated assessment requirements, which comply with the assessment requirements template. The assessment requirements are clearly written and have consistent breadth and depth. The performance evidence reflects workplace tasks and includes volume and frequency requirements. The knowledge evidence and assessment conditions fields are utilised appropriately. Skills Impact has indicated that all aspects of the assessment requirements are supported by stakeholders and the Aquaculture and Wild Catch Industry Reference Committee.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type	*Yes*	The QA process confirmed qualification packaging rules specify requirements to ensure AQF outcomes for qualifications are met with the wording: *Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.*

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 9 The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template	*Yes*	This quality report confirms the Editorial Report's comments that: The new Certificate III in Working with Crocodiles complies with the qualification template with all mandatory fields completed. • Coding and titling are appropriate. • The qualification description outlines the qualification outcome – who it applies to and the work covered. There are no licensing, legislative or certification requirements applicable to the qualification. *(QA does note that licences or permits may apply to the use of firearms, vehicles or restricted drugs used, and a statement to this effect is included in the qualification and skill sets where relevant)* • There are no entry requirements. • The packaging rules are clearly articulated. The core and electives include the new crocodile units, SFI units covering several sub sectors and imported units from three (sic) (four) industry training packages. • The mapping table describes equivalence using wording outlined in the updated Training Package Products Policy (Dec. 2019).
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	*Yes*	The CfE and CVIG indicate that no national credit arrangements exist at this time for the proposed qualification.
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 training package components in this submission are accompanied by the SFI Seafood Industry Training Package Companion Volume Implementation Guide Version 2.0. The SFI CVIG complies with the companion volume implementation guide template included in the 2012 Standards and was reviewed in this QA process, including for alignment to the CfE and with the proposed endorsed components.

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 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	*Not applicable*	

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 *Training Package Development and Endorsement Process Policy*
Driven by industry's needs	Yes	The CfE provides detailed information about the extent of industry consultation and stakeholder engagement and narrative about the rationales for changes that occurred in the development of the new qualification and units. It outlines involvement of the range of industry and other stakeholders, and details the changes made throughout the project to meet needs of those stakeholders.
Compliant and responds to government policy initiatives 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: • 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	Yes	The endorsed components respond to the COAG Industry and Skills Council's (CISC) training package reforms, specifically: • **foster greater recognition of skill sets** • **ensure that the training system better supports individuals to move easily from one related occupation to another** The endorsed components will be supported by 14 new skill sets in Diver, Fishtech and Aquabotics and Work with Crocodiles. Inclusion of new units of competency as electives in a range of existing qualifications enhances opportunities for individuals to move from one related occupation to another as indicated in the CfE: *'By adding crocodile units of competency to the Certificate III and IV CLM qualifications, this allows the Indigenous park rangers in WA who undertake these qualifications the flexibility to learn the necessary skills and knowledge required to cater for the various job functions undertaken by this cohort when working with crocodiles'*

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		• **improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors** The proposed qualification (and non-endorsed skill sets) import units of competency from other training packages (HLT, ACM, SIS, TLI, SIR, SIT, AHC) to avoid sector specific duplication. • **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** Units stipulating size of crocodiles, as well as whether in a controlled environment (research facility, zoo, wildlife park or farm) or in the wild provides specific information about industry's expectations to enable consumer choice.
Reflect contemporary work organisation and job profiles incorporating a future orientation	Yes	Detailed information about discussions and decisions made by industry during development confirm new and revised components reflect contemporary job profiles and industry work and incorporate future orientation for these industries, including the increased use of emerging technology.

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 *Training Package Development and Endorsement Process Policy*
Support movement of skills within and across organisations and sectors	Yes	Packaging rules in the new qualification enables flexibility in the selection of working with crocodile units to suit specific organisation or broader industry applications. Options to import units from other training packages enable movement within organisations, within each sector, and through inclusion of import units, to other sectors. Endorsed components will be supported by new skill sets to provide entry and skill movements within and across the diversity of the Fishtech and Aquabotics, Diver and Work with Crocodile industry 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 *Training Package Development and Endorsement Process Policy*
Promote national and international portability	Yes	The CfE indicates national consensus in the development of the components, which would support promotion of national portability of the components within these industries. Reference is made in the CfE that units have been developed to include national legislation and codes of practice including in relation to humane treatment and animal welfare.
Reflect regulatory requirements and licensing	Yes	Whilst no licencing applies to the qualification or units of competency specifically, statements in the components advise users that regulations or permits to use firearms, vehicles or restricted drugs may apply. As above, regulatory requirements may also apply in relation to animal welfare and humane treatment, which has been incorporated into the relevant components.

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 *Training Package Development and Endorsement Process Policy*
Reflect national consensus	Yes	The case for endorsement details the consultation that was conducted, and the changes made throughout the project to accommodate stakeholder views. The CfE evidences a national consultation process providing stakeholders with opportunities to participate via a number of communication channels (SMEWG, email and online, direct engagement via site visits, web conferences, newsletter alerts inviting feedback) to capture input on the endorsed components throughout the duration of the review. Appendix 2 reflects a range of national respondent stakeholders including industry participants, government representatives and training advisory associations, industry /content expert and training practitioners.
Recognise convergence and connectivity of skills	Yes	Units listed in the qualification (and non-endorsed skill sets) include imported units from other nationally endorsed training packages.

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 *Training Package Development and Endorsement Process Policy*
Meet the diversity of individual and employer needs	Yes	This Quality Report confirms the comments in the Equity Report, that: The Certificate III in Working with Crocodiles promotes flexibility through the inclusion of new SFI units and units from SFI sub-sectors, imported units and the ability to import additional electives from suitable training packages. The new *FishTech* and *Aquabotic* units were written for both specific activities and broadly to be applicable to current aquaculture operations, as well as being adaptable for future developments and innovation in technology. A similar approach was taken with the W*orking with crocodile* units, with some specific units and others developed to apply to broader contexts in both natural and controlled crocodile environments. The assessment requirements of all the units submitted for review, specify that assessment must take place in an environment that accurately represents workplace conditions, allowing the assessment to occur in a range of different contexts.
Support equitable access and progression of learners	Yes	The Certificate III in Working with Crocodiles does not specify entry requirements and is recommended in the CfE as a traineeship. The new skill sets provide pathways into, and skill advancement from, several qualifications. No unit of competency has a prerequisite requirement. The CfE identified that concerns were raised in the development process about the possible literacy levels of participants, however the CfE also confirmed that industry stakeholders did not consider it an obstacle or barrier.

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 *Training Package Development and Endorsement Process Policy*
Support learner transition between education sectors	Yes	Evidence demonstrating pathways and transition between education sectors is detailed in the Equity Report, and confirmed in this Quality Report: The SFI CVIG outlines pathway advice and a succinct diagram depicting the progression pathways between qualifications (p28). The QA process further confirms that whilst the pathway advice relates to existing qualifications in the seafood industry, a 'note' in the CVIG states that [the Certificate III in Working with Crocodiles] '*is not directly connected to other qualifications found in this training package and therefore does not fit into a 'progression between qualifications*". Advice relating to RPL and apprenticeship/traineeship pathways is also provided with the Certificate III in Working with Crocodiles recommended as a Traineeship. Selected units have been identified as appropriate for VET programs in secondary schools. The SFI CVIG states that: *There are no national credit arrangements between SFI qualifications and Higher Education qualifications at this time*

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 *Training Package Development and Endorsement Process Policy*
Support implementation across a range of settings	Yes	Industry advice about delivery is provided via the SFI Seafood Industry Training Package Version 2.0 Companion Volume Implementation Guide (CVIG) which has been quality assured in this process and is ready for publication at the same time as the Training Package components. As noted in the Equity Report, the SFI CVIG also provides detailed information about Foundation Skills and the frameworks adopted, namely: the Australian Core Skills Framework (ACSF) and the Core Skills for Work Developmental Framework (CSfW). It is noted that the new units reflect Skills Impact's current policy to include references to the ACSF only.
Support sound assessment practice	Yes	The draft Units of Competency and associated Assessment Requirements have consistent depth and breadth, including references to volume and frequency of Performance Evidence and include Assessment Conditions specifying how evidence must be gathered. This QA process confirms the Equity Report statement that: *the assessment requirements of all the units submitted for review, specify that assessment must take place in an environment that accurately represents workplace conditions, allowing the assessment to occur in a range of different contexts.*
Support implementation	Yes	Skills Impact states in the Case for Endorsement (CfE) that: *'All components have been created to comply with the National Register requirements for publication.'* Components contain links as required by the templates to the SFI CVIG 2.0 which has been updated to include all components being endorsed, has been quality assured in this process and is ready for publication at the same time as the Training Package components.