CUL11 Library, Information and Cultural Services Training Package

Release: 1.0
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CUL11 Library, Information and Cultural Services Training Package

Modification History

<table>
<thead>
<tr>
<th>Version</th>
<th>Release Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>December 2011</td>
<td>Primary release</td>
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CUL11 Library, Information and Cultural Services Training Package

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Training Package Volume Number

Training Package Volume Description
Preliminary Information

Training Package Volume Number

This is Volume 1 of CUL11 Library, Information and Cultural Services Training Package endorsed components. As such it provides the introduction to the Training Package, including the Assessment Guidelines and the Qualification Framework. It should not be used in isolation; users will need to ensure they have the relevant volume or volumes for the particular industry sector containing the endorsed units of competency.

Important note to users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1.0 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Innovation and Business Industry Skills Council at www.ibsa.org.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package’s national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

<table>
<thead>
<tr>
<th>Version</th>
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Innovation and Business Skills Australia
History

CUL11 Library, Information and Cultural Services Training Package is a revision of CUL04 Museum and Library/Information Services Training Package version 2.1. The previous version included qualifications from Certificate I to Advanced Diploma in two discrete streams: Museum Practice and Library/Information Services. CUL11 involved a number of changes to the Training Package, the major being the rationalisation of units of competency and qualifications, resulting in one stream of qualifications covering both sectors from Certificate II to Diploma.

Other factors addressed through the review included:

- the need to align the Training Package with contemporary Training Package guidelines to provide consistency with other Training Packages
- the pervasive influence of technology on the delivery of information and cultural services
- digitisation of information and collection materials providing new and accessible formats and services
- the importance of customer service skills across library, information and cultural services
- the increasing impact of legislation, particularly copyright and licencing
- new operating models, such as knowledge hubs offering centralised services to improve access and provision of information.

Summary of AQF Qualifications in this Training Package

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CUL20111</td>
<td>Certificate II in Information and Cultural Services</td>
</tr>
<tr>
<td>CUL30111</td>
<td>Certificate III in Information and Cultural Services</td>
</tr>
<tr>
<td>CUL40111</td>
<td>Certificate IV Library, Information and Cultural Services</td>
</tr>
<tr>
<td>CUL50111</td>
<td>Diploma of Library and Information Services</td>
</tr>
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Units of Competency in this Training Package

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CULATS501A</td>
<td>Work with Aboriginal and Torres Strait Islander cultural material</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>CULCNM201A</td>
<td>Monitor collections for changes in condition</td>
</tr>
<tr>
<td>CULCNM301A</td>
<td>Catalogue objects into collections</td>
</tr>
<tr>
<td>CULCNM302A</td>
<td>Develop and apply knowledge of archives</td>
</tr>
<tr>
<td>CULCNM303A</td>
<td>Move and store collection material</td>
</tr>
<tr>
<td>CULCNM401A</td>
<td>Assess the significance of collection objects</td>
</tr>
<tr>
<td>CULCNM402A</td>
<td>Prepare display mounts for collection material</td>
</tr>
<tr>
<td>CULCNM403A</td>
<td>Record and maintain collection information</td>
</tr>
<tr>
<td>CULCNM404A</td>
<td>Work with cultural material</td>
</tr>
<tr>
<td>CULCNM501A</td>
<td>Assess the significance of collections</td>
</tr>
<tr>
<td>CULCNM502A</td>
<td>Manage lending and borrowing processes for collections</td>
</tr>
<tr>
<td>CULCNM503A</td>
<td>Manage the development of collections</td>
</tr>
<tr>
<td>CULCNM601A</td>
<td>Research and document collection material</td>
</tr>
<tr>
<td>CULCNM602A</td>
<td>Develop and monitor procedures for the movement and storage of collection material</td>
</tr>
<tr>
<td>CULEVP201A</td>
<td>Assist with the presentation of public activities and events</td>
</tr>
<tr>
<td>CULEVP202A</td>
<td>Provide visitors with venue information and assistance</td>
</tr>
<tr>
<td>CULEVP401A</td>
<td>Present information on activities, events and public programs</td>
</tr>
<tr>
<td>CULEVP402A</td>
<td>Design and develop interpretive displays</td>
</tr>
<tr>
<td>CULEVP403A</td>
<td>Install and dismantle exhibition elements</td>
</tr>
<tr>
<td>CULEVP501A</td>
<td>Coordinate the installation and dismantling of exhibitions</td>
</tr>
<tr>
<td>CULEVP502A</td>
<td>Develop and implement exhibition interpretive strategies</td>
</tr>
<tr>
<td>CULEVP503A</td>
<td>Develop and promote activities, events and public programs</td>
</tr>
<tr>
<td>CULEVP504A</td>
<td>Develop exhibition concepts</td>
</tr>
<tr>
<td>CULPRE401A</td>
<td>Implement preventive conservation activities</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
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<td>--------------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>CULPRE501A</td>
<td>Develop disaster management plans</td>
</tr>
<tr>
<td>CULIND201A</td>
<td>Develop and apply knowledge of information and cultural services</td>
</tr>
<tr>
<td>CULIND401A</td>
<td>Consolidate and maintain industry knowledge</td>
</tr>
<tr>
<td>CULINDM301A</td>
<td>Provide multimedia support</td>
</tr>
<tr>
<td>CULICM501A</td>
<td>Maintain digital repositories</td>
</tr>
<tr>
<td>CULICM601A</td>
<td>Contribute to collection management</td>
</tr>
<tr>
<td>CULICM602A</td>
<td>Manage collection maintenance and preservation procedures</td>
</tr>
<tr>
<td>CULINL301A</td>
<td>Develop and use information literacy skills</td>
</tr>
<tr>
<td>CULINL501A</td>
<td>Promote literature and reading</td>
</tr>
<tr>
<td>CULINL601A</td>
<td>Extend own information literacy skills to locate information</td>
</tr>
<tr>
<td>CULINM301A</td>
<td>Use established cataloguing tools</td>
</tr>
<tr>
<td>CULINM401A</td>
<td>Complete a range of cataloguing activities</td>
</tr>
<tr>
<td>CULINM402A</td>
<td>Use integrated library management systems</td>
</tr>
<tr>
<td>CULINM501A</td>
<td>Analyse and describe information resources</td>
</tr>
<tr>
<td>CULINM502A</td>
<td>Provide subject access and classify material</td>
</tr>
<tr>
<td>CULINM503A</td>
<td>Use and monitor advanced functions of integrated library management systems</td>
</tr>
<tr>
<td>CULINM601A</td>
<td>Analyse and describe specialist and complex material</td>
</tr>
<tr>
<td>CULINS201A</td>
<td>Assist with circulation services</td>
</tr>
<tr>
<td>CULINS202A</td>
<td>Process information resource orders</td>
</tr>
<tr>
<td>CULINS301A</td>
<td>Process and maintain information resources</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>CULINS401A</td>
<td>Assist customers to access information</td>
</tr>
<tr>
<td>CULINS402A</td>
<td>Obtain information from external and networked sources</td>
</tr>
<tr>
<td>CULINS403A</td>
<td>Search library and information databases</td>
</tr>
<tr>
<td>CULINS501A</td>
<td>Research and analyse information to meet customer needs</td>
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**Regulation, Licensing and Risk**

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<tr>
<td>CULRSK501A</td>
<td>Monitor compliance with copyright and licence requirements</td>
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**Stakeholder Relations**

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<tr>
<td>CULREL501A</td>
<td>Develop and maintain community and stakeholder relationships</td>
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**Imported Units**

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<tr>
<td>BSBCON401A</td>
<td>Work effectively in a business continuity context</td>
</tr>
<tr>
<td>BSBCON601A</td>
<td>Develop and maintain business continuity plans</td>
</tr>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBCUS301A</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBCUS501B</td>
<td>Manage quality customer service</td>
</tr>
<tr>
<td>BSBEBU401A</td>
<td>Review and maintain a website</td>
</tr>
<tr>
<td>BSBINM301A</td>
<td>Organise workplace information</td>
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<tr>
<td>BSBIPR401A</td>
<td>Use and respect copyright</td>
</tr>
<tr>
<td>BSBITU309A</td>
<td>Produce desktop published documents</td>
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<tr>
<td>BSBMKG413A</td>
<td>Promote products and services</td>
</tr>
<tr>
<td>BSBMKG414B</td>
<td>Undertake marketing activities</td>
</tr>
<tr>
<td>BSBBOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBBOHS301B</td>
<td>Apply knowledge of OHS legislation in the workplace</td>
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<tr>
<td>BSBBOHS509A</td>
<td>Ensure a safe workplace</td>
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<tr>
<td>BSBPMG510A</td>
<td>Manage projects</td>
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<tr>
<td>Code</td>
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<tr>
<td>BSBRKG301B</td>
<td>Control records</td>
</tr>
<tr>
<td>BSBRKG302B</td>
<td>Undertake disposal</td>
</tr>
<tr>
<td>BSBRKG303B</td>
<td>Retrieve information from records</td>
</tr>
<tr>
<td>BSBRKG304B</td>
<td>Maintain business records</td>
</tr>
<tr>
<td>BSBRKG305A</td>
<td>Review recordkeeping functions</td>
</tr>
<tr>
<td>BSBRKG401B</td>
<td>Review the status of a record</td>
</tr>
<tr>
<td>BSBRKG402B</td>
<td>Provide information from and about records</td>
</tr>
<tr>
<td>BSBRKG404A</td>
<td>Monitor and maintain records in an online environment</td>
</tr>
<tr>
<td>BSBRKG502B</td>
<td>Manage and monitor business or records systems</td>
</tr>
<tr>
<td>BSBRKG601B</td>
<td>Define recordkeeping framework</td>
</tr>
<tr>
<td>BSBRKG608B</td>
<td>Plan management of records over time</td>
</tr>
<tr>
<td>BSBRSK501A</td>
<td>Manage risk</td>
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<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBSUS301A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBSUS501A</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBWOR301A</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBWOR402A</td>
<td>Promote team effectiveness</td>
</tr>
<tr>
<td>BSBWOR501B</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSBWOR502B</td>
<td>Ensure team effectiveness</td>
</tr>
<tr>
<td>BSBWRT301A</td>
<td>Write simple documents</td>
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<td>BSBWRT401A</td>
<td>Write complex documents</td>
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<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
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<tr>
<td>CHCCS405A</td>
<td>Work effectively with culturally diverse clients and co-workers</td>
</tr>
<tr>
<td>CHCLLN403A</td>
<td>Identify clients with language, literacy and numeracy needs and respond effectively</td>
</tr>
<tr>
<td>CHCORG525C</td>
<td>Recruit and coordinate volunteers</td>
</tr>
<tr>
<td>CUAIND301A</td>
<td>Work effectively in the creative arts industry</td>
</tr>
<tr>
<td>CUECOR03B</td>
<td>Provide quality service to customers</td>
</tr>
<tr>
<td>CUEMAR01C</td>
<td>Assist with marketing</td>
</tr>
<tr>
<td>CUEOHS01C</td>
<td>Implement workplace health, safety and security procedures</td>
</tr>
<tr>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUVATS301A</td>
<td>Develop and apply knowledge of Aboriginal or Torres Strait Islander cultural arts</td>
</tr>
<tr>
<td>CUVFIM401A</td>
<td>Obtain revenue to support operations</td>
</tr>
<tr>
<td>CUVPRP202A</td>
<td>Participate in planning work for a nominated site</td>
</tr>
<tr>
<td>CUVPRP203A</td>
<td>Store finished creative work</td>
</tr>
<tr>
<td>FNSORG501A</td>
<td>Develop and manage a budget</td>
</tr>
<tr>
<td>FNSPIM412A</td>
<td>Participate in formal communication processes</td>
</tr>
<tr>
<td>ICAICT104A</td>
<td>Use digital devices</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>ICAICT204A</td>
<td>Operate a digital media technology package</td>
</tr>
<tr>
<td>ICAICT308A</td>
<td>Use advanced features of computer applications</td>
</tr>
<tr>
<td>ICASAS410A</td>
<td>Identify and resolve client IT problems</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
<tr>
<td>ICAWEB417A</td>
<td>Integrate social web technologies</td>
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<tr>
<td>Code</td>
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<tr>
<td>ICAWEB418A</td>
<td>Use development software and IT tools to build a basic website</td>
</tr>
<tr>
<td>ICAWEB420A</td>
<td>Write content for web pages</td>
</tr>
<tr>
<td>ICPMM321C</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>ICPMM322C</td>
<td>Edit a digital image</td>
</tr>
<tr>
<td>ICPPP322C</td>
<td>Digitise images for reproduction</td>
</tr>
<tr>
<td>ICPPP397A</td>
<td>Transfer digital files</td>
</tr>
<tr>
<td>ICPPP422C</td>
<td>Digitise complex images for reproduction</td>
</tr>
<tr>
<td>ICPPR386A</td>
<td>Troubleshoot digital media</td>
</tr>
<tr>
<td>PSPGOV208A</td>
<td>Write routine workplace materials</td>
</tr>
<tr>
<td>SIRXSL001A</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>SIRXSL002A</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SISXFAC303A</td>
<td>Implement facility maintenance program</td>
</tr>
<tr>
<td>SITTGDE001B</td>
<td>Work as a guide</td>
</tr>
<tr>
<td>SITTGDE006A</td>
<td>Prepare and present tour commentaries or activities</td>
</tr>
<tr>
<td>SITTGDE007A</td>
<td>Develop and maintain the general and regional knowledge required by guides</td>
</tr>
<tr>
<td>SITTGDE009A</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
</tr>
<tr>
<td>SITTGDE012A</td>
<td>Prepare specialised interpretive content on cultural and heritage environments</td>
</tr>
<tr>
<td>SITTIND001B</td>
<td>Develop and update tourism industry knowledge</td>
</tr>
<tr>
<td>SITTVAF002A</td>
<td>Provide a briefing or scripted commentary</td>
</tr>
<tr>
<td>SITXCCS001B</td>
<td>Provide visitor information</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>Work in a socially diverse environment</td>
</tr>
<tr>
<td>SITXHRM003A</td>
<td>Roster staff</td>
</tr>
<tr>
<td>SITXMPR001A</td>
<td>Coordinate production of brochures and marketing materials</td>
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### Code and Title

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TAEDELS01A</td>
<td>Provide work skill instruction</td>
</tr>
<tr>
<td>TAEDELS041A</td>
<td>Plan, organise and deliver group based learning</td>
</tr>
<tr>
<td>TAEDES401A</td>
<td>Design and develop learning programs</td>
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### Mapping to previous Training Package

#### Mapping of qualifications

*Key: E = equivalent, N = not equivalent*

<table>
<thead>
<tr>
<th>Qualification code and title CUL11</th>
<th>Qualification code and title CUL04</th>
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<tr>
<td>CUL20111 Certificate II in Information and Cultural Services</td>
<td>CUL20104 Certificate II in Library/Information Services CUL20204 Certificate II in Museum Practice</td>
<td>Qualifications deleted and replaced by a flexible cross-industry qualification that covers libraries, museums archives and records.</td>
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<tr>
<td>CUL30111 Certificate III in Information and Cultural Services</td>
<td>CUL30104 Certificate III in Library/Information Services CUL30204 Certificate III in Museum Practice</td>
<td>Qualifications deleted and replaced by a flexible cross-industry qualification that covers libraries, museums archives and records.</td>
<td>N</td>
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<tr>
<td>CUL40111 Certificate IV in Library, Information and Cultural Services</td>
<td>CUL40104 Certificate IV in Library/Information Services CUL40204 Certificate IV in Museum Practice</td>
<td>Qualifications deleted and replaced by a cross-industry qualification that covers libraries, information services and museums.</td>
<td>N</td>
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<td>CUL50111 Diploma of Library and Information Services</td>
<td>CUL50104 Diploma of Library/Information Services CUL50204 Diploma of Museum Practice</td>
<td>Qualifications deleted and replaced by a cross-industry qualification that covers libraries, information services and museums.</td>
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<td>CUL60104 Advance Diploma of Library/Information</td>
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## Mapping of qualifications

**Key:** *E* = equivalent, *N* = not equivalent

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## Mapping of units of competency

**Key:** *E* = equivalent, *N* = not equivalent

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<td>CULLB001B Develop and apply knowledge of the library/information services industry</td>
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<td>CULINS402A Obtain information from external and networked sources</td>
<td>CULLB002B Obtain information from external and networked sources to meet customer needs</td>
<td>Changes made to application of unit, performance criteria, required skills and knowledge, range statement, context of and specific resources for assessment, and critical aspects for assessment.</td>
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<td>CULINS501A Research and analyse information to meet customer needs</td>
<td>CULLB003B Research and analyse information to meet customer needs</td>
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<td>CULINS202A Process information resource orders</td>
<td>CULLB004B Process information resource orders</td>
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<td>CULINS403A Search library and information databases</td>
<td>CULLB005B Search databases</td>
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<td>CULINL301A Develop and use information literacy skills</td>
<td>CULLB203C Develop and use information literacy skills</td>
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<td>CULINS301A Process and maintain information resources</td>
<td>CULLB205C Process and maintain information resources</td>
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<td>CULINS201A Assist</td>
<td>CULLB206C Assist with</td>
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### Mapping of units of competency

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<td>CULINM301A Use established cataloguing tools</td>
<td>CULLB302C Use cataloguing tools</td>
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<td>CULDMT301A Provide multimedia support</td>
<td>CULLB307C Use multimedia</td>
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<td>CULINS401A Assist customers to access information</td>
<td>CULLB401C Assist customers to access information</td>
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<td>CULLB509C Select and acquire information materials</td>
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<td>CULLB510C Develop and maintain community/stakeholder relationships</td>
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<td>CULINL601A Extend own information literacy skills to locate information</td>
<td>CULLB602C Use, evaluate and extend own information literacy skills</td>
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<td>CULLB604C Manage care and maintenance of the collection</td>
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<td>CULMS003B Move/store cultural material</td>
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<td>CULEVP504A Develop exhibition concepts</td>
<td>CULMS005B Research and generate ideas for exhibition concepts</td>
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<td>CULEVP502A Develop and implement exhibition interpretive strategies</td>
<td>CULMS006B Develop and implement the interpretive/communication strategy for an exhibition</td>
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<td>CULEVP402A Design and develop interpretive displays</td>
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<td>CULMS008B Conceive, develop and realise exhibition designs</td>
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<td>CULPRE401A Implement preventive conservation activities</td>
<td>CULMS009B Implement preventive conservation activities</td>
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<td>CULMS010B Contribute to the preservation of cultural material</td>
<td>Merged with CULMS009B Implement preventive conservation activities and updated in CULPRE401A Implement preventive conservation activities.</td>
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<td>CULPRE501A Develop disaster management plans</td>
<td>CULMS011B Develop a disaster preparedness plan</td>
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<td>CULMS012B Plan event touring</td>
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<td>CULMS013B Implement facility maintenance programs</td>
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<td>CULMS201C Develop and apply knowledge of the museum industry</td>
<td>Content included in CULIND201A Develop and apply knowledge of information and cultural services and CULIND401A Consolidate and maintain industry knowledge.</td>
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<td>CULEVP202A Provide visitors with venue information and assistance</td>
<td>CULMS202C Provide visitors with venue information and assistance</td>
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<td>CULCNM201A Monitor collections for</td>
<td>CULMS205C Observe and report basic</td>
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<td>Present information on activities, events and public programs</td>
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<td>Prepare display accommodation for cultural material</td>
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<td>Manage the development of collections</td>
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<td>Coordinate the installation and dismantling of exhibitions</td>
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<td>CULMS506C Plan and develop activities, events and programs</td>
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<td>CULCNM602A Develop and monitor procedures for the movement and storage of collection material</td>
<td>CULMS605C Develop and implement procedures for the movement and storage of cultural material</td>
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<td>CULMS610C Research, describe and document cultural material</td>
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<td>CULMS611C Lend/borrow cultural material</td>
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Mapping of units of competency equivalent

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Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.
Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

**Who can deliver and assess using Training Packages?**

Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

**Training Package Components**

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

**Training Package Endorsed Components**

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.

**Competency Standards**

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

**Assessment Guidelines**

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners. Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.

- Support Materials
- Learning Strategy
- Assessment Materials
- Professional Development Materials

Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example CUL40111. Qualification codes are developed as follows:
• the first three letters identify the Training Package;
• the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);
• the next two numbers identify the position in the sequence of the qualification at that level; and
• the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes
Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:
• a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in CULINM401A;
• the first three characters signify the Training Package – Library, Information and Cultural Services CUL11 – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
• the last character is always a letter and identifies the unit of competency version. An ‘A’ at the end of the code indicates that this is the original unit of competency. ‘B’, or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
• where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles
There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles
The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles
The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:
first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;

- this is followed by the words ‘in’ for Certificates I to IV, and ‘of’ for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Learning).

For example:


**Unit of Competency Titles**

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- CULINM401A Complete a range of cataloguing activities.

**Historical and general information**

Innovation and Business Skills Australia (IBSA) works in partnership with industry and key stakeholders in the vocational education and training (VET) sector to develop the business and innovation skills that are critical to the success of Australian industries, enterprises and their workforce.

IBSA covers the industry sectors of:

- business services
- cultural industries
- education
- financial services
- information and communication technologies
- printing.

The cultural industries comprise the following sectors:

- community cultural development
- live performance
- interactive digital media
- library and information services
- museums, galleries and cultural heritage sites
- screen and media
- visual arts, craft and design.

CUL11 Library, Information and Cultural Services Training Package contains qualifications relevant to the galleries, libraries, archives, records and museums industry sectors. Development of these qualifications was undertaken within a context of consultation and feedback from industry and training providers.
Introduction to the industry

Galleries, libraries, archives, records and museums (GLARM) play an important role in Australian communities. There is increasing acknowledgement of the significant contribution that these sectors make to the quality of life for people and communities outside their traditional services, including positive wellbeing, combating social exclusion, lifelong learning, empowerment and supporting local communities.

Research undertaken by the Australia Council for the Arts in 2009 showed that:
"In the year leading up to the research nine in ten Australians aged 15 and older had creatively participated in the arts (by making something themselves), or receptively participated (by attending a live event, an exhibition or reading literature)."

The provision of digital information via the internet is experiencing a high level of globalisation, with libraries becoming increasingly involved in digital content supply. Digital literacy and the ability to use information and communications technology has become one of the most critical skills for participation in modern society. Information skills are highly transferable with increasing demand for understanding the interplay between information and business needs of large companies; technological expertise; user analysis for digital media; applying legislation and governance requirements; and information design, including classification. The pace of technological change is accelerating.

The future role for libraries and information services is still being played out, but when combined with the national broadband network (NBN) roll-out, the opportunities are significant. To exploit the opportunities presented by the new digital environment the cultural and creative workforce will need skills, knowledge and/or understanding in:

- converging technologies, including combinations of creative and IT
- business development and IT
- creative and business development
- internet and digital business skills
- intellectual property and copyright.

While process tasks remain important, skills in digitising, managing digital collections and creating metadata are becoming increasingly important. Traditional technical skills for those working with collections and in libraries and information services remain in demand, with technology and customer service drivers for employers.

In a study for IBSA, the Centre for International Economics stated ‘Convergence is redefining the boundaries between industries – many of the cultural and creative industries that were separated now need similar skills’.

Social media allows more consumer-directed choices and cloud computing (the act of storing, accessing and sharing data, applications and computing power in cyberspace) promotes roaming for all users to access information and work from anywhere with an internet connection. Mobile devices and applications further enable cloud computing and the shift away from desktop computers. Though the sectors may vary in their perspectives, technology convergence is destined to create an impact on skills.
The GLARM sectors will be challenged by the convergence of their sector with others impacted by technology, including information and communications, media and business services. As occupations emerge in response to demand and opportunities, this workforce will find themselves increasingly working in other industries. Convergence is also linking and meshing knowledge management, corporate records, security, copyright, archives, cross-referencing, communications policies and functions into library and information services roles and is particularly noticeable where the intranet and internet functions are managed by library services.

Volunteers play a critical role in the museums and library and information services sectors.

While some debate continues regarding the responsibility for supporting the training of volunteers, in these sectors, the work of volunteers frequently replaces the need for a paid workforce, particularly for museums and galleries. The need for volunteers to be trained and use their skills in the workplace is necessary to ensure Australia’s collections and heritage are protected and risks are mitigated.

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2 IBISWorld, Libraries in Australia Industry Report (P9210), December 2009

3 IBSA Escan 2010: Cultural and Creative Industries

4 More than 75% of cultural and creative industries respondents to IBSA’s Escan survey identified a critical need for future industry skills in these areas.

5 IBSA 2010 Escan: Cultural and Creative Industries

6 FutureNow – Workforce Development Plan: Creative Industries, June 2010

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?


The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.
Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

**Qualifications**

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

**Statement of Attainment**

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

**AQF Guidelines and Learning Outcomes**

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.
Certificate I

**Characteristics of Learning Outcomes**

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

**Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction;
- receive and pass on messages/information.

Certificate II

**Characteristics of Learning Outcomes**

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

**Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.
Certificate III

Characteristics of Learning Outcomes

- Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

- Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

- Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.
Certificate IV

Characteristics of Learning Outcomes

- Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

- Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.
Diploma

**Characteristics of Learning Outcomes**

- Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.
- The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.
- Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

**Distinguishing Features of Learning Outcomes**

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.
Advanced Diploma

Characteristics of Learning Outcomes

- Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.
- The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.
- Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.
- The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.
### Vocational Graduate Certificate

**Characteristics of Competencies or Learning Outcomes**

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

**Distinguishing Features of Learning Outcomes**

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
Vocational Graduate Diploma

Characteristics of Competencies or Learning Outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualification Pathways

The CUL11 Library, Information and Cultural Services Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of RTOs to use the rules of the qualifications to provide the best learning programs and sequences to meet the needs of their students and customers.

The following pathways chart is provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Skills Australia (www.ibsa.org.au).
CUL11 at a glance

**Overall approach to qualifications**

Industry identified a number of key requirements to ensure that CUL11 qualifications reflect the nature of practice in the galleries, libraries, archive, records and museums sectors. Specifically, the qualifications:

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**Pathways into any Qualification.**

Direct entry into any qualification at any level is possible. There is no requirement, for example, to complete the Cert. II, III and IV before entering the Diploma. Any person wishing to complete a course may apply to a registered training organisation (RTO) for recognition of prior learning (RPL) or recognition of current competencies (RCC). The purpose of this is to gain credit for one or more units in a qualification or skill set.
• recognise professional practice skills as vital, and include these as core requirements in many qualifications
• explicitly include sustainability in all its forms – environmental, economic and social
• include units that reflect and support strong customer service practice
• incorporate time-neutral terminology in all content
• allow for both specialisation and cross-disciplinary approaches
• provide flexibility
• maximise opportunities to draw units from other relevant Training Packages to increase pathways and recognition.

Work outcomes

CUL11 Library, Information and Cultural Services Training Package supports the many different ways that people currently undertake paid and unpaid work in galleries, libraries, archives, records and museums. The draft components apply a deliberately broad interpretation of terms like ‘work’, ‘jobs’, ‘employment’ and ‘industry’ to reflect the nature of the workplace. Volunteers play an important role in museums and require formal training to develop skills and knowledge to preserve our collections.

Higher level qualifications (Diploma and above) are highly regarded in library and information services sectors, reflecting the specialised technical skills and knowledge required in the workplace. For museums and archives, higher education qualifications are commonly required by employers.

Skill sets have been developed to address niche skills in areas of industry need not addressed by the qualifications. The appropriate qualification for library technicians remains the Diploma of Library and Information Services, with candidates able to select from new units developed for this Training Package and a wide range of imported units increasing flexibility and addressing the diverse needs of the workplace.

Lower level qualifications (up to Certificate III) are essentially pathway qualifications and remain vital in terms of skill development for arts administration, galleries, libraries, archives, records and museums. The Certificate II and Certificate III in Information and Cultural Services include units that provide a broad knowledge and skill base for candidates seeking work in these sectors. While variation exists between jurisdictions, the Certificate III in Information and Cultural Services and the Certificate IV in Library, Information and Cultural Services provide entry points to employment and are suitable for traineeships.

People with qualifications in library, information and cultural services can also apply their skills in different industry contexts and across all sectors of the economy.
Context for the qualifications

Location of service providers has a significant impact on operations in these sectors and this is closely linked to skill requirements. Large metropolitan-based service providers are able to offer a broad range of often highly specialised services, often associated with specialised skills. Regional areas of Australia and smaller jurisdictions use innovative solutions, such as knowledge hubs, to co-locate services including collections, tourism and information. This co-location enables a sharing of resources, including skills commonly required across all services, such as customer service and information management. The growing importance of multi-skilling across service areas is reducing the demand for highly specialised skills for each service area. This dichotomy suggests the body of knowledge around information and collections may not be as distinctive as in the past, but rather pervasive. This has been accommodated in the qualifications by a group of core units at each level which include customer service, work health and safety, and team work. The elective units are grouped into functional areas of administration, collections management, exhibitions and visitor programs, information management and information technology allowing a range of specialisations suitable for different workplaces and work environments.

The majority of people working in galleries, libraries, archives, records and museums continue to be in public administration, rather than in the private sector; with higher education qualifications highly regarded and reflected in the number of people employed in these sectors with those higher education qualifications. All levels of government offer employment and funding under formal agreement. Pressures on the public purse, combined with increasing demand for services, are driving new ways of delivering services using technology, including social media tools, which in turn impact on the skill needs of the workforce. This is reflected in the increase in units in information technology and digitisation.

Employability skills have been embedded into the qualifications and units of competency. Language, literacy and numeracy skills, which are considered fundamental to these sectors broadly and the information services sector more specifically, have been embedded in the units of competency, skill requirements and assessment guidelines.

The single set of CUL11 qualifications reflects the common elements across collecting organisations while still providing for specialisations. The qualifications have been designed to meet the needs of a broad target group of information and service occupations to allow greater flexibility, recognise transference of skills, and the changing and diverse nature of the workplace. A key challenge has been to effectively articulate specialised skills in a flexible, workable framework. On the one hand, the framework needs to allow for difference and diversity; on the other it needs to set a benchmark for the expertise described above – with a direct relationship to professional practice at the higher levels. Registered training organisations will be better able to aggregate into one set of qualifications and address the specialised needs of the museum and gallery market.

Given the scope of potential areas of employment and the pace of change in terms of technology, the qualifications also needed to include a significant level of flexibility where individuals and training organisations are able to ‘cherry pick’ units from a broad range. Forcing people to specialise was considered counterproductive. However, flexibility sits on top of a core requirement that ensures the rigour and integrity of the qualification.
Sustainability practice
In 2009 the Ministerial Council on Training, Education and Employment acted on the Commonwealth Government’s policy of embedding sustainability practice in all Training Packages. In the context of libraries, information and cultural service, sustainability means maintenance of a sustainable environment, including:

- measures to reduce energy consumption and recycle materials
- reduction in water usage, such as sweeping rather than hosing
- maintenance of biodiversity and protecting habitat from damage
- awareness of air quality and noise.

These aspects of sustainability have been addressed through:

- including sustainable work practices in required knowledge sections of units
- importing the following units from another Training Package:
  - BSBSUS201A Participate in environmentally sustainable work practices
  - BSBSUS301A Implement and monitor environmentally sustainable work practices
  - BSBSUS501A Develop workplace policy and procedures for sustainability.

Titles of qualifications
Guidelines on issuing qualifications and the protocol defining the form of qualifications are contained in the Australian Qualifications Framework (AQF) Implementation Handbook, which can be accessed on the AQF website at www.aqf.edu.au.

Qualifications in CUL11 Library, Information and Cultural Services Training Package have broad descriptors only. There is no provision for nominating an occupational or functional stream in brackets as this would narrow the focus of what candidates can achieve and would result in the addition of numerous qualifications to the Training Package, without any actual change in their structure.

RTOs issuing qualifications may wish to describe the specialisation in which individuals achieve competence. Descriptive statements on certificates should always be written with reference to the overall guidelines in the AQF Implementation Handbook.

Employability Skills
Employability Skills replacing key competency information from 2006
In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 employability skills have replaced key competency information in Training Packages.
Background to employability skills

Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee’s key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the Employability Skills for the Future report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released in 2002, copies of the report are available from the DEST website at: www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying the following eight employability skills:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology.

The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

Employability Skills Framework

The following table contains the employability skills facets identified in the report Employability Skills for the Future.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Facets</th>
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| *Communication* that contributes to productive and harmonious relations across employees and customers: | *listening and understanding*  
*speaking clearly and directly*  
*writing to the needs of the audience*  
*negotiating responsively*  
*reading independently*  
*empathising*  
*using numeracy effectively*  
*understanding the needs of internal and external customers* |

*Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Facets</th>
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<tr>
<td><strong>Skill</strong></td>
<td><em>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</em></td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td><em>working across different ages irrespective of gender, race, religion or political persuasion</em></td>
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<td></td>
<td><em>working as an individual and as a member of a team</em></td>
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<td></td>
<td><em>knowing how to define a role as part of the team</em></td>
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<td><em>applying teamwork to a range of situations, e.g. future planning and crisis problem solving</em></td>
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<td></td>
<td><em>identifying the strengths of team members</em></td>
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<td></td>
<td><em>coaching and mentoring skills, including giving feedback.</em></td>
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<td><strong>Problem solving</strong></td>
<td><em>developing creative, innovative and practical solutions</em></td>
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<td></td>
<td><em>showing independence and initiative in identifying and solving problems</em></td>
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<td><em>solving problems in teams</em></td>
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<td></td>
<td><em>applying a range of strategies to problem solving</em></td>
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<td><em>using mathematics, including budgeting and financial management to solve problems</em></td>
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<td></td>
<td><em>applying problem solving strategies across a range of areas</em></td>
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<td><em>testing assumptions, taking into account the context of data and circumstances</em></td>
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<td><em>resolving customer concerns in relation to complex project issues.</em></td>
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<td><strong>Initiative and enterprise</strong></td>
<td><em>adapting to new situations</em></td>
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<td><em>developing a strategic, creative and long-term vision</em></td>
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<td><em>being creative</em></td>
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<td><em>identifying opportunities not obvious to others</em></td>
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<td><em>translating ideas into action</em></td>
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<td><em>generating a range of options</em></td>
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<td><em>initiating innovative solutions.</em></td>
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<tr>
<td>Skill</td>
<td>Facets</td>
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</table>
| **Planning and organising** that contribute to long and short-term strategic planning: | - managing time and priorities - setting time lines, coordinating tasks for self and with others  
  - being resourceful  
  - taking initiative and making decisions  
  - adapting resource allocations to cope with contingencies  
  - establishing clear project goals and deliverables  
  - allocating people and other resources to tasks  
  - planning the use of resources, including time management  
  - participating in continuous improvement and planning processes  
  - developing a vision and a proactive plan to accompany it  
  - predicting - weighing up risk, evaluating alternatives and applying evaluation criteria  
  - collecting, analysing and organising information  
  - understanding basic business systems and their relationships. |
| **Self-management** that contributes to employee satisfaction and growth: | - having a personal vision and goals  
  - evaluating and monitoring own performance  
  - having knowledge and confidence in own ideas and visions  
  - articulating own ideas and visions  
  - taking responsibility. |
| **Learning** that contributes to ongoing improvement and expansion in employee and company operations and outcomes: | - managing own learning  
  - contributing to the learning community at the workplace  
  - using a range of mediums to learn - mentoring, peer support and networking, IT and courses  
  - applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)  
  - having enthusiasm for ongoing learning  
  - being willing to learn in any setting - on and off the job  
  - being open to new ideas and techniques  
  - being prepared to invest time and effort in learning new skills  
  - acknowledging the need to learn in order to accommodate change. |
| **Technology** that | - having a range of basic IT skills |
Employability Skills summary

An employability skills summary is included for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The following is important information for trainers and assessors about employability skills summaries:

- Employability skills summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability skills summaries contain general information about the industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each employability skills summary will vary depending on the range of job roles covered by the qualification.
- Employability skills summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability skills summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Industry Requirements for Employability Skills

CUL11 Library, Information and Cultural Services Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill, and the level of detail included in each part of the unit, varies according to industry requirements and the nature of the unit of competency. Employability skills are both explicit and embedded within units of competency. This means that they are:

<table>
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<tr>
<th>Skill</th>
<th>Facets</th>
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<tr>
<td>CUL11 Library, Information and Cultural Services Training Package</td>
<td>applying IT as a management tool</td>
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<td></td>
<td>using IT to organise data</td>
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<td></td>
<td>being willing to learn new IT skills</td>
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<td></td>
<td>having the OHS knowledge to apply technology</td>
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<td></td>
<td>having the appropriate physical capacity.</td>
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</tbody>
</table>
• explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to employability skills
• embedded in units of competency as part of the other performance requirements that make up the unit as a whole.

CUL11 Library, Information and Cultural Services Training Package seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

**Skill Sets in this Training Package**

**Definition**

Skill sets are defined as single units of competency, or combinations of units of competency, from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

**Wording on Statements of Attainment**

Skill sets are a way of publicly identifying logical groupings of units of competency that meet an identified need or industry outcome. Skill sets are not qualifications. Where skill sets are identified in a Training Package, the Statement of Attainment can set out the units of competency a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘These units of competency meet industry requirements for [insert skill set title or identified industry area]’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.


**Skill Sets in this Training Package**

This section provides information on skill sets in this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

<table>
<thead>
<tr>
<th>Skill Set</th>
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<tr>
<td>Archive and Keep Records Skill Set</td>
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<tr>
<td>Cataloguing Skill Set</td>
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<tr>
<td>Deliver Public Programs Skill Set</td>
</tr>
<tr>
<td>Develop and Manage Exhibitions Skill Set</td>
</tr>
<tr>
<td>Digitisation Skill Set</td>
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</tbody>
</table>
### Assessment Guidelines

#### Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

#### Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

#### Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).
Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
b) assessment of knowledge and skills must be integrated with their practical application
c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate’s needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.
Fairness

Fairness in assessment requires consideration of the individual candidate’s needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate’s own work.
Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.


The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements.  See also the AQTF 2010 Users’ Guide to the Essential Standards for Registration – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 Essential Standards for Initial and Continuing Registration.
Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF and the edition of the AQF Implementation Handbook – available on the AQF Council website <www.aqf.edu.au>.

Licensing/Registration Requirements

This section provides information on licensing and registration requirements for CUL11 Library, Information and Cultural Services Training Package, with the following important disclaimer.

The developers of this Training Package, and the Department of Education, Employment and Workplace Relations (DEEWR), consider that no registration requirements apply to registered training organisations (RTOs), assessors or candidates with respect to this Training Package. Contact the relevant state or territory department(s) to check if there are any registration requirements with which you must comply. For further information on this topic contact IBSA at www.ibsa.org.au.

Requirements for RTOs

Training and assessment in remote and regional areas

Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- lack of numbers preventing the establishment of traditional class sizes
- physical remoteness of some communities, where access to training facilities is limited
- scarcity of teachers with the required industry experience
- scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- use of technology (e.g. email, CDs and internet) and self-paced resources.

Training and assessment issues for schools

Implementation of CUL11 Library, Information and Cultural Services Training Package within the school sector, while encouraged, needs to ensure the following:
- currency of skills and knowledge of those charged with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

The competency standards provide more detailed guidance for training and assessment purposes, as well as examples relevant to each standard, and schools are encouraged to use these guidelines when planning training and assessment.

It is recommended that delivery of qualifications in schools should only include Certificates I and II. For more information on VET in Schools, please refer to Appendix A.

**Assessment of units related to Aboriginal and Torres Strait Islander cultural heritage**

Units directly related to Aboriginal and Torres Strait Islander cultural material contain the following statement:

*Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.*

Operation of the reference group would vary depending on local community needs, but typically a reference group might provide advice and be involved in:

- participant selection
- staff selection
- negotiation for involvement of Elders, custodians, mentors and advisers
- policy guidelines
- delivery and assessment issues
- training and professional development resources.

**Assessment in a simulated environment**

Units of competency in CUL11 Library, Information and Cultural Services Training Package may be assessed in the workplace or in a simulated environment.

Assessment within a simulated environment may be required because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the application of the competency required
- conducting assessment within the workplace may be unacceptably disruptive to work requirements of the business
- it is sometimes appropriate to practise skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulation may be used and is often indicated as an option for assessment in CUL11 Library, Information and Cultural Services Training Package, the following advice is provided.
In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be asked.

Are there opportunities to:

- test the full range of equipment?
- use up-to-date equipment and software?
- reflect time pressures and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?
- answer practically-oriented, applied knowledge questions?
- show the level of verbal and written expression sufficient for, but not exceeding, the work requirements?

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.

Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, the AQTF and, where relevant, the Australian Qualifications Framework.
Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process. Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:
- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.

In judging evidence, the assessor must ensure that the evidence of prior learning is:
- authentic (the candidate’s own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate’s current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

**Credit Transfer**

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications. This process involves education institutions:
- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

**Combination of Pathways**

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

**Requirements for Assessors**

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

**Assessor Competencies**

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF *Essential Standards for Registration* follows:

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<th>1.4</th>
<th>Training and assessment are conducted by trainers and assessors who:</th>
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<tbody>
<tr>
<td>a.</td>
<td>have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and</td>
</tr>
<tr>
<td>b.</td>
<td>have the relevant vocational competencies at least to the level being delivered or assessed, and</td>
</tr>
<tr>
<td>c.</td>
<td>can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and</td>
</tr>
<tr>
<td>d.</td>
<td>continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.</td>
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Requirements for Candidates

Access and Equity
An individual’s access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free. Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia’s VET clients and Australia’s current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia’s economic development and social and cultural life.

Reasonable Adjustments
It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While ‘reasonable adjustment’ and ‘unjustifiable hardship’ are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability. An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student’s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment. An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to www.deewr.gov.au/tpdh/Pages/home.aspx.

Industry Assessment Contextualisation 1 – Assessment for Indigenous organisations
Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing appropriate assessment processes. There are four main areas of concern:
• diversity
• cultural appropriateness
• community control
• accreditation.

Diversity
The term diversity is used to emphasise the wide range of opinions, aspirations, community circumstances, cultural practices, geographic locations, and social, economic and political conditions that exist throughout Australia and the need to guard against assumptions that all communities are the same.
One approach is to distinguish between remote, rural and urban settings. These settings suggest differences that may be relevant to Aboriginal and Torres Strait Islander organisations, including:
• culture
• language
• history
• social make-up
• geography
• social and economic infrastructure
• economy
• political structure.
These factors suggest that training and assessment, in order to be relevant to the needs of a particular Aboriginal and Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness
The word ‘culture’ is used in a broad sense, it refers to:
• values, social beliefs and customs, such as Aboriginal and Torres Strait Islander law, land, and family and kinship systems
• protocols of behaviour and interaction, such as cultural authority, gender and kinship
• ways of thinking, including preferred learning styles
• language, both English and Aboriginal English
• lifestyles
• local history
• location, including region and place.
A particularly important aspect of cultural appropriateness is that of learning styles. There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment.
It is understood that Aboriginal and Torres Strait Islander people may:
• learn better in groups than individually
• learn better in the surroundings of their community than in an institutional environment
• prefer oral communication to written forms
• learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches
• have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognise, adopt and practise appropriate delivery and assessment approaches.
Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:
• ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation
• establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities
• as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community
• ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

Community control
The term ‘community control’ is synonymous with such things as self-determination and self-management, and underpins most community aspirations. It is of fundamental concern to people who see themselves as having been dispossessed by colonisation.

The essence of control is control of decision making. In order to be able to do this, people need all relevant information, relevant competencies, and recognition of their own structures and processes.

Among other things, Aboriginal and Torres Strait Islander people seek control over their training. It is necessary, therefore, that they participate in meaningful ways in all stages of planning, development, delivery and evaluation. One way to achieve this is for communities to have control of the contract for training initiatives.

It is important that training providers and assessors respect and conform to the practice of community control which underpins this field within the CUA11 Live Performance Training Package.

Accreditation
Aboriginal and Torres Strait Islander people have said for a long time that their involvement in training has not been formally recognised and that many of the skills they use in managing their organisations and delivering services to their communities have not been valued.
The first issue may have arisen because much of the training that has been delivered to communities has been customised to particular situations, has not been assessed on an individual basis if at all, and has been delivered by unregistered personnel. Secondly, until this time, recognition of current competencies (RCC) has been underutilised. Individuals may demonstrate competence in complete units of competency through formal training, informal training, or the recognition of current competencies and skills, resulting in qualifications or statements of attainment being awarded.

In the community group setting, an important feature of likely relevance for assessment is that participants may vary with respect to previous education and training experience, which may result in diverse literacy and numeracy issues. However, literacy and numeracy skills are not a barrier to sophisticated thought, and care must be taken not to use assessment strategies that rely on a person having numeracy and literacy skills that are not intrinsically required by the unit of competency being assessed.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within CUA11 Live Performance Training Package.

Assessment in Aboriginal and Torres Strait Islander communities

The guiding principles that underpin assessment include:

- assessment should be transparent, i.e. clearly seen and understood by the candidate and others
- assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process
- members or prospective members of community management committees should have opportunities to demonstrate their competencies and skills
- activities undertaken by the candidate in a community management role may be used as the context for assessment where possible (known as on-the-job assessment or workplace assessment); there may also be opportunities to include evidence from other relevant situations
- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- assessments must provide constructive feedback to candidates and support for further competency development
- assessments must provide a statement of attainment or qualification, listing the units of competency achieved
- records of candidate achievement maintained by the RTO must include the statement of attainment, listing the units of competency or qualifications achieved as required by the AQTF
- a record of demonstrated competencies will assist in role clarification and performance appraisals in the workplace.

Given the importance of the assessment to the candidate and community management committees, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.
Units of competency with cultural content, including the following of local protocols, will require the assessor to have knowledge of these cultural matters. As these matters are often governed by local rules regarding access to such knowledge, only those people with the knowledge can genuinely assess these aspects of the competency or provide guidance on their assessment.

Discussion must take place with the community and agreement must be reached on how these matters are assessed. For non-Aboriginal and Torres Strait Islander RTOs, this will usually mean the use of auspice arrangements with appropriate people or knowledge experts, identified by the community.

It should be noted that for Aboriginal and Torres Strait Islander people being assessed in aspects of competency, they will almost invariably have been attained through life experience. This must also be taken into account in the assessment procedures relating to cultural matters. Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning of the unit of competency or the elements of competency.

Candidates must be informed of the right to access grievance procedures.

**Industry Assessment Contextualisation 2 – Training and assessment for people with specific needs**

Disability Standards for Education were formed under the Disability Discrimination Act 1992 and were introduced in August 2005. They clarify the obligations of education and training providers to ensure that students who have a disability are able to access and participate in education without experiencing discrimination.


Good vocational training and assessment are often about making adjustments to what we do to meet the learning support needs of individuals. The information provided in this section is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

According to the Australian Bureau of Statistics (ABS), 2003, Survey of Disability, Ageing and Carers (SDAC) in the section on education and employment:

‘In 2003, one in four people (24%) aged 15–64 years with a profound or severe core-activity limitation, who were living in households, had completed Year 12. This compares to half (49%) of those without a disability. People with a profound or severe core-activity limitation were less likely to have completed a diploma or higher qualification (14%) than those without a disability (28%).’

Employment-related findings, for people aged 15–64 years living in households, from the ABS 2003 SDAC include:
• those with a profound level of core-activity limitation had a much lower labour force participation rate (15%) than people without a disability (81%)
• people with a disability who were employed were more likely to work part-time (37%) than those who were employed and did not have a disability (29%)
• people employed in agriculture, forestry and fishing (16%) had a relatively high disability rate compared to the overall rate for those employed (11%).

Clearly there is much work still to be done to ensure that people who have a disability are able to participate in employment and vocational education and training as fully as possible.

What is a disability?

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments.

While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.

A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.

According to the ABS 2003 SDAC:
‘One in five people in Australia (3,958,300 or 20.0%) had a reported disability. This rate was much the same for males (19.8%) and females (20.1%). Disability was defined as any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. Examples range from hearing loss which requires the use of a hearing aid, to difficulty dressing due to arthritis, to advanced dementia requiring constant help and supervision.’

The ABS 2003 SDAC information also tells us that:
‘15.2% (600,300) of people with a disability reported that the cause of their main health condition was accident or injury, 14% (557 300) that it was disease, illness or heredity, and 11% (423,500) that it was "working conditions, work or over-work".’

Health conditions can also be acquired through sporting accidents, repetitive or over-use (through regular or sporting activities), or the daily activities of life.

There are many resources available that provide information on how to adjust training and assessment for someone who has a disability; some of these are listed in the contacts section below.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.
Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.

Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a ‘person who has an intellectual disability’ and an ‘intellectually disabled person’. A person who has an intellectual disability could also be identified by a range of equally important characteristics – height, age, sporting interests, etc. However, the term ‘intellectually disabled person’ refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person’s disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become ‘natural’
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:
• performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
• independent support – a third party, independent of the training and/or assessment environment, may need to be involved
• experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
• continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Programme, which ‘provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training’ (www.deewr.gov.au).

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Reasonable Adjustment</th>
</tr>
</thead>
</table>
| Acquired brain injury    | • memory aids (posters, notes, etc.)  
                         | • reflective listening skills  
                         | • stress minimisation  
                         | • time and patience |
| Hearing impairment       | • audio loops for people using hearing aids  
                         | • plain English documents  
                         | • fire and alarm systems with flashing lights  
                         | • sign language interpreters  
                         | • telephone typewriters |
| Intellectual disability  | • additional time  
                         | • assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks)  
                         | • mentors  
                         | • plain English documents  
                         | • practical learning sessions  
                         | • repetition of learning exercises |
| Mobility impairment      | • access to aids, such as for holding documents  
                         | • adjustable tables  
                         | • lifting limits  
                         | • note-taking support  
                         | • verbal rather than written presentations  
                         | • personal computers  
                         | • wheelchair access |
### Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

#### Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

#### Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <www.ntis.gov.au>.

#### Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

<table>
<thead>
<tr>
<th>Type of Disability</th>
<th>Reasonable Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric disability</td>
<td>- identification and avoidance of stresses</td>
</tr>
<tr>
<td></td>
<td>- ongoing rather than formal assessments</td>
</tr>
<tr>
<td></td>
<td>- reflective listening skills</td>
</tr>
<tr>
<td></td>
<td>- ‘time-out’ breaks in assessment</td>
</tr>
<tr>
<td>Speech impairment</td>
<td>- information summaries</td>
</tr>
<tr>
<td></td>
<td>- stress minimisation</td>
</tr>
<tr>
<td></td>
<td>- time and patience</td>
</tr>
<tr>
<td></td>
<td>- written rather than verbal opportunities</td>
</tr>
<tr>
<td>Vision impairment</td>
<td>- additional writing time for assignments and tests</td>
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<tr>
<td></td>
<td>- audiotapes</td>
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<tr>
<td></td>
<td>- Braille translations</td>
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<td></td>
<td>- enlarged computer screen images</td>
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<tr>
<td></td>
<td>- enlarged text and images</td>
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<td></td>
<td>- good lighting or reading lamps</td>
</tr>
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<td></td>
<td>- guide dog provision</td>
</tr>
<tr>
<td></td>
<td>- informing the person before moving furniture</td>
</tr>
<tr>
<td></td>
<td>- voice synthesisers on computers</td>
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</tbody>
</table>

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• are benchmarked against the relevant unit or units of competency;
• are reviewed as part of the validation of assessment strategies required under the AQTF;
• meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

**Language, Literacy and Numeracy**

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

**Conducting Assessment**

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

**Mandatory Assessment Requirements**

Assessments must meet the criteria set out in the AQTF 2010 Essential Standards for Initial and Continuing Registration. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Initial and Continuing Registration are as follows:

<table>
<thead>
<tr>
<th>1.5 Assessment, including Recognition of Prior Learning (RPL):</th>
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<tbody>
<tr>
<td>a. meets the requirements of the relevant Training Package or accredited course</td>
</tr>
<tr>
<td>b. is conducted in accordance with the principles of assessment and the rules of evidence</td>
</tr>
<tr>
<td>c. meets workplace and, where relevant, regulatory requirements</td>
</tr>
<tr>
<td>d. is systematically validated.</td>
</tr>
</tbody>
</table>
Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.

Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.


Employability Skills are reported on each qualification using the following statement on the qualification testamur: ‘A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au’.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

This section provides a list of useful contacts and resources to assist trainers and assessors in planning, designing, conducting and reviewing their programs for this Training Package.

Industry Skills Council: Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au
Website: www.ibsa.org.au

For information on the TAE10 Training and Education Training Package contact:
Innovation & Business Skills Australia
Level 11, 176 Wellington Pde
EAST MELBOURNE VIC 3002
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au
Website: www.ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following publications.
Australian Quality Training Framework (AQTF) - for information and resources go to <www.training.com.au>.
AQTF Essential Conditions and Standards. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF User’s Guide to the Essential Standards for Registration. A Users’ Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF Standards for Accredited Courses. State and territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.
TAE10 Training and Education Training Package. This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business Industry Skills Council, and can be viewed and components downloaded, from the National Training Information Service (NTIS).
Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of <www.deewr.gov.au>. Go to <www.resourcegenerator.gov.au>. Printed and/or CD versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors

An additional guide ‘Delivery and Assessment Strategies’ has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS and Western Australian Department of Training and Employment 2000, Designing Tests – Guidelines for designing knowledge based tests for Training Packages.
Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.
Manufacturing Learning Australia 2000, Assessment Solutions, Australian Training Products, Melbourne.

Assessor training

Australian Training Products Ltd Assessment and Workplace Training, Training Package - Toolbox, ATPL Melbourne (available from TVET).
Green, M, et al. 1997, Key competencies professional development package, Department for Education and Children’s Services, South Australia.

Assessment system design and management

Office of Training and Further Education 1998, Demonstrating best practice in VET project - assessment systems and processes, OTFE Victoria (now ‘Skills Victoria’).
Support for employment, training and assessment of people with specific needs

Association of Competitive Employment (ACE) National Network
ACE represents agencies who deliver open employment services for people who have a disability.
PO Box 5198
Alphington VIC 3078
Tel: 03 9411 4033
Fax: 03 9411 4053
Email: info@acenational.org.au
Website: www.acenational.org.au

Australian Disability Clearinghouse on Education and Training (ADCET)
ADCET provides information about inclusive post-secondary education and training teaching, learning and assessment strategies and support services for people who have a disability.
ADCET
Locked Bag 1335
Launceston TAS 7250
Tel: 03 6324 3787
Fax: 03 6324 3788
Website: www.adcet.edu.au

Australian Association of the Deaf
PO Box 1083
Stafford QLD 4053
Tel: 07 3357 8266
Fax: 07 3357 8377
TTY: 07 3357 8277
Email: aad@aad.org.au
Website: www.aad.org.au

Australian Federation of Deaf Societies
PO Box 1060
Parramatta NSW 2124
Tel: 02 8833 3615
Fax: 02 9893 8333
TTY: 02 9893 8858

Australian Federation of Disability Organisations
247 Flinders lane
Melbourne VIC 3000
Tel: 03 9662 3324
Fax: 03 9662 3325
Email: office@afdo.org.au
Website: www.afdo.org.au

Blind Citizens Australia
PO Box 24
Sunshine VIC 3020
Tel: 03 9372 6400
Fax: 03 9372 6466
TTY: 03 9372 9275
Freecall: 1800 033 660
Email: bca@bca.org.au
Website: www.bca.org.au

Brain Injury Australia
PO Box 82
Mawson ACT 2607
Tel: 02 6290 2253
Fax: 02 6290 2252
Email: bianational@apex.net.au

Carers Australia
PO Box 73
Deakin West ACT 2600
Tel: 02 6122 9900
Fax: 02 6122 9999
Email: caa@carersaustralia.com.au
Website: www.carersaustralia.com.au

Commonwealth Disability Services

Deafness Forum of Australia
Program Contacts

www.facs.gov.au or by telephone:
New South Wales/Australian Capital
Territory: 1300 653 227
Northern Territory: 08 8936 6366
Queensland: 07 3004 4712
South Australia: 08 8400 2100
Tasmania: 03 6211 9300
Victoria: 03 8626 1109
Western Australia: 08 9229 1500

The forum coordinates the annual National Hearing Awareness Week, held in the last complete week of August.

218 Northbourne Avenue
Braddon ACT 2612
Tel: 02 6262 7808
Fax: 02 6262 7810
TTY: 02 6262 7809
Email: info@deafnessforum.org.au
Website: www.deafnessforum.org.au
Website: www.hearingawareness.org.au

Mental Health Foundation Australia

270 Church St
Richmond VIC 3121
Tel: 03 9427 0407
Fax: 03 9427 1294
Email: admin@mhfa.org.au
Website: www.mhfa.org.au

National Council on Intellectual Disability

PO Box 771
Mawson ACT 2607
Tel: 02 6296 4400
Fax: 02 6296 4488
Email: ncid@dice.org.au
Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381
Harris Park NSW 2150
Tel: 02 9687 8933
Fax: 02 9635 5355
TTY: 02 9687 6325
Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77
Northgate QLD 4013
Tel: 07 3267 1057
Fax: 07 3267 1733
Email: pdca@pdca.org.au
Website: www.pdca.org.au

SANE Australia

PO Box 226
South Melbourne VIC 3205
Tel: 03 9682 5933
Fax: 03 9682 5944
Freecall: 1800 18 SANE
Email: info@sane.org
Email: helpline@sane.org
Website: www.sane.org

SAI Global

Standards Australia publications distributor.

Tel: 131 242
Fax: 1300 65 49 49
Email: sales@sai-global.com
Website: www.saiglobal.com

Standards Australia

Standards Australia develops standards and codes for building access.

Standards Australia Limited
Level 10, The Exchange Centre
20 Bridge Street

Women with Disabilities Australia

WWDA

PO Box 605
Rosny Park TAS 7018
Tel: 03 6244 8288
Fax: 03 6244 8255
Email: wwda@ozemail.com.au
Competency Standards

What is competency?
The broad concept of industry competency concerns the ability to perform particular tasks and
duties to the standard of performance expected in the workplace. Competency requires the
application of specified skills, knowledge and attitudes relevant to effective participation in an
industry, industry sector or enterprise.
Competency covers all aspects of workplace performance and involves performing individual
tasks; managing a range of different tasks; responding to contingencies or breakdowns; and,
dealing with the responsibilities of the workplace, including working with others. Workplace
competency requires the ability to apply relevant skills, knowledge and attitudes consistently
over time and in the required workplace situations and environments. In line with this concept
of competency Training Packages focus on what is expected of a competent individual in the
workplace as an outcome of learning, rather than focussing on the learning process itself.
Competency standards in Training Packages are determined by industry to meet identified
industry skill needs. Competency standards are made up of a number of units of competency
each of which describes a key function or role in a particular job function or occupation. Each
unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs
Registered training organisations (RTOs) may contextualise units of competency in this
endorsed Training Package to reflect required local outcomes. Contextualisation could
involve additions or amendments to the unit of competency to suit particular delivery
methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet
local needs. However, the integrity of the overall intended outcome of the unit of competency
must be maintained.
Any contextualisation of units of competency in this Training Package must be within the
bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance
criteria
- RTOs can include specific industry terminology in the range statement
- any amendments and additions to the range statement made by RTOs must not diminish
the breadth of application of the unit of competency, or reduce its portability
- RTOs may add detail to the evidence guide in areas such as the critical aspects of
evidence or required resources and infrastructure – but only where these expand the
breadth of the unit of competency and do not limit its use.

Components of Units of Competency
The components of units of competency are summarised below, in the order in which they
appear in each unit of competency.
Unit Title
The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor
The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills
This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)
If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit
This sub-section fleshes out the unit of competency’s scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)
The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)
The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency
The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria
The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge
The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.
Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills.

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

<table>
<thead>
<tr>
<th>Employability Skills</th>
<th>Mayer Key Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communicating ideas and information</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Working with others and in teams</td>
</tr>
</tbody>
</table>
When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

**Explicitly embedding Employability Skills in units of competency**

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

**Sample unit of competency components showing Employability Skills**

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.
### Unit Title
Develop and promote activities, events and public programs  
*(Communication, initiative and enterprise)*

### Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to plan, develop and promote activities, events and public programs for different customer groups.  
*(Communicate, planning and organising, teamwork)*

### Element
Evaluate programs *(Learning, teamwork, technology)*

### Performance Criteria
Develop and document storylines, interpretive messages and themes *(Communication, problem solving, initiative and enterprise, technology)*

### Range Statement
Proposals may include:
- aims
- expected outcomes
- facilities, resources and equipment needed
- marketing and promotion requirements
- objectives
- organisational strategy
- staff training needs
- target audience
- timelines.  
*(Initiative and enterprise, planning and organising, learning, technology)*

### Required Skills and Knowledge
- explain complex ideas *(Communication)*  
- work collaboratively with others in staging the activity *(Teamwork)*  
- modify activities based on feedback *(Learning)*  
- read information *(Literacy)*  
- estimate costs and work within budgets *(Numeracy)*  
- develop storylines, interpretive messages and themes *(Initiative and enterprise)*  
- plan, schedule and coordinate operations *(Planning and organising)*  
- allocate and manage resources *(Self-management)*  
- address challenges and issues that typically arise in the context of developing and promoting programs *(Problem solving)*

### Evidence Guide
Evidence of the ability to:
- research, develop and promote activities, events or public programs to meet specified needs *(Communicate, initiative*
Examples from this Training Package of Employability Skills embedded within unit components

<table>
<thead>
<tr>
<th>Unit Component</th>
<th>Example of embedded Employability Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title</td>
<td>Develop and promote activities, events and public programs</td>
</tr>
<tr>
<td></td>
<td>(Communication, initiative and enterprise)</td>
</tr>
<tr>
<td></td>
<td>and enterprise, self-management)</td>
</tr>
<tr>
<td></td>
<td>conduct and evaluate activities, events or public programs.</td>
</tr>
<tr>
<td></td>
<td>(Learning, planning and organising)</td>
</tr>
</tbody>
</table>

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Appendices

Appendix A: VET in Schools

What is VET in Schools?

VET in Schools provides for nationally recognised vocational education and training (VET) based on industry standards undertaken as part of a senior secondary certificate. Successful completion of a VET in Schools program enables a student to gain a nationally-recognised AQF qualification, usually at the same time as the school-based qualification.

How are VET in Schools programs structured?

VET in Schools programs are packaged and delivered in a variety of ways across Australia. There are three main types of delivery arrangements for VET in Schools programs:

- schools can be a registered training organisation (RTO) in their own right
- school sectoral bodies (such as Boards of Studies or regional offices) can hold RTO status on behalf of a group of schools
- schools can work together in a partnership with an RTO.

States and territories across Australia package VET in Schools programs differently, according to their senior secondary certificate requirements. Generally schools may offer VET in Schools programs as:

- stand-alone
- embedded
- combination of stand-alone and embedded
- school-based Australian Apprenticeship.

Stand-alone refers to the delivery of a VET course or qualification outside of a school subject framework.
Embedding refers to an arrangement whereby VET units of competency are delivered within a general education course, producing both vocational and general education outcomes. This aims to minimise the assessment workload of students by avoiding unnecessary duplication. In some states and territories, embedding is necessary to provide recognition of VET within the senior secondary certificate. In others, stand-alone VET components contribute towards the senior secondary certificate.

Given the considerable variation in the manner in which qualifications and units of competency are used across Australia, the relevant authority in each state and territory will provide advice and guidance as to the specific VET in Schools programs that can be undertaken.

**Appropriate qualifications for VET in Schools**

IBSA acknowledges links between schools, businesses and the community, and strongly supports young people combining schooling with VET and workplace learning. It is essential that all VET qualifications gained through a VET in Schools program are consistent with the outcomes detailed in the Training Package.

The AQTF Standards for Registered Training Organisations set out minimum competency standards for staff responsible for the delivery of training and the conducting of assessments; and they ensure that VET specialists have skills and competencies consistent with Training Package requirements. All schools using their own teachers for VET delivery must also be aware of the AQTF requirement for assessors to hold relevant vocational competencies, at least equal to that being delivered and assessed, in addition to teaching and assessment competence.

Schools that are RTOs generally deliver Certificate I and II qualifications. Some schools, in most states and territories, may also offer part or all of Certificate III and IV qualifications. However, the delivery of these higher qualifications often requires a partnership arrangement and presents some significant challenges as detailed below.

Schools are encouraged to establish partnerships with industry and effective work placement arrangements to maximise the quality of outcomes for students and industry alike. Recognition of competence gained through voluntary, part-time or vacation work not directly related to the industry focus of the qualification should also be considered.

**Certificates I and II**

Certificate I and Certificate II qualifications are the most suitable for use in VET in Schools programs. These qualifications are often preparatory in nature or include skills that can be readily trained and assessed in a school setting. For example, many of the units in Certificate I and II Information Technology or Business qualifications describe skills that are considered foundation skills for any employment situation. However, even at this level, schools must ensure adequate attention is paid to the effective assessment of competencies dealing with work environment or employability skills.
Certificate III

The AQF descriptor for Certificate III qualifications includes performance expectations, such as skills transfer to new environments and the prospect of potential responsibility for others. A Certificate III qualification is premised on the understanding that it provides a vocational outcome in its own right and stretches beyond ‘preparation for work’. It may even reflect a trade outcome. Some Certificate III qualifications, or the units of competency packaged to make up the qualification, also require or assume prerequisite or required knowledge and skills.

For these reasons, effective learning and assessment in a completely institutional environment are extremely difficult to achieve. While some ‘technical’ skills may be effectively learnt and assessed in an appropriately structured, simulated environment, work environment related competencies pose significant challenges. In these cases, statements of attainment for individual units are usually more appropriate than the award of full qualifications.

Certificate IV

At this AQF level, individuals need to demonstrate competence characterised by a degree of unpredictability, varying contexts, critical appraisal and management of diverse and perhaps questionable information and the assumption of responsibility for the quality and quantity of one’s own work and often the work of others. Some Training Packages consider their Certificate IV graduates to be ‘associate professionals and ‘supervisors’.

It is highly unlikely that a full Certificate IV qualification could be achieved in a school environment, other than through a schools-based New Apprenticeship.

Work placement

Work placement usually involves students spending an extended period of time in a workplace gaining experience and skills, and undergoing an assessment process related to the attainment of a qualification in a specific occupational field.

An essential feature of school-industry programs is that they involve students spending some time learning in a workplace. In recent years an increasing number of effective structured workplace learning programs have made significant progress towards greater workplace integrity for those industry training programs that are delivered predominantly off-the-job. The implementation of Training Packages means that structured workplace learning must be a consideration for all RTOs, not only schools, in the delivery of training programs.

Principles for quality workplace learning

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA) endorsed the Principles for Quality Workplace Learning for school students engaged in VET programs throughout Australia. All states and territories apply the principles to their work placement programs, although the nature and extent of work placement programs vary across states and territories.

The broad MCEEDYA principles are documented below.

*Quality workplace learning is integrated into a program*
• It operates within a framework which provides the opportunity for all students to access it, though not all students may choose to do so; and
• It operates within the context of vocational courses, which are recognised by industry, are responsive to industry needs and form part of a student’s exit credential.

**Quality workplace learning is structured**

• It has a clearly articulated and documented purpose;
• There are clearly identified and documented learning outcomes for students within accredited programs, which are linked to post-school qualifications;
• They are of sufficient duration and depth to enable students to acquire a reasonable understanding of the enterprise/industry to demonstrate competence according to industry standards of at least level 1 of the AQF;
• There is a matching between the students’ skills and interests and the work placements; and
• Students, teachers and employers are thoroughly prepared beforehand so that the expectations and outcomes of the work placement are clearly understood by all parties.

**Quality workplace learning is monitored**

• The learning is coordinated by personnel with appropriate expertise and adequate resources; and
• Support should be made available to students and employers throughout the course of the work placement.

**Quality workplace learning is regulated**

There are clearly stated procedures designed to ensure that:

• Students are protected from moral and physical danger;
• Students work in a non-discriminatory and harassment-free environment;
• Students receive appropriate training and instruction in occupational health and safety;
• Students are not exploited by being continuously engaged in a production or service capacity or used to substitute for the employment of employees and payment of appropriate wages; and
• Students are required to understand the roles and responsibilities of employees in the workplace and are expected to follow the directions of the workplace supervisors and other employees.

**Quality workplace learning is assessed**

• The assessment, according to industry standards, is of students’ competencies achieved in the workplace which contributes to the overall assessment of the program; and
• There are mechanisms for the recording and reporting of students’ competencies.

There is a strong correlation between these MCEEDYA quality principles and the OECD characteristics of high quality learning programs detailed below.

The major 14-country study entitled From Initial Education to Working Life: Making Transitions Work by the OECD identified 10 characteristics of high quality workplace learning programs. These are:

1. Work placements that are long enough for real learning to take place.
2. Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.
3. A formal training plan, setting out what has to be taught and learned, and clarifying the work-based and school-based parts of a student’s program.

4. Employer involvement in student selection for work placements.

5. The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.

6. The use of qualified, highly competent workers as workplace trainers or mentors.

7. Regular face-to-face contact between the coordinators and employers and in-firm supervisors.

8. Monitoring of the students on the job by the program coordinator.

9. The evaluation of student performance against the training plan at the end of the placement, with the evaluation carried out by the job supervisor and coordinator jointly.

10. Deliberate efforts by schools to relate what has been learned at work to students’ school-based learning.

Effective work placement is characterised by:

- activities that complement off-the-job learning programs
- clearly articulated and documented purpose
- development of appropriate attitudes towards work
- development of competence in designated industry skills and employability skills
- facility for on-the-job practice of skills acquired in a classroom
- flexibility
- learning in a range of behaviours appropriate to the relevant industry
- opportunities for work-based assessment
- regular and frequent use of current technology and equipment
- relevance to the VET qualification being undertaken
- recognition of student readiness
- support of industry partners.

Beyond the above, a number of other provisions are necessary for a successful work placement program. The credibility of work placements and any resultant recognition of competence requires a degree of ‘seriousness’ if the outcomes are to be valued by individuals and industry clients of the VET system.

It is suggested that stakeholders involved in the planning and management of work placements carefully consider and implement the following general principles.

1. That the RTO assumes responsibility for finding placements and validating the arrangements.

2. That the workplace has the appropriate resources, tools and staff to conduct the placement, with compliance with any legislative requirements.

3. That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF standards.

4. That a student on work placement must be covered by injury insurance.

5. That there is a formal contract setting out each party’s responsibilities and obligations.

6. That, where possible, the workplace has on site a qualified workplace trainer and assessor in ‘direct line’ control of the student (to avoid training and assessment by ‘proxy’).
7. That if the placement is for assessment-only then there must be clearly documented assessment tasks specifically related to the unit being assessed and evidence retained to support achievement of competence (for both best practice recording purposes and audit/appeal).

8. That if the placement also includes training, then any ‘academic pass’ cannot be bestowed prior to the placement as clearly all of the learning components have not been undertaken nor can they be assessed in advance if they have not been learned.

9. That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge.

10. That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.

11. That where more than one performance criterion (possibly over more than one unit) is being assessed there must be a clearly linked and documented relationship between the assessment and the performance criterion.

12. That the qualifications level be appropriate in context, i.e. if it is advanced programming there must be an advanced programming task observed and assessed.

13. That the actual variables of the performance criterion be documented for audit purposes and for verification of appropriateness of the range of activities in the work placement.

In some state and territory school systems, part-time student work in an appropriate workplace may be used to fulfil work placement requirements and virtual or simulated work placements may also be legitimate.

**Appendix B: Creativity, innovation and design in IBSA Training Packages**

**What do we mean by creativity, innovation and design?**

The terms ‘creativity’, ‘innovation’ and ‘design’ tend to be used very differently by different people and often without shared understanding around the meaning and application of each term. How these terms are used and applied in relation to workplace skills development or within the VET system adds additional layers of complexity.

A key finding of IBSA’s research was, that while definitions of creativity, innovation and design were somewhat vague, there were a number of key elements that united the works of a number of educationalists and theorists, and more recently reports from business and governments, on these concepts:
Creativity, innovation and design as skills-based concepts, behaviours and knowledge areas are concerned with a multiplicity of skills and environmental factors.

The skills/behaviours are complex and work together, iteratively and organically with such things as visual thinking, collaboration, risk taking, problem solving, communication, reflection and meta-cognition. In many instances cross or interdisciplinary educational and business approaches are required for these skills to develop and be used.

Creativity, innovation and design skills and knowledge involve individuals and their relationship with technologies, materials, work practices and processes, and other people, in collaborative and supportive environments.

The value of creativity, innovation and design outputs is context-bound or context-specific. This does not mean that designers and individuals cannot work across contexts; it means that creativity, innovation and design relate in their value and usefulness to a particular set of circumstances, materials, technologies and work practices or systems, within or across a specific time period.

Below are a number of definitions and key descriptors to facilitate common understanding of creativity, innovation and design. IBSA has taken the ideas and spirit of these descriptors as a starting point for developing units of competency.

**Creativity is...**

Creativity involves the use of the imagination or original ideas in order to create something. Key descriptors: Creativity involves toying with ideas and materials, originating concepts, experimenting, conceptualising, exploring, crossing boundaries (usually done individually but often enhanced collectively) and then communicating these.

On a daily basis, our lives are enhanced and enriched by both our individual creativity and that of others. In an example close to home, we note that the very first Victa prototype, the Peach-tin, made in 1952 by Mervyn Victor Richardson, the founder of the Victa lawnmower company, was developed in his backyard in the Sydney suburb of Concord. It was aptly named the Peach-tin after its petrol tank, which was made from an empty can of peaches.

Creativity is also the way an artist or designer experiments with new ways of doing and representing the world, such as the work done by Picasso, or Australia’s own Indigenous artists whose unique representation of Country and Dreaming now generate huge interest both nationally and internationally.

Creativity is enhanced when the free movement of ideas across and between different fields of knowledge is encouraged, or when individuals have their self-confidence, curiosity, flexibility and willingness to take risks facilitated. It is also likely to flourish where individuals work together in multidisciplinary teams and are taught to observe, perceive and imagine more in their thinking (Hoffert).

**Innovation is...**

Coming up with new ideas which embrace invention and everything that would emerge from R&D activities.

Developing new uses for old ideas, which embraces notions of improvement, further development of existing ideas, and identifying existing resources and, through applying knowledge, elevating these ideas to a new level of utility and value to the customer. The changes can be either incremental (e.g. any improvement made to an existing production process) or radical (e.g. the adaptation of new technology to new ways of doing business).
Translating this into competitive advantage or economic growth, which means more than invention or R&D or simply having a good idea: It’s the translation of that idea into a useful reality. This encompasses:

- the commercialisation and internationalisation of new technologies (scientific, technological, organisational, financial and business)
- all industries, including high technology, traditional manufacturing and service sectors
- the anticipation and shaping of market needs and all activities that encourage and support any of the above.

The diagram below shows how these concepts link to each other.

Key descriptors: the innovation process involves managing change, managing ideas, implementing new ideas, working together in communities and/or corporations, anticipating market needs with new products, being entrepreneurial with new ideas, systems, products and materials.

Design is…

Design is the deliberate and considered creative process of devising and producing by independent investigation, experimentation and mental activity something that is useful. Key descriptors: the design process involves purposeful problem posing and solving with materials, technologies or systems – usually in response to briefs, researching options considering aesthetics, functions and performance, following through with ideas, sequential trialling, evaluating and reflecting, producing something useful.

The way design impacts on our lives is seen in innovations and products such as Apple computers with their unique approach to colour, shape and style; Alessi’s items of everyday use; and medical interventions or inventions, such as the bionic ear.
Design is (most typically) a trained state of mind where individuals constantly examine the world around them to find improvements. In organisations, design thinking – which is really another word for innovation – can be fostered if workers are encouraged to contribute ideas in everything from product design to business processes, in a free-flowing atmosphere. Design solutions can be applied across routine as well as more inventive ways, as shown in Roantree’s diagram below.

![Creativity Spectrum Diagram](image)

**Using the creativity, innovation and design units of competency**

Below is a list of the units which were endorsed as part of the BSB07 Business Services Training Package.

<table>
<thead>
<tr>
<th>Creative thinking</th>
<th>Innovation</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BSBCRT101A Apply critical thinking techniques</td>
<td>• BSBINN201A Contribute to workplace innovation</td>
<td></td>
</tr>
<tr>
<td>• BSBCRT301A Develop and extend critical and creative thinking techniques</td>
<td>• BSBINN301A Promote innovation in a team environment</td>
<td></td>
</tr>
<tr>
<td>• BSBCRT401A Articulate, present and debate ideas</td>
<td>• BSBINN501A Establish systems that support innovation</td>
<td></td>
</tr>
<tr>
<td>• BSBCRT402A Collaborate in a creative process</td>
<td>• BSBINN502A Build and sustain an innovative work environment</td>
<td></td>
</tr>
<tr>
<td>• BSBCRT501A Originate and develop concepts</td>
<td>• BSBINN601A Manage organisational change</td>
<td></td>
</tr>
<tr>
<td>• BSBCRT601A Research and apply concepts and theories of creativity</td>
<td>• BSBINN801A Lead innovative thinking and practice</td>
<td></td>
</tr>
<tr>
<td>• BSBDES201A Follow a design process</td>
<td>• BSBDES301A Source and apply design industry knowledge</td>
<td></td>
</tr>
<tr>
<td>• BSBDES202A Evaluate the nature of design in a specific industry context</td>
<td>• BSBDES305A Source and apply information on the history and theory of design</td>
<td></td>
</tr>
<tr>
<td>• BSBDES302A Explore the use of colour</td>
<td>• BSBDES401A Generate design solutions</td>
<td></td>
</tr>
</tbody>
</table>
The units are designed for use by different people in different ways and in different contexts. A key objective is that the units provide triggers for a greater focus on developing skills in creativity, innovation and design. How this is done will depend on the needs of different individuals and groups. In fact, effective implementation of the units relies on the creativity, innovation and design skills of those who choose to use them.

Individuals, workplaces or training organisations could:

- develop short courses or programs based on one or more of the units to nurture skills in creativity, innovation and design – either in the workplace or a training institution
- link the units to other workforce development activities
- combine the units with other industry or occupation-specific content to form a ‘skill set’ that meets a specific workplace need
- select the units as electives in qualifications
- use the units to assist in identifying the nature of creativity, innovation and design skills needed by people working in different roles
- select small portions of the units as the basis for learning and development activities.

Users are encouraged to review the whole unit, and pay particular attention to information under ‘Application of the unit’ to assess relevance to particular individuals and groups.

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2 *Compact Oxford English Dictionary*

3 Imagine Australia: The Role of Creativity in the Innovation Economy. Hoffert, PMSEIC, 2005

4 Ithaca Group report on innovation, Rod McDonald, 2005

5 B. Roantree contribution to Innovation, Creativity and Design workshop 2006

6 Enhancing Creativity and Innovation through Training. A think piece on the future Training Package development to address creativity and innovation, Barry Roantree, 2005