



Australian Government
Department of Industry

Skills

Training Package Development Handbook

NOTE: Training Package Development Handbook has been superseded

The following publication was developed by the National Quality Council (NQC) in 2007. It was hosted on the website of the former National Advisory for Tertiary Education, Skills and Employment (NATESE), when the National Skills Standards Council (NSSC) assumed the role of the NQC from 2011–14.

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1. Training Packages

Training Packages, What are they?

Related Links

- [Policy](#)
- [Guidelines](#)

Training Packages specify the skills and knowledge required to perform effectively in the workplace. They *do not* prescribe how an individual should be trained. Trainers and supervisors develop learning strategies - the 'how' - to support an individual learners' needs, abilities and circumstances.

The development and endorsement process for Training Packages ensures the specifications are developed to an agreed quality standard and are highly responsive to industry's existing and future demand for new skills.

The following key principles underpin the development and endorsement processes:

- open and inclusive industry-driven maintenance, validation and endorsement of Training Packages
- strong and clear key stakeholder roles with critical points of intervention and consultation
- continuous improvement, with full Training Package reviews where required
- highly responsive process capable of meeting industry's needs and priorities for new skills
- Industry Skills Councils' responsibility and accountability for the quality and relevance of Training Packages
(see [Table 1: Training Package quality principles](#)).

Each Training Package:

- provides a consistent and reliable set of [endorsed components](#) - endorsed by the National Quality Council which is representative of industry, unions, the Australian government and States/Territory State governments
- enables nationally recognised VET 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.

Training Packages are made up of three nationally [endorsed components](#).

- [Units of competency](#): the specifications of knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Units of competency cover a range of functions, relevant to the workplace and appropriate to either an enterprise, industry or cross-industry application.
- [Qualifications framework](#): created by packaging units of competency into meaningful groups defined in accordance with the Australian Qualifications Framework (AQF)
- [Assessment guidelines](#): an industry framework for assessing competency in the specified industry, industry sector or enterprise. Assessments should be valid, reliable, flexible and fair and consistent with the *Essential Standards for Registration* under the *Australian Quality Training Framework (AQTF 2007)*.

IMPORTANT NOTE:

Training Packages can only gain national endorsement if they meet nationally agreed Quality Principles (see below).

Table 1: Training Package Quality Principles:

<i>QUALITY PRINCIPLES</i>	<i>KEY FEATURES</i> <i>The endorsed components of a Training Package must ...</i>	<i>EVIDENCE</i> <i>How do the endorsed components of a Training Package achieve this?</i>
<i>Ensures ...</i> RESPONSIVENESS <i>... to the needs of contemporary industry and its workforce</i>	1. Reflect contemporary work organisation and job profiles incorporating a futures orientation	• Open and inclusive consultation and validation commensurate with scope and impact is conducted • Other national and international standards for skills are considered
	2. Be driven by industry's needs	• Clever, sustainable approaches to incorporate feedback from stakeholders
	3. Respond to government broad policy initiatives	• Innovative responses to government policy initiatives
<i>Enables ...</i> RECOGNITION <i>... of an individual's competence across industries and occupations</i>	4. Recognise convergence and connectivity of skills	• Incorporation of cross industry units and qualifications
	5. Support movement of skills within and across organisations and sectors	• Clear and consistent packaging rules for qualifications • Qualification framework and pathways are effectively designed • Incorporates skill sets
	6. Promote national and international portability	• Qualification outcomes are aligned with the Australian Qualifications Framework • Other national and international standards for skills are considered
<i>Provides ...</i> FLEXIBILITY <i>... to meet individual enterprise and learner needs</i>	7. Reflect licensing and regulatory requirements	• Solutions to incorporate licensing and regulatory requirements are brokered
	8. Meet the diversity of individual and enterprise needs	• Clear and consistent packaging rules for qualifications • Provide flexible qualifications that enable application in different contexts
	9. Support equitable access and progression of learners	• Provide multiple entry and exit points • Pre and co-requisite units of competency are minimised • Units of competency are clearly written and have consistent

		breadth and depth
	10. Support learner transition between education sectors	Advice is provided on implementation/pathways
<i>Ensures ...</i> FUNCTIONALITY <i>... through ease of understanding, clever design and adherence to policy and publication requirements</i>	11. Support implementation across a range of settings	Advice is provided on implementation/pathways
	12. Support sound assessment practice	Units of competency are clearly written and have consistent breadth and depth
	13. Not impose structural barriers to implementation	- Clear and consistent packaging rules for qualifications - Compliance with the National Training Information System (NTIS)/National Register standard for loading and publication - Compliance with Training Package policy

1.1 Policy

1.1.1 Access and Equity

- Training Package developers must comply with key VET sector policies to ensure Training Packages reflect the diversity of Australia's VET clients and Australia's current and future workforce.
- Training Package developers, and the National Quality Council (NQC) in endorsing Training Packages, must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations.
- Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation.
- An *Equity Report* must be completed on endorsed components being submitted to the NQC and provided to the member of the *Quality Assurance Panel* undertaking the *Quality Report* which forms part of the *Case for Endorsement* submission to the NQC.

1.1.2 Categories of Change During the Training Package Endorsement Period

- NQC Endorsement Required:
 - Any changes to a qualification and/or unit of competency that changes the outcome must be submitted to the NQC for endorsement.
- ISC Upgrade:
 - Any changes to a qualification and/or unit of competency that do not change the outcomes are considered ISC Upgrades.

NOTE: Interim arrangements are in place until 31 December 2010 to reflect the NQC resolution below.

At its 8 April 2010 meeting, NQC agreed:

B. to amend the Training Package Development and Endorsement Process 2008 to allow for an ISC upgrade to apply where the qualification packaging rules and qualification structure have been changed to reflect

the new packaging rules for flexibility and the embedding of green skills in Training Packages;

- C. that the amendment allows ISCs to transition qualifications to the new packaging rules for flexibility, and the embedding of green skills, where the qualification outcomes and structure have not substantially changed and where the ISC determines that there is no need to seek industry validation via a full endorsement process;
- D. that the proposed amendment to the Training Package Development and Endorsement Process 2008 apply until 31 December 2010 to align with the end date for transition to new packaging rules for flexibility and embedding of green skills in Training Packages;
- E. that the following communication processes will be required to support the amendment:
 - 1. ISCs notify and explain ISC upgrades to State Training Authorities and the NQC
 - 2. ISCs update the Training Package version and the version modification history to explain in detail the particulars of the change
 - 3. ISCs publish the change to NTIS.

1.1.3 Changes to Training Packages

- ISCs must notify STAs and the Department of *ISC Upgrades* of Training Packages identifying all changes.
- STAs will advise relevant RTOs.

Note: When NTIS functionality permits, NTIS will automatically notify STAs and relevant RTOs of new versions of Training Packages.

1.1.4 Coding and Titling of Training Packages

- Each industry Training Package has a five-character code followed by a unique and concise title reflecting the industry covered. For example, in the *TAA08 Training and Assessment Training Package*, 'TAA' identifies the industry area, '08' identifies the year of endorsement, and the title reflects its industry coverage.
 - When assigning Training Package codes and titles Training Package developers must:
 - always use the code in full, followed by the title
 - not use spaces between any characters in the code
 - use uppercase letters and Arabic figures
 - not use ampersands, full stops or slashes
 - use a title that is unique, concise and reflects the broad industry covered
 - not use the words 'Australian' or 'National' in the title, except by special permission from the Department
 - use 'Z' as the first letter in enterprise Training Packages
 - if a new industry sector is added during the endorsement period, retain the Training Package's original endorsement year code.
- It is important that developers do not confuse the Training Package code (which remains the same during the endorsement period) with the version number (which can change in the endorsement period).
- The code of a reviewed Training Package must reflect the endorsement year of the review.
- Where the whole Training Package is reviewed, its code changes and it is considered to be a new Training Package for the purposes of version control, and is Version 1.

1.1.5 Continuous Improvement

- ISCs must apply continuous improvements to Training Packages during their endorsement period in accordance with the processes outlined in the document *Training Package Development and Endorsement Process 2008*.
- Where an issue(s) is identified prior to completion of the final Stakeholder Agreement stage which would have an impact on implementation, this must be addressed by the ISC prior to submitting the Case for Endorsement to the NQC.

1.1.6 Development and Endorsement Process

- Industry Skills Councils (ISCs) must fulfil their roles and responsibilities in the NQC-agreed processes as outlined in the [Training Package Development and Endorsement Process](#) and supporting documents.
- Training Packages must be endorsed by the National Quality Council (NQC), a Committee of the Ministerial Council for Tertiary Education and Employment (MCTEE). Once endorsed, the Training Package is made public on the National Register (NTIS).

1.1.7 Endorsement Date

- The Endorsement Date is the date on which the National Quality Council (NQC) endorses the Training Package content.
- The Endorsement Date is added to the Training Package on NTIS by the Department prior to publication on NTIS.

1.1.8 Transition to revised Training Packages

- Where a Training Package is revised (including *ISC Upgrades* and *NQC Endorsement Required*), the affected qualifications and units should be implemented within six months, but no later than twelve months from the date those qualifications or units are published on the NTIS.
- All new enrolments after twelve months from the date of publication are to be in the new qualifications or units.
- RTOs can apply for registration to deliver new qualifications or units immediately following their public availability (on the NTIS), and can commence delivery as soon as their scope of registration includes the endorsed qualifications or units.
- RTOs cannot apply for registration for qualifications/units of competency which have been superseded.

1.1.9 Introductory Training Package-specific text

- Each Training Package must include introductory text on the specific Training Package, providing an overview of its coverage, its features and the industry to which it relates.

1.1.10 Language, Literacy and Numeracy (LLN)

- Training Package developers must ensure that language, literacy and numeracy requirements are explicit and recognisable within the Training Package.
- Language, literacy and numeracy requirements in Training Packages must reflect and not exceed the LLN skills required in the workplace to carry out particular jobs.

1.1.11 Mandatory Text

- **Mandatory text** for the Training Package Overview section of the Training Package has been agreed by States and Territories and the Australian Government, and must be included.
- Training Package developers must not alter the mandatory text; however contextualisation advice for a particular industry may be added at the end of the mandatory text section.

1.1.12 Mapping to Previous Version of Training Package

- When Training Packages are reviewed, developers must provide sufficient information in the Training Package to help users understand its relationship with its predecessor.
- The relationships between units of competency and qualifications must be stated by mapping them against their predecessors, showing any differences and equivalences.
- Information must be sufficient for users to see exactly what has changed and to assist them in determining matters such as resourcing, impacts on training for particular qualifications or job profiles, and transition arrangements.
- Developers must note the equivalence status of a unit of competency according to the following categories:

- E = Equivalent - the outcomes of old and new units are equivalent.
- N = Not Equivalent - the outcomes of old and new units are not equivalent.

Note: The developer's determination that the outcomes of an old and new unit are equivalent: (i) only applies to workplace contexts and for AQF qualifications purposes, including RPL; and (ii) does not apply to implications for training delivery and/or assessment purposes.

1.1.13 Ministerial Approval Date

- The Ministerial Approval Date is the date on which, following an NQC endorsement process, the Ministers for vocational education and training approve the publication of the Training Package on the National Training Information Service (NTIS).
- The Department will add the Ministerial Approval Date to the Training Package prior to releasing it live on the NTIS.

1.1.14 National Training Information Service (NTIS)

- Training Packages must be developed in a format that is compatible with the National Training Information Service (NTIS).
- The NTIS Content Authoring Tool (CAT) must be used unless prior agreement has been reached between the ISC and the Department regarding an alternative method.

Note: When NTIS functionality permits, all Training Package content will be entered into the NTIS prior to endorsement.

1.1.15 Publication - Preliminary Information

- Training Packages are available through the NTIS or for purchase as physical copies.
- The preliminary pages in all physical copies of Training Packages must include the following summary information.
 - The title page must include:
 - the endorsed Training Package code and title
 - a statement that the document comprises the Training Package endorsed components, or part thereof if in multiple volumes
 - the volume number, indicating the number of volumes, e.g. Volume I of III
 - the volume title or specific industry sector coverage
 - a statement that the volume is not to be used in isolation, but must be used in the context of the whole endorsed Training Package
 - a list of the titles of all associated volumes, including reference to the Assessment Guidelines and any common units of competency, in Volume I
 - the Review Date.
 - The Imprint page must provide publication details and must include:
 - © Commonwealth of Australia 200x (where 'x' is the year of publication)
 - any special acknowledgements if applicable
 - name and contact details of publisher
 - month and year of first publication
 - stock code or barcode if applicable
 - ISBN Number
 - name of printer
 - Standard Departmental Copyright statement and disclaimer. If applicable, also include any agreed copyright arrangements or acknowledgements such as a statement acknowledging the copyright of other parties
 - version number and date (do not confuse this with the Training Package code)
 - Release Date
 - the Review Date.
- Training Package developers must include the following statement in the footer of every page of the Training Package: '© Commonwealth of Australia 200x' (where 'x' is the year of publication)
- A contents page must be provided in all volumes of a Training Package.
- The mandatory text entitled 'Preliminary Information – Important Note to Users' must be included, with ISC details as applicable, and completed tables listing all qualifications, units of competency and skill sets in the Training Package.

1.1.16 Publication - Training Package Copyright

- Training Package developers must note that Training Package content is owned by the Commonwealth of Australia.
- It is accessible on the NTIS via an *AEShareNet Free for Education (FfE) Licence*. In summary, the *AEShareNet FfE Licence* enables organisations to use and print endorsed Training Package content for educational purposes, under specified conditions (see <www.aesharenet.com.au/FfE2/>).
- Uses beyond that allowed by the *AEShareNet FfE Licence*, e.g. commercial distribution and sale, require a separate copyright approval from the Department—only ISCs and TVET have been granted a licence to exploit Training Packages commercially and produce and sell physical (e.g. print, CD-ROM) copies of full or partial Training Packages.

1.1.17 Recording Training Package Modifications

- Each Training Package must include version modification history information which clearly identifies to end users any changes—what has been changed, and when they were made.
- All changes, that is 'ICS Upgrade' and 'NQC endorsed' changes, must be recorded in the version modification history table.
- In any physical copies (e.g. print, CD ROM) of a Training Package, this information will be contained within the version modification history table.
- The assignment of version numbers, and the inclusion of additional information within the version modification history table, must adhere to the following:
 - most recent information is provided at the top of the table
 - version numbers are incremented if an *NQC Endorsement Required* category of change is made
 - new, imported and deleted qualifications are listed by code and title
 - new, imported and deleted units of competency are listed by code and title
 - any changes to the qualification packaging rules are referenced to the relevant section and volume of the Training Package
 - any inserted additional text is referenced to the relevant section and volume of the Training Package
 - typographical edits are not separately identified or referenced (but may be referred to in general)
 - reviewed Training Packages are treated as new Training Packages (and as such must include mapping of the new Training Package to its predecessor, and will be Version 1 of a new Training Package code).

1.1.18 Release Date

- The Release Date is the date on which the Training Package is released live on the NTIS.
- The Department will insert the Release Date when the Training Package is made publicly available.

1.1.19 Review Date

- Training Packages are normally endorsed for a three year period. During this period *ISC Updates* and *NQC Endorsement Required* changes may occur, but the original Review Date for the Training Package remains the same.
- The Review Date is the date by when the whole Training Package must be reviewed and submitted to the NQC for endorsement.
- The Review Date is not an expiry date—endorsed Training Packages and their components remain current until they are reviewed or replaced.
- In the physical copy (e.g. print, CD-ROM), the Review Date is shown on the title page.

1.1.20 Versioning of Training Packages

- The first release of the Training Package (including reviewed Training Packages) is Version 1.
- If NQC Endorsement Required changes are made to a Training Package during the endorsement period, its version number must be incremented (noting that Arabic

figures are used for version numbers and that the increment is by a whole number, not a decimal point).

2. Units of Competency

Units of Competency - What are they?

Related Links

- [Policy](#)
- [Endorsed Components of a Unit of Competency](#)
- [Guidelines](#)
- [Mandatory Text](#)

Competency is the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency is a broader concept than the ability to perform individual workplace tasks and comprises the application of all the specified technical and generic knowledge and skills relevant for an occupation. Particularly at higher qualification levels, competency may require a combination of higher order knowledge and skills and involve complex cognitive and meta-cognitive processes such as reflection, analysis, synthesis, generation of ideas, problem solving, decision making, conflict resolution, innovation, design, negotiation, strategic planning and self-regulated learning).

Competency is demonstrated to the standard required in the workplace and covers all aspects of workplace performance including:

- performing individual tasks;
- managing a range of different tasks;
- responding to contingencies or breakdowns; and
- dealing with responsibilities of the workplace, including working with others.

Competency requires not just the possession of workplace related knowledge and skills but the demonstrated ability to apply specified knowledge and skills consistently over time in a sufficient range of work contexts.

Units of Competency in Training Packages are developed by industry to meet the identified skill needs of industry. 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 assessment to ensure consistency of outcomes.

Units of competency are the smallest component of achievement which can be nationally recognised: it is the unit of competency as a whole, not individual elements or performance criteria, which are recognised.

Units of competency:

- are nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function
- describe work *outcomes*
- can logically stand alone when applied in a work situation.

Units of competency *do not* describe the procedures necessary to perform a particular role.

They provide the basis for:

- recognition of skills within and across industries
- work organisation reviews and options
- development of training
- assessment
- certification
- credit transfer and articulation.

Each unit of competency describes:

- a specific work activity
- the conditions under which it is conducted
- the evidence that may be gathered in order to determine whether the activity is being performed in a competent manner.

By examining different aspects of the unit of competency, implementers of Training Packages will be able to understand the following:

- the work activity and what it involves
- the particular skills (and level of skills) that are needed to perform the work activity
- the conditions under which the work activity may be conducted
- the evidence that is needed to demonstrate that a person is competent in the work activity
- the knowledge and skills that are required to perform the work activity
- the generic work skills (or employability skills) that are needed
- the evidence that should be gathered to demonstrate competency
- the resources that may be needed to gather the evidence.

2.1 Endorsed Components of a Unit of Competency

2.1.1 Coding and Titling of Units of Competency

- Each unit of competency must be uniquely identified by the combination of its code and title.
- Units must always be identified by their full code and title, with the code preceding the title, for example *ICTCC252A Resolve customer complaints*.
- Codes must conform to the following:
 - using the unit code *TAADES401A* as an example, units must contain:
 - Training Package identifier - 'TAA' refers to the Training Package in which it resides
 - industry field identifier - 'DES' refers to the industry field of Learning Design
 - qualification identifier - the '4' is an Arabic figure referring to the AQF qualification in which the unit was first packaged, i.e. Certificate IV (noting however that Roman numerals must always be used in Certificate qualification titles)
 - sequence identifier - '01' refers to its position in the Training Package unit sequence
 - version identifier - 'A' shows it is the first version (Note: When NTIS functionality permits, newly allocated codes will not include this - see Transitional note under 'Coding maintenance')
 - codes must be unique and not exceed 12 characters
 - do not use spaces between any characters in the code
 - use uppercase letters

- use Arabic figures
- do not use ampersands, full stops or slashes
- minimise the use of the numbers 1 and 0 where possible (as they may be mistaken for the letters I and O).
- Titles for units of competency must:
 - concisely describe the unit of competency outcome in the title
 - not exceed 100 characters, including spaces
 - avoid the use of punctuation, eg commas, semi-colons, hyphens and full stops.
 - not include justification statements in the title (e.g. 'to ensure safe operation')
 - use sentence case (with capitalised proper nouns where applicable)
 - be unique for each unit, and describe a discrete workplace outcome.

2.1.2 Unit Descriptor

- The unit descriptor communicates the content of the unit of competency and the skill area it addresses. Where a unit has been contextualised, summary information is provided.

2.1.3 Employability Skills

- Training Package developers must ensure that Employability Skills are explicitly embedded within units of competency.
- Individual units of competency are not required to contain all the facets of an Employability Skills Framework—it is the overall combination of core and elective units within a qualification that must map to the full set of identified Employability Skills facets.
- Training Package developers must include the following statement after the unit descriptor: 'This unit contains employability skills.'

2.1.4 Application of the Unit

- A brief description of how the unit is practically applied in the industry should be developed.

2.1.5 Elements of Competency

- Elements of a unit of competency must describe actions or outcomes which are demonstrable and assessable.

2.1.6 Performance Criteria

- Performance criteria must:
 - clearly relate to the element
 - specify the required performance in relevant tasks, roles and skills
 - be expressed as a standard
 - reflect the applied knowledge that enables competent performance.

2.1.7 Required Skills and Knowledge

- Developers need to describe the essential skills and knowledge required for competent performance
- Knowledge: identifies what a person needs to know to perform the work in an informed and effective manner.
- Skills: describes the application of the knowledge to situations where understanding is converted into a workplace outcome.
- While knowledge must be expressed, units of competency, their elements or performance criteria should not be entirely knowledge based unless a clear and assessable workplace outcome is described. Knowledge in units of competency:
 - should be in context;
 - should only be included if it refers to knowledge actually applied at work;
 - could be referred to in the performance criteria and the range statement.

2.1.8 Range Statement

- The range statement must be written to:
 - contextualise the competency
 - provide a link to knowledge and a range of enterprise requirements
 - provide a focus for assessment
- In their continuous improvement processes, Training Package developers can update units of competency by amending the range statement to reflect additional or different requirements such as new contexts, equipment or products.

2.1.9 Evidence Guides

- Training Package developers must ensure that evidence guides directly relate to the performance criteria and range statement, and are consistent with advice in the Assessment Guidelines.
- The evidence guide must refer to:
 - critical aspects of assessment to be considered and evidence required to demonstrate competency in the unit
 - any variables related to the evidence context such as the environment and conditions or equipment
 - relationship to other units including units of competency that would logically benefit from being assessed or delivered together (sometimes referred to as co-requisites). Inter-related units of competency must only be identified where they have been cited by industry as beneficial to achieving the competency outcomes required by the combination of delivery and assessment for multiple units of competency. See Evidence Guide Guidelines
 - method of assessment, conditions under which assessment may take place, and suitable methodologies for conducting assessment
 - resource implications
 - context of assessment, and how consistency of performance can be assessed over time

Note: An overview of assessment may also be included.

2.1.10 Competency Field

- The competency field denotes the industry sector, specialisation or function, or the way the units of competency are categorised in the Training Package.

2.1.11 Unit Sector

- The unit sector describes a category that will be used to group units within a Training Package.

2.1.12 Pre-requisite Units of Competency

- A pre-requisite unit is a unit in which the candidate must be deemed competent prior to the determination of competency in the unit.
- Pre-requisite units of competency are included as part of the full qualification, contribute to the total outcome of the qualification, and are endorsed as part of the qualification packaging rules.
- Pre-requisites in units of competency must only be used where they are critical to achieving the subsequent competency.
- Advice clearly identifying all pre-requisite requirements must be provided in the:
 - pre-requisite section of the affected unit of competency
 - unit of competency table in Volume 1 of the physical copy of the Training Package
 - qualification packaging rules for each affected qualification.
- If an imported unit of competency has a pre-requisite requirement, the pre-requisite must remain with the unit when imported into another Training Package.
- If the pre-requisite is removed, the unit must be re-coded for inclusion in the importing industry Training Package.

2.1.13 Co-requisite Units of Competency

- Co-requisite units of competency - refer to 'relationships with other units' in the Evidence Guide.

2.2 Policy - Units of Competency

2.2.1 Access and Equity

- Training Package developers must consider the following points when developing units of competency to ensure inclusivity for a diverse range of learners and enterprises:
 - use plain English
 - avoid using words that could invoke stereotypes, are culturally inappropriate or, create other barriers
 - include culturally specific competencies where required to achieve a workplace outcome
 - ensure range statements are sufficiently flexible to take into consideration differing work environments and individual needs
 - include non-discriminatory wording and requirements in evidence guides
 - provide advice on reasonable adjustments for people with disabilities.

2.2.2 Australian Qualification Framework Alignment

- Alignment to the Australian Qualifications Framework (AQF) occurs when a group of units of competency are packaged into a viable AQF qualification or qualifications. Training Package developers must note that individual units of competency are not individually aligned to the AQF.

2.2.3 Coding Maintenance for Units of Competency

- Training Package developers must observe the following rules when making any changes to units of competency during the endorsement period:
 - For ISC Updates such as minor typographical changes, do not change the code or its version identifier.
 - For other ISC Updates such as amended or additional wording in the range statement or evidence guide, increment the version identifier by one, e.g. PDFCOM324A becomes PDFCOM324B.
 - For NQC Endorsement Required changes, for example those changes that alter the unit outcome or significantly change the structure and content of the unit, assign a new code and change the title.
 - If a pre-requisite unit of competency is removed, replaced or added to a unit of competency, the code of the unit of competency must be changed and the unit without the pre-requisite unit (or with a new or different pre-requisite unit) submitted as a NQC Endorsement Required change.
- If a Training Package title and code changes, the Training Package identifier in the unit codes in that Training Package must also be changed to reflect this, and the units revert to an 'A' version.
- If, after initial endorsement, a new industry sector is added to the Training Package, and existing endorsed units are used in that sector, the code of the original units must be retained.

Transitional Note

- *Maintaining the same code throughout the life of a unit of competency will be possible when the new Training Package Content Platform becomes operational.*
- *On implementation of this functionality, codes allocated before the Training Package Content Platform becomes operational will be **retained** indefinitely. However, the 'A', 'B', 'C' component of the code will cease to be incremented, and the explicit Content Version Identifier must be used to identify a specific version of the text of that Unit of Competency.*
- *New codes allocated after the Training Package Content Platform becomes operational will **not** include the 'A', 'B', 'C' suffix.*

2.2.4 Contextualisation of Units of Competency

- Training Package developers can contextualise endorsed units of competency they import into a Training Package, where industry requires this to accommodate identified needs.
- Contextualisation of endorsed units imported by Training Package developers is justified only if there are key differences to context and performance arising from licensing or industry application requirements.
- Contextualisation can only involve providing additional information to the range statement and evidence guide, and such changes must not diminish the competency's breadth, reduce its portability, or limit its use.
- Where the outcomes of a contextualised unit are unchanged, the Training Package developer must retain the original unit code and title, and complete the Contextualisation Statement in the unit template.
- Where the outcomes of a contextualised unit change, this constitutes a new unit, and the Training Package developer must assign a new unit code and title.
- Where a Training Package developer imports units of competency that have already been contextualised, they must include the industry-specific contextualisation advice provided with the source Training Package.
- To guide any contextualisation by RTOs, Training Package developers can also add industry-specific contextualisation advice to the mandatory contextualisation text in the Competency Standards section, but such advice must be consistent with the mandatory text.

2.2.5 Endorsed Components of a Unit of Competency

- Training Package developers must ensure that the following components are included in each unit of competency:
 - [unit code and title](#)
 - [unit descriptor](#)
 - [employability skills](#)
 - [application of the unit](#)
 - [elements](#)
 - [performance criteria](#)
 - [required skills and knowledge](#)
 - [range statement](#)
 - [evidence guide.](#)
- The following components of a unit of competency may also be included if applicable:
 - [competency field](#)
 - [unit sector](#)
 - [pre-requisite units.](#)

2.2.6 Imported Units of Competency

- Training Package developers must include the rules for using any units of competency imported from other Training Packages; these must be consistent with the rules in the source Training Package, including the application of pre-requisite units.
- If an imported unit of competency has a pre-requisite requirement, the pre-requisite must remain with the unit when imported into another Training Package.
- If the pre-requisite is removed, the unit must be re-coded for inclusion in the importing industry Training Package.
- Draft units of competency cannot be imported into Training Packages.
- Where units of competency are imported into a Training Package, developers must retain the source Training Package's endorsed unit code and title.
- ISCs must ensure that the status of imported units in Training Packages is checked through continuous improvement or review processes, and that imported units are kept current through these processes.

2.2.7 Language, Literacy and Numeracy (LLN)

- Training Package developers must include language, literacy and numeracy (LLN) requirements in units of competency; these must be explicit and recognisable.
- LLN requirements identified in units must reflect, but not exceed, those skills required for the particular work task the unit represents.

2.2.8 Mandatory Text

- **Mandatory text** for the Competency Standards component of the Training Package has been agreed by States and Territories and the Australian Government, and must be included.
- Training Package developers must not alter the mandatory text; however contextualisation advice for a particular industry may be added at the end of the mandatory text section.

2.2.9 Mapping of Units of Competency

- Training Package developers must ensure that summary mapping information is provided in the Training Package showing relationships between new, revised or replaced units and their predecessors.

2.2.10 Occupational Health and Safety

- Training Package developers must ensure OHS requirements are embedded within units of competency.

2.2.11 Packaging Units of Competency into a Qualification

- Training Package developers must ensure that all units of competency contained in a Training Package are packaged within one or more qualifications (except as described in the 'Note' below).
- Note: Where the Training Package developer considers that units should not be packaged in a particular qualification or listed as electives, the units may be included in the Training Package if the ISC:
 - provides evidence that including the units in this way is necessary, including a clear explanation of the reasons why, and evidence of validation by industry
 - provides evidence that State and Territory Training Authorities have been consulted about the units
 - includes, in the *Case for Endorsement*, information about the circumstances in which the units would be in demand, and industry expectations of their inclusion, for example that they:
 - meet a regulatory or licensing requirement
 - provide a combination to be offered as a training program or skill set
 - meet requirements for funding for delivery
 - provide pre-requisite skills
 - are beyond Vocational Graduate Certificate or Vocational Graduate Diploma qualifications.
 - specifically identifies in the Training Package those units that are not packaged in a qualification.

2.2.12 Regulatory Requirements

- The relationship of a unit of competency with any applicable licensing, legislative, regulatory or certification requirements must be stated in the unit descriptor.
- Where no such requirements exist, insert the following statement: 'No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.'

2.2.13 Size

- The size of a unit of competency must:
 - reflect the complexity of skills and knowledge, and the range of activities undertaken
 - contain functions that would normally be completed by one person
 - be manageable for the purposes of training, recognition and assessment
 - not be influenced by external factors such as the time required for training.

2.2.14 Transferability of Skills

- Training Package developers must ensure units do not specify or are dependent on a single product, form of work organisation, or particular process or technology.
- An appropriate range of industry-relevant products, organisational options, processes or technology specific information must be included in the range statement.

3. Qualifications Framework

Qualifications Framework ... what is it?

Related Links

- [Policy](#)
- [Guidelines](#)
- [Mandatory Text](#)

Nationally recognised vocational education and training Australian Qualifications Framework (AQF) qualifications are provided through endorsed Training Packages and accredited courses as follows.

- In endorsed Training Packages, qualifications are created by combining units of competency into meaningful groups aligned to the AQF and endorsed by the NQC within the Training Package Qualifications Framework.
- In courses, accredited by State or Territory course accrediting bodies where there is no relevant endorsed Training Package and an industry or community need has been identified, qualifications can be based on:
 - a combination of units of competency from one or more Training Packages, or groups of endorsed units of competency
 - units of competency, for example specific enterprise units of competency
 - modules incorporating learning outcomes, where the course developer can show it is not possible to develop competency standards.

Increasingly, vocational education and training qualifications are Training Package based.

Training Package qualifications are created by combining units of competency into groups which meet job roles and are meaningful in the workplace, a process known as 'packaging', and aligning those groups of competencies to vocational qualifications identified in the Australian Qualifications Framework (AQF). Importing of accredited course units to Training Package qualification electives is allowed and encouraged in order to widen available choice.

All Training Package qualifications must be consistent with the advice provided in the current edition of the *AQF Implementation Handbook* (available from www.aqf.edu.au)

The AQF covers all nationally recognised qualifications in Australia, across the three sectors – schools, vocational education and training and higher education. The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification.

There are currently eight competency-based qualifications identified for the vocational education and training sector:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma

- Advanced Diploma
- Vocational Graduate Certificate
- Vocational Graduate Diploma

Refer to the Australian Qualifications Framework Implementation Handbook for more information.

Training Packages can include a range of AQF qualifications, including multiple Certificate, Diploma or Advanced Diploma qualifications to cater for occupational specialities within the industry or industry sector covered by the Training Package.

There is no requirement that the full range of qualifications from Certificate I to Vocational Graduate Diploma be available in one Training Package. However, developers must fully consider inclusion of Certificate I or II qualifications to cater for entry level training and people disadvantaged in access to vocational education and training and employment.

3.1 Policy – Qualifications Framework

3.1.1 Australian Qualification Framework Alignment

- Alignment to the Australian Qualifications Framework (AQF) occurs when a group of units of competency are a viable AQF qualification or qualifications (in line with the guidance provided in the current AQF Implementation Handbook).
- Training Package developers must ensure each AQF qualification has a distinct occupational outcome.
- In aligning qualifications, Training Package developers must identify or verify the alignment against the AQF key work characteristic areas.
- Because of the nature or specialisation of some qualifications Training Package developers should clearly identify entry requirements where it is necessary for candidates to bring with them prior knowledge, skills and experience.
- Training Package developers must consider language, literacy and numeracy requirements when packaging units of competency and aligning qualifications to the AQF.
- Training Package developers must ensure that, when grouping units of competency:
 - units are grouped and packaged into meaningful workplace combinations reflecting complete and recognisable job roles
 - combinations of units are flexible to enable qualifications to be used by a diverse range of small, medium and large enterprises.
- Qualifications included in the Training Package, and the qualification structure, must be clearly set out including the overall requirements to achieve the qualification with core and elective requirements clearly stated.

3.1.2 Coding and Titling for Qualifications

- Each qualification must be uniquely identified by the combination of its code and title.
- Each Training Package qualification must have a unique eight-character code that conforms to the following:
 - using the code 'ICT50308' as an example, qualification codes must contain:
 - Training Package identifier—the 'ICT' identifies the Training Package
 - qualification identifier—the '5', is an Arabic figure referring to the AQF qualification (the example is a Diploma qualification, noting however that Roman numerals must always be used in Certificate qualification titles)
 - sequence identifier—the '03' identifies the position in the sequence of qualifications at that level (i.e. this represents the third Diploma qualification in that Training Package)
 - version identifier—the '08' identifies the year in which the qualification was endorsed.
- Training Package developers must ensure qualification titles meet the following requirements:
 - each title must be unique—do not duplicate titles within or between Training Packages

- use no more than 100 characters, including any specialisation descriptor, in the qualification title (including spaces between words)
- always identify the qualification by its full code and title
- the qualification title must always reflect the identified occupational outcomes
- use the following sequence and wording:
 - identify the qualification as Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma
 - follow this with the words 'in' for Certificates and Vocational Graduate Certificates; and, 'of' for Diplomas, Advanced Diplomas and Vocational Graduate Diplomas
 - add the industry descriptor, for example Telecommunications, then if applicable, add the occupational or functional stream in brackets, for example (Computer Systems).

3.1.3 Coding and Titling Maintenance for Qualifications

- Qualification codes and titles remain the same when:
 - one or more endorsed units is added to or deleted from the electives
 - the units within a qualification are updated to a later version.
- The qualification code's version identifier is changed (e.g. XXX12105 becomes XXX12108), but the title of the qualification remains the same, when:
 - one or more endorsed units is added to or deleted from the core
 - a new stream is added to a qualification (which could include a number of new units)
 - there is a change in the number of units required for a qualification.
- When qualifications are added after the Training Package endorsement, Training Package developers must ensure the version identifier (i.e. the last two numbers in the codes) of the new qualifications reflect the year of endorsement of the qualification and *not* the year of endorsement of the Training Package (therefore the version identifier on these codes will usually differ from those on the other Training Package qualifications).
- Where a Training Package is reviewed, Training Package developers must ensure the version identifier of all the qualifications in the reviewed Training Package reflect the year of the review (not the year of the Training Package's initial endorsement) and that the rest of the code sequence is retained.

3.1.4 Contextualisation of Qualifications

- Training Package developers must include advice on any allowable contextualisation for importing qualifications into other Training Packages.
- Imported qualifications can only be contextualised in accordance with advice in the source Training Package.

3.1.5 Credit Transfer and Articulation

- Packaging of units of competency into AQF qualifications must maximise opportunities for developing credit transfer arrangements between VET and higher education qualifications where applicable, while also meeting industry needs.

3.1.6 Employability Skills Summaries

- An Employability Skill Summary must be provided for each qualification in the Training Package and must contain:
 - the words: 'The following table contains a summary of the Employability Skills as identified by [insert industry or enterprise detail] for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.'
 - a table containing the eight Employability Skills with a summary of examples of contextualised Employability Skills facets; this may be a series of dot points or a single paragraph.

3.1.7 Entry Requirements

- Where entry requirements are identified, these are mandatory and must be clearly justified.
Entry requirements:
 - Do not form part of a qualification for training and assessment purposes.
 - Must be achieved prior to enrolling in a qualification or being issued a qualification.
 - Must be specific to the knowledge, skills or experience required to enter a qualification.
 - Should be specified for the qualification where prior knowledge skill and experience is considered necessary.
 - Should be expressed in terms of competency, and may include licensing or industry recognised standards.
 - May be expressed as:
 - The core units of competency of a lower AQF level qualification.
 - A significant number of units of competency from a lower level qualification.
 - Specialist units of competency from a related stream.
 - Vocational expertise, including typical job roles.
 - A combination of units of competency and vocational expertise.

3.1.8 Importing Qualifications

- When importing qualifications from other Training Packages, developers must reference only the code and title of that qualification.
- While the packaging rules from the source Training Package apply (to ensure the integrity of the qualification), they are not included in the Training Package into which it is imported. Instead, Training Package developers must refer the reader to the source Training Package.

3.1.9 Mandatory Text

- **Mandatory text** for the Qualification Framework section of the Training Package has been agreed by States and Territories and the Australian Government, and must be included.
- Training Package developers must not alter the mandatory text; however contextualisation advice for a particular industry may be added at the end of the mandatory text section.

3.1.10 Mapping of Qualifications

- Training Package developers must list all qualifications included in the Training Package in code order, with any relationships to their predecessors clearly identified (eg differences and equivalences).

3.1.11 Packaging Flexibility

- Training Package developers must ensure that units of competency are packaged so that the resulting qualifications include a range of relevant competencies that industry agrees are sufficient for a broad range of typical jobs in that industry.
- Training Package developers must give consideration to the useability and overall clarity of packaging approaches used in Training Packages to ensure that misinterpretation does not impede or confuse implementation.
- All units of Competency in qualifications are to be described as either 'core' or 'elective'.
- Combinations of electives that result in particular specialisations to be called 'Groups' and labelled alphabetically e.g. Group A, Group B.
- The proportion of elective choice in all qualifications must be one third or more of total units required to gain a qualification, rounded up or down to the nearest whole unit (*see notes under next point*).
- The proportion of electives in all qualifications that can be sourced from other qualifications within the host Training Package, another Training Package, or from accredited courses, must be one sixth or more of the total units required to gain a qualification, rounded up or down to the nearest whole unit.

Note 1: Developers can not increase the size of qualifications in order to comply with the elective requirements.

Note 2: The National Quality Council may consider and grant exemptions from the elective requirements in response to a compelling business case within a Case for Endorsement.

- Qualifications for licensed occupations and traditional trades are exempt from the above two dot points regarding elective requirements. *Note on transition: For the new 'Packaging Flexibility' rules introduced from 1 January 2010 transition arrangements apply to 31 March 2010.*

3.1.12 Pathways in Training Packages

- Training Package developers must provide advice on pathways (eg Australian Apprenticeships and VET in Schools) for qualifications within the Training Package.
- If a qualification cannot be achieved through an Australian Apprenticeship, an explanation must be included in the qualification advice in the Training Package and the Case for Endorsement.
- Pathways are generally defined as a path or sequence of learning or experiences that can be followed to attain competency. They also describe the way in which training and assessment is undertaken in an education or training program.
- Specific pathways are not mandatory and may vary depending on the qualification or training program, and the needs of the individual.
- Pathway advice should be provided in the Training Package in relation to requirements **before, during and after** training (in acknowledgment that learners can achieve the requirements of a qualification in various ways).

3.1.13 Skill Sets

Training Package developers must determine the need for Skill Sets in Training Packages.

- Skill Sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licensing or regulatory requirement, or a defined industry need.
- Skill Sets must include:
 - the disclaimer 'Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements'
 - advice about other requirements or regulations that may need to be met such as any requirements for Australian citizenship or evidence of a certain period of work experience or an age requirement (e.g. liquor service)
 - advice about logical clustering of units for the Skill Set in meeting industry needs
 - advice about a Skill Set's relationship with a qualification.
- Skill Sets must not purport to be qualifications or include elective units.

3.1.14 Specialisations in Qualifications

- Where a qualification specialisation results in a significant change of the outcome of the occupational outcome of the qualification, the specialisation must have a separate code.
- Qualification specialisations must be clearly defined.

3.1.15 Units of Competency used in more than one Qualification

- When packaging the same unit of competency across two or more AQF qualification outcomes, Training Package developers must be sure that the combination of skills and the workplace application are the same.
- If the units of competency does not meet the qualification outcomes, a new unit must be considered.

4. Assessment Guidelines

Assessment Guidelines - What are they?

Related Links

- [Policy](#)
- [Guidelines](#)
- [Mandatory Text](#)

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.

The endorsed units of competency 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). Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the Australian Quality Training Framework (AQTF) as expressed in the AQTF 2007 *Essential Standards for Registration*.

[Assessment guidelines](#): an industry framework for assessing competency in the specified industry, industry sector or enterprise. Assessments should be valid, reliable, flexible and fair and consistent with the *Essential Standards for Registration* under the *Australian Quality Training Framework (AQTF 2007)*.

While Assessment Guidelines mainly consist of [mandatory agreed text](#), there is the capacity to add industry specific examples where agreed by industry. Consultation with representatives from key groups (for example, peak disability organisations) may provide relevant examples that can enhance opportunities and outcomes for the diverse range of learners, for example by including expanded information on possible reasonable adjustments.

The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications and Statements of Attainment.

The [mandatory text](#) provides information on the following:

- Assessment System Overview
- Benchmarks for Assessment
- Australian Quality Training Framework Assessment Requirements
- Registration of Training Organisations
- Quality Training and Assessment
- Assessor Competency Requirements
- Assessment Requirements
- Assessment Strategies
- National Recognition
- Access and Equity and Client Outcomes
- Monitoring Assessments
- Recording Assessment Outcomes
- Issuing AQF qualifications and Statement of Attainment
- Licensing/Registration Requirements
 - Requirements for Assessors

- Pathways
 - Learning and assessment pathways
 - Assessment only, or recognition of prior learning pathway
 - Combination of pathways
- Assessor requirements
 - Assessor competencies
- Designing assessment tools
 - Use of assessment tools
 - Using prepared assessment tools
 - Developing assessment tools
- Conducting assessment
- Mandatory assessment requirements
- Assessment of employability skills
- Access and equity
- Reasonable adjustments
- Further sources of information
- Contact information.

4.1 Policy - Assessment Guidelines

4.1.1 Assessment Advice for Imported Units and Qualifications

- Training Package developers must advise readers to check the relevant Assessment Guidelines of the source Training Package by accessing the NTIS (or a physical copy) regarding any special conditions which may apply to the assessment of imported units of competency.
- Where imported units of competency require special licensing or regulatory requirements, Training Package developers must include in the Training Package Assessment Guidelines the relevant extract from the source Training Package's Assessment Guidelines, including any requirements for simulated assessment.

4.1.2 Assessment for Licensing Purposes

- Training Package developers must ensure that, where assessment for licensing or regulatory purposes has additional considerations to those specified within the Training Package, this information is included in the Assessment Guidelines.

4.1.3 Mandatory Text

- The mandatory text for the Assessment Guidelines has been agreed by States and Territories and the Australian Government, and must be included.
- Training Package developers must not change the mandatory text; however industry specific examples may be added to the text as long as they are consistent with the mandatory text.
- Training Package developers must ensure they add or delete the section on licensing/regulation as applicable.
- Training Package developers must insert the Industry Skills Council details, and note that assessment resources may be available to support assessment of the Training Package.
- Advice to assessors on vocational competence:
 - Training Package developers must provide advice within the Assessment Guidelines mandatory text about industry's clear directions on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under the AQTF.
- Advice should include:
 - Specific industry advice related to the competencies of assessors (see 4 below);
 - The context in which assessment is conducted;
 - Industry workplace conditions and expectations; and
 - Advice on realistic simulated or other work environments that are acceptable to industry. However, if industry advises that assessment in a workplace is mandatory, this must be reflected in the evidence guide of the unit.
- Advice may also include information, in general terms, of suitable current resources and equipment.

4.1.4 Assessor Vocational Competence

- Training Package developers must provide advice within the Assessment Guidelines Requirements for Assessors mandatory text about industry's clear directions on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under the AQTF.

5. Training Package Development & Endorsement Process

The streamlined, quality assured and transparent process for the development and endorsement of Training Packages, agreed to by the National Quality Council for implementation in 2008, enables responsiveness to industry priorities for new and updated skills and gives Industry Skills Councils greater responsibility and accountability for the final product. The process [Figure 1] has a number of innovations including the Environmental Scan, Continuous Improvement Plan and the establishment of an [Industry Skills Council \[ISC\] Quality Assurance Panel](#). The process enables greater 'speed to market' of Training Packages and national qualifications by vocational education and training providers.



Figure 1. Process for Development and Endorsement of Training Packages

The overarching policy, including detail on the process, key stakeholders' roles, Quality Principles for Training Packages, and timeframes for the process are provided in the *National Quality Council Policy for the Training Package Development and Endorsement Process* document.

User friendly templates [with guidance] are available for the following key documents required to be developed under the process:

- Environmental Scan
- Continuous Improvement Plan
- Editorial Report
- Equity Report
- Quality Report
- Case for Endorsement

The [ISC Quality Assurance Panel](#) is an expert resource for ISCs to assist in the development of Training Packages. The Panel adds value to quality assurance across development and, in particular, on matters relating to equity and editing. The paper *Industry Skills Council Quality Assurance Panel: Operations, Professional Development and Moderation* provides detail on the role and operations of the Panel.

The Training Package Development Handbook has been substantially revised to support the new process.

- [Training Package Development and Endorsement Process](#)
- [ISC Quality Assurance Panel: Operations, Professional Development and Moderation](#)
- [ISC Quality Assurance Panel: Code of Practice](#)

Templates

- [Template - Environmental Scan](#)
- [Template - Continuous Improvement Plan](#)

- [Template - Equity Report](#)
- [Template - Editorial Report](#)
- [Template - Quality Report](#)
- [Template - Case for Endorsement](#)

5.1 ISC Quality Assurance Panel

As part of [Training Package development and endorsement process](#) approved by the National Quality Council, an Industry Skills Council Quality Assurance Panel (the Panel) has been established. The Panel is managed by the Department of Education, Employment and Workplace Relations (the Department) on behalf of the national vocational education and training sector.

The Panel has expertise to provide the following services to Industry Skill Councils:

- [Holistic Training Package quality assurance](#) - Holistic quality assurance Panel members may undertake mandatory quality assurance of a draft Training Package (or part thereof) against the Training Package Quality Principles. They may also provide general quality assurance assistance and capacity building to ISCs.
- [Equity expertise](#) - Equity Panel members may provide equity advice to confirm that a draft Training Package (or part thereof) meets the equity requirements of the Training Package Quality Principles. They may also provide general quality assurance assistance and capacity building in respect of equity to ISCs.
- [Editorial expertise](#) - Editorial Panel members may provide editorial advice to confirm that a draft Training Package (or part thereof) meets the editorial requirements of the new online Training Package Development Handbook. They may also provide general quality assurance assistance and capacity building in respect of editing to ISCs

5.1.1 Holistic Training Package Quality Assurance

Following are details for Panel members who can be commissioned by Industry Skills Councils to undertake: mandatory Training Package quality assurance (that is, complete a Quality Report for attachment to a Case for Endorsement for presentation to the National Quality Council); general quality assurance; and capacity building as determined by an ISC.

Holistic Quality Assurance Panel Members

Panel Member	Contact Details	Specified Personnel*	Daily Rate incl GST Disbursements additional to the daily rate eg: travel, accommodation, should be confirmed with the member
Andre Lewis and Associates Pty Ltd	Mr Andre Lewis GPO Box 1578 CAPALABA QLD 4157 T – 07 3286 3601 E – andre@andrelewisandassociates.com.au	Andre Lewis	-
Bayley & Associates Pty Limited	Ms Anna Mongan PO Box 388 MAWSON ACT 2607 T – 02 6282 5660 E – anna@bayleyteam.com.au	Ruth Bayley Melinda-Lee Randall Angela Ray Kim Young Natalie Hunter	-
Giselle Mawer and Associates	Ms Giselle Mawer PO Box 1078 FIVE DOCK NSW 2046 T – 02 9705 2559 E – mawergis@optusnet.com.au	Giselle Mawer	-
J&S Learningwork	Ms Sally Tansley PO Box 247 MULLUMBIMBY NSW 2482 T – 02 6684 6886 E – sally@learningwork.com.au	Sally Tansley	-
Learning Australia Pty Ltd	Mr Robert Stowell 49 Alandale Road BLACKBURN VIC 3130 T – 03 8812 2255 E – robstowell@optusnet.com.au	Robert Stowell	-
LMT Consulting	Ms Lesley Shaw 3/18 Naples Road MENTONE VIC 3194 T – 03 9583 0528 M – 0408 574 761 F – 03 9585 3357 E – lmshaw@bigpond.net.au	Lesley Shaw	-
Miles Morgan	Ms Christine Haines	Christine	-

Australia Pty Ltd	388 Rokeby Rd SUBIACO WA 6008 T – 08 9380 6633 E – Christine@milesmorgan.com.au	Haines	
NSW Department of Education and Training	Ms Lindsay McGarity Director, Social Inclusion and Vocational Access PO Box 707 BROADWAY NSW 2007 T – 02 9217 3511 E – lindsay.mcgarity@tafensw.edu.au	Nerolli Cassidy Foonghar Chong Stephen Johnson Karen Rule Reg Edwrad Sue Ellyard Kerry Jess Leo Hedberg Bernie Galleti Pat Allen Mike Leahey Mike Bourke Susan Carey	-
Oggi Consulting Pty Ltd	Ms Tina Berghella PO Box 20 MENTONE VIC 3194 T – 03 9774 3938 E – oggiconsulting@optusnet.com.au	Tina Berghella	-
Quality Training Concepts Pty Ltd	Ms Cheryl Leary PO Box 29 EMERALD VIC 3782 T – 03 5968 2288 E – QTC@iinet.net.au	Cheryl Leary	-
Shea Business Consulting	Mr Lyndon Shea 193 Oak Street PARKVILLE VIC 3052 T - 03 9387 5320 E – lsshea@gmail.com	Lyndon Shea Sherinda She	-
The LTG Unit Trust	Ms Jana Scmazzon PO Box 59 ELSTERNWICK VIC 3185 T – 03 9532 8809 E – jana@ltg.net.au	Jana Scmazzon	-
TMI Management Solution	Ms Nicola Burrridge 6 Selwyn Street ARTARMON NSW 2064 T – 02 9412 4040 E – nburrridge@tmims.com.au	Nicole Burrridge	-
Torque Holdings Pty Ltd	Ms Cherrie Hawke 26 Wincanton Road KARRINYUP WA 6018 T – 08 9245 2829 E – cherrie_hawke@iinet.net.au	Cherrie Hawke	-

	Ms Wendy Davies		
Wendy Davies Consulting	1 Streeton Court INVERLOCH VIC 3996 T – 03 5674 6024 M – 0408 668 864 E – wendy@rtobiz.org	Wendy Davies	-

* Specified Personnel are responsible for the quality and timely delivery of all services provided. Non-specified personnel, for example support staff or assistant researchers, may undertake tasks contributing to the services, but completed reports can only be signed off by specified personnel. Similarly, while non-specified personnel may be involved in capacity building projects, specified personnel must oversee and take responsibility for the project.

5.1.2 Equity Expertise

Following are details for Panel members who offer equity expertise and may be commissioned by Industry Skills Councils to undertake: Equity Reports; provide general equity quality assurance and capacity building as determined by an ISC.

Equity Panel Members

Panel Member	Contact Details	Specified Personnel*	Daily Rate incl GST Disbursements additional to the daily rate eg travel, accommodation, should be confirmed with the member
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NSW Department of Education and Training	Ms Lindsay McGarity Director, Social Inclusion and Vocational Access PO Box 707 BROADWAY NSW 2007 T – 02 9217 3511 E – lindsay.mcgarity@tafensw.edu.au	Sou Souter Claire Wright Frances Stone Bronwyn Braham Rota Cheung Greg Chapman Susan Carey	-

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Specified Personnel are responsible for the quality and timely delivery of all services provided. Non-specified personnel, for example support staff or assistant researchers, may undertake tasks contributing to the services, but completed reports can only be signed off by specified personnel. Similarly, while non-specified personnel may be involved in capacity building projects, specified personnel must oversee and take responsibility for the project.

5.1.3 Editorial Expertise

Following are details for Panel members who offer editorial expertise and may be commissioned by Industry Skills Councils to undertake: Editorial Reports; general equity quality assurance and capacity building as determined by an ISC.

Editorial Panel Members

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* Specified Personnel are responsible for the quality and timely delivery of all services provided. Non-specified personnel, for example support staff or assistant researchers, may undertake some contributing to the services, but completed reports can only be signed off by specified personnel. Similarly, while non-specified personnel may be involved in capacity building projects, specified personnel must oversee and take responsibility for the project.

6. Stakeholders in VET

Who are the Vocational Education and Training (VET) stakeholders?

The VET sector is made up of a diverse range of stakeholders including:

- National Quality Council (NQC)
- Industry Skills Councils (ISCs)
- State and Territory Training Authorities (STAs)
- Registered Training Organisations (RTOs)
- Industry representatives and organisations
- Department of Education, Employment and Workplace Relations (DEEWR)

National Quality Council (NQC)

The NQC was established in December 2005 as part of the new national training arrangements. The NQC continues much of the work carried out by the former National Training Quality Council.

As a Committee of the Ministerial Council for Vocational and Technical Education, the NQC oversees quality assurance and ensures national consistency in the application of the AQTF standards for the audit and registration of training providers.

It has specific decision-making powers in relation to the endorsement of Training Packages and other aspects of quality assurance under the National Skills Framework – the system's requirements for quality and national consistency in terms of qualifications and the delivery of training.

The NQC has a key role in bringing together the major players in the VET sector – industry, unions, governments, equity groups and practitioners – to oversee and support the current and future quality of VET across Australia. It is also critical to ensuring the successful operation of the National Skills Framework.

The functions of the NQC include:

- reporting to the Ministerial Council on the operation of the National Skills Framework, including Training Packages, AQTF standards and other quality assurance arrangements
- advising Ministers on the endorsement of Training Packages
- recommending approaches to improve national consistency within the operation of the National Skills Framework.

Accountability requirements for the NQC include provision of an annual report on its operations to the Ministerial Council.

Industry Skills Councils (ISCs)

ISCs provide advice to Australian, state and territory governments on the training that is required by industry. The key purpose of an ISC is to provide:

- comprehensive representation of industry in the management and planning of VET
- advice and participation in the development of training products and services to meet industry needs.

ISCs are responsible for collecting information on industry training needs from employers, unions and professional industry associations, thereby ensuring an industry-led VET system that is flexible and responsive. They advise government on how public funds should be spent within each industry, and have primary responsibility for the development and maintenance of Training Packages. Eleven ISCs have now been established:

- Agri-Food ISC
- Community Services and Health ISC
- Construction and Property Services ISC
- ElectroComms and EnergyUtilities ISC (EE-Oz Training Standards)
- Government Skills Australia ISC
- Innovation and Business ISC (Innovation and Business Skills Australia)
- Manufacturing Skills Australia ISC
- SkillsDMC ISC
- Service Skills Australia ISC
- Transport and Logistics ISC
- ForestWorks ISC

State and Territory Training Authorities (STAs)

Each Australian state and territory government has a training authority that administers VET – allocating funds, registering training organisations and accrediting courses. STAs have a key role to play in the development and endorsement of Training Packages. A condition for endorsement of a Training Package is that it is validated and approved by the STAs. The STAs are accountable to their Minister, who is a member of the Ministerial Council for Vocational and Technical Education (MCVTE). It is the responsibility of each STA to:

- plan and report on VET strategies
- purchase training on behalf of their government
- administer Australian Apprenticeships and VET-in-schools
- administer funding and financial incentives for VET within the state/territory
- support training organisations, employers and the community on VET issues
- accredit courses and register training providers within the [AQTF](#).

State Training Authority Websites	State/Territory Course Accrediting Body Websites
ACT	ACT Accreditation and Registration Council
NSW	NSW Vocational Education Training Accreditation Board
NT	Department of Employment, Education and Training
QLD	Department of Education and Training - Training and Employment Recognition Council
SA	Department of Further Education, Employment, Science and Technology
TAS	Tasmanian Qualifications Authority
VIC	Victorian Registration and Qualifications Authority
WA	Training Accreditation Council WA

Registered Training Organisations (RTOs)

RTOs are providers and assessors of nationally recognised training. Only RTOs can issue nationally recognised qualifications. In order to become registered, training providers must meet the AQTF standards. This ensures the quality of VET services throughout Australia.

Training organisations register to provide nationally recognised training with the relevant state or territory registering body. When registering, the RTO must state its scope of registration detailing:

- the training or assessment it intends to deliver
- the fields or industries in which it may deliver training or assessment
- the maximum level of qualifications it may issue.

To ensure an RTO continues to deliver quality training or assessment, its registration must be renewed with the relevant state or territory registering body at least every five years. The registering body can audit the RTO at any time during its period of registration.

RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies, and other organisations that meet registration requirements. All RTOs are entered into the [NTIS](#) database listing their details and scope of registration.

Industry

The needs of industry underpin the Australian vocational education and training system and Training Package development and review processes. Industry representatives are a diverse range of VET stakeholders including:

- employers and employees from various sized organisations throughout Australia
- peak industry groups and associations
- unions
- employer, employee and other professional industry associations and bodies.

Department of Education, Employment and Workplace Relations (DEEWR)

[The Department of Education, Employment and Workplace Relations \(DEEWR\)](#) is an agency formed in December 2007 to bring together the functions of the former Departments of Education, Science and Training (DEST) and Employment and Workplace Relations (DEWR). The new DEEWR brings together the core elements of the Government's productivity and participation agenda from early childhood, through schools, trade training, wider vocational education, universities and employment participation. DEEWR works in collaboration with various stakeholders across Government, industry and the community to support and create Australia's future through improving education outcomes and systems, maximising the effectiveness of training, increasing workforce participation and contributing to a strong employment growth and economy.

7. Glossary Guidelines & Mandatory Text

Training Packages Glossary

The National Quality Council (NQC) approved a new Training Packages Glossary at its meeting on 25 June 2009. The NQC agreed that the Glossary will be made available and maintained as part of the online TPDH, and that the Glossary's definitions will be reflected in all other key VET documents.

Version 2.1 (March 2010) of the glossary has minor changes regarding the removal of the Ministerial agreement step for Training Packages.

- Training Packages Glossary ([PDF 326KB](#) | [RTF 262KB](#))

Guidelines to Policy sections

- [Training Packages](#)
- [Units of Competency](#)
- [Qualifications Framework](#)
- [Assessment Guidelines](#)
- [Support Materials](#)
- [Incorporating OHS Competencies into Training Packages](#)

Mandatory Text

- [Text for the Training Package Assessment Guidelines Section](#)
- [Sample Imprint Page](#)
- [Text for the Competency Standard Section](#)
- [Text for Preliminary Pages on Version Control and Summary](#)
- [Mandatory Text for Training Package Overview](#)
- [Mandatory Text for the Qualifications Framework Section](#)
- [Sample Unit of Competency Layout](#)

8. Handbook Revisions

Revision	Release Date	Comments
20	26/09/11	Downloads - Mandatory Text document updated: Sample Imprint Page
19	30/08/11	Tools and Templates - removal of information re. Content Authoring Tool (CAT) and NTIS2 Templates. Mandatory Text – removal of 'Notes for Training Package developers on the transition to the CAT' document.
18	04/05/11	Downloads - Mandatory Text document updated: Sample Imprint Page
17	06/10/10	Downloads - Mandatory Text documents updated: - Text for the Training Package Assessment Guidelines Section - Text for the Competency Standard Section - Text for Preliminary Pages on Version Control and Summary Tables - Mandatory Text for Training Package Overview - Mandatory Text for the Qualifications Framework Section
16	30/06/10	TPDH Policy addition/update: Changes to ISC Upgrade information within Categories of Change to reflect NQC Policy of April 2010 on flexibility in training packages - the following text has been added to: Training Packages - Policy; Training Package Development and Endorsement Process Training Packages Guidelines Qualifications Framework Guidelines. New text: NOTE: Interim arrangements are in place until 31 December 2010 to reflect the NQC resolution below. At its 8 April 2010 meeting, NQC agreed: - to amend the Training Package Development and Endorsement Process 2008 to allow for an ISC upgrade to apply where the qualification packaging rules and qualification structure have been changed to reflect the new packaging rules for flexibility and the embedding of green skills in Training Packages; - that the amendment allows ISCs to transition qualifications to the new packaging rules for flexibility, and the embedding of green skills, where the qualification outcomes and structure have not substantially changed and where the ISC determines that there is no need to seek industry validation via a full endorsement process; - that the proposed amendment to the Training Package Development and Endorsement Process 2008 apply until 31 December 2010 to align with the end date for transition to new packaging rules for flexibility and embedding of green skills in Training Packages; - that the following communication processes will be required to support the amendment: - ISCs notify and explain ISC upgrades to State Training Authorities and the NQC - ISCs update the Training Package version and the version modification history to explain in detail the particulars of the change - ISCs publish the change to NTIS.
15	18/03/10	Downloads – Version 2 of Support Material Guidelines
14	17/03/10	Changes to Glossary and Training Package Policy – 6 Development and Endorsement Process regarding removal of Ministerial agreement step.
13	11/03/10	Downloads - Units of Competency Guidelines Version 4. Imported units principles added to section 10.
12	18/02/10	Assessor vocational competency additions to Assessment Guidelines on the Policy Assessment webpage and the Assessment Guidelines download on the Downloads webpage - NQC agreed changes 18 December 2009.

11	16/02/10	Downloads – Version 2 of the Training Packages Glossary.
10	11/01/10	Policy – Definition of ‘Industry Skills Council’ updated in Training Packages following NQC decision of 18 December 2009. Training Packages Glossary Definition of competency changed in ‘Units of Competency – what are they?’ Section following NQC decision of 18 December 2009. Units of Competency... What are they? Minor editorial changes to capitalise term ‘Skill Sets’ when referring to Training Package Skill Sets in keeping with accepted NQC and AQF terminology. Skill Sets Minor editorial changes to the Training Packages Guidelines and Qualifications Framework Guidelines to capitalise ‘Skill Sets’ when referring to Training Package Skill Sets.
9	12/12/09	Additions to Policy – new Packaging flexibility rules The following text has been added: • All units of Competency in qualifications are to be described as either ‘core’ or ‘elective’. • Combinations of electives that result in particular specialisations to be called ‘Groups’ and labelled alphabetically e.g. Group A, Group B. • The proportion of elective choice in all qualifications must be one third or more of total units required to gain a qualification, rounded up or down to the nearest whole unit (see notes under next point). • The proportion of electives in all qualifications that can be sourced from other qualifications within the host Training Package, another Training Package, or from accredited courses, must be one sixth or more of the total units required to gain a qualification, rounded up or down to the nearest whole unit. <i>Note 1: Developers can not increase the size of qualifications in order to comply with the elective requirements.</i> <i>Note 2: The National Quality Council may consider and grant exemptions from the elective requirements in response to a compelling business case within a Case for Endorsement.</i> • Qualifications for licensed occupations and traditional trades are exempt from the above two dot points regarding elective requirements. <i>Note on transition: For the new ‘Packaging Flexibility’ rules introduced from 1 January 2010 transition arrangements apply to 31 March 2010.</i> Note added to unit equivalence text for clarification
8	12/09	Policy – edit to Employability Skills Summaries text
7	11/09	Downloads – new Training Packages Glossary added
6	02/09/09	Changes to the Qualification Framework Guidelines document - version 2.1 uploaded. Changes were only made to AQF url on page 9. Change to www.deewr.gov.au/Skills/Programs/TPDH/qualificationsframework/Pages/What.aspx - AQF link updated.
5	03/07/09	Policy additions/updates: • Added to <u>Qualifications Framework - Entry Requirements policy</u>: Where entry requirements are identified, these are mandatory and must be clearly justified. Entry requirements: ○ Do not form part of a qualification for training and assessment purposes. ○ Must be achieved prior to enrolling in a qualification or being issued a qualification. ○ Must be specific to the knowledge, skills or experience required to enter a qualification. • Added to <u>Endorsed Components of a Unit of Competency – Pre-requisite Units of Competency</u> policy: A pre-requisite unit is a unit in which the candidate must be deemed competent prior to the determination of competency in the unit.

Pre-requisite units of competency are included as part of a full qualification, contribute to the total outcome of the qualification, and are endorsed as part of the qualification packaging rules.

- Added to Units of Competency - Coding Maintenance for Units of Competency policy:

If a pre-requisite unit/s of competency is removed, replaced or added to a unit of competency, the code of the unit of competency must be changed and the unit without the pre-requisite unit (or with a new or different pre-requisite unit) submitted as a *NQC Endorsement Required* change.

- Added to Units of Competency - Imported Units of Competency policy and Pre-requisite Units of Competency - Endorsed Components of a Unit of Competency policy:

If an imported unit of competency has a pre-requisite requirement, the pre-requisite must remain with the unit when imported into another Training Package.

If the pre-requisite is removed, the unit must be re-coded for inclusion in the importing industry Training Package.

- Added to Training Packages - Categories of Change During the Training Package Endorsement Period policy: **NQC Endorsement Required:** Any changes to a qualification and/or unit of competency that changes the outcome must be submitted to the NQC for endorsement. **ISC Upgrade:** Any changes to a qualification and/or unit of competency that do not change the outcome are considered ISC Upgrades **REMOVE:** Examples of what constitutes a category change (*move to guidance material*).
- Added to Training Package - Mapping to Previous Version of Training Package policy: Developers must note the equivalence status of a unit of competency according to the following categories: **E = Equivalent** – the outcomes of old and new units are equivalent **N = Not Equivalent** – the outcomes of old and new units are not equivalent.
- Added to Training Package - Continuous Improvement policy Where an issue(s) is identified prior to completion of the final Stakeholder Agreement stage which would have an impact on implementation, this must be addressed by the ISC prior to submitting the Case for Endorsement to the NQC.
- Added to Assessment Guidelines - Mandatory Text policy: Advice to Assessors on vocational competence: Training Package developers must provide advice within the Assessment Guidelines mandatory text about industry's clear directions on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under the AQTF. Advice should include:
 - specific industry advice related to the competencies of assessors;
 - the context in which assessment is conducted;
 - industry workplace conditions and expectations; and
 - advice on realistic simulated or other work environments that are acceptable to industry. However, if industry advises that assessment in a workplace is mandatory, this must be reflected in the *evidence guide* of the unit.

Advice may also include information, in general terms, of suitable/current resources and equipment.

- Updated policy for Endorsed Components of a Unit of Competency - Evidence Guide policy:

The evidence guide must refer to:

- the relationship to other units including units of competency that would logically benefit from being assessed or delivered together (sometimes referred to as corequisites). Inter-related units of competency must only be identified where they have been cited by industry as beneficial to achieving the competency outcomes required by the combination of delivery and assessment for multiple units of competency. See

		'Evidence Guide' Guidelines (link). - Added to <u>Endorsed Components of a Unit of Competency - Co-requisite Units of Competency</u> policy: Co-Requisite Units of Competency - Refer to "relationship with other units? in the Evidence Guide. - Updated text at <u>Training Packages - Review Date</u> policy to reflect the policy for the <i>Training Package Development and Endorsement Process</i>.
4	03/07/09	<u>Units of Competency Guidelines</u> - minor edits to reflect policy changes and updated examples, version 3 uploaded. <u>Qualifications Framework Guidelines</u> - minor edits to reflect policy changes and updated examples, version 2 uploaded.
3	01/12/08	A Training Package Policy Index has been added to the website.
2	03/06/08	<u>OHS Guidelines</u> - minor edits, version 2 uploaded.
1	01/05/08	<u>Policy</u> - Update to <i>Transition to revised Training Packages</i>, to reflect AQTF 2007 Wording. <u>Units of Competency Guidelines</u> - minor edits, version 2 uploaded.

9. Appendix 1: Guidelines to Policy Sections

- 9.1 Training Packages Development Handbook Guidelines – Training Packages Version 2

TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Training Packages

VERSION 2

Note: Training Package policy is located in the *Online Training Package Development Handbook* <http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>
Where this guidance material appears inconsistent with the policy, the *Online Training Package Development Handbook* policy prevails.

GUIDELINES: TRAINING PACKAGES

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GUIDELINES: TRAINING PACKAGES

These guidelines provide overarching advice that relates to the whole Training Package. For specific information on the three endorsed components of Training Packages, see the relevant Guidelines — Units of Competency, Qualifications Framework and Assessment Guidelines.

This guidance is just that—guidance. It is provided to assist Training Package developers to meet policy requirements. See the [Online Training Package Development Handbook](#) for Training Package policy; and the National Quality Council's *Training Package Development and Endorsement Processes* for more detailed information on processes.

1. Access and equity

Training Packages must reflect and cater for the full diversity of Australia's VET clients, and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and outcomes for all people so we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

The following guideline advice is provided to Training Package developers to ensure Training Packages are inclusive of, and able to be accessed by, all clients and potential VET clients. The advice may also be useful for trainers, assessors and developers of resources seeking information to ensure their products and services are responsive to the wide range of learner needs and circumstances.

1.1 What is meant by equity?

To ensure Training Packages cater for the full diversity of Australia's workforce and enhance opportunities and outcomes for all people, access to and participation in training and assessment must be bias-free.

The critical issue for developers is to ensure that Training Packages encourage and support equitable participation in nationally recognised training—so we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

1.2 Meeting diverse learning needs

Training Packages should be accessible to all potential students. However, there are some whose access to opportunities for training and employment in the past may have been limited, and it is important to ensure that barriers are removed for people from those client groups. In particular these include:

- Indigenous Australians
- people with a disability
- women, particularly in 'non-traditional' industry areas
- people living in rural or remote locations.

Note: In presenting these client groups together, there is no suggestion that the issues for each are identical. However, there are synergies which, if examined together, provide an opportunity for important systemic changes. Learners cannot necessarily be categorised into one 'group' or another; they have multiple characteristics that influence their needs. Training Package developers should be aware of the full diversity of learners and their needs and circumstances.

Positive steps are needed to achieve equal participation and outcomes for the diverse range of potential participants in training who, for a range of reasons, face learning barriers. As well as the above groups, these could include:

- offenders and ex-offenders
- migrants
- people with low literacy or numeracy levels
- people with limited previous education
- long-term unemployed people
- young people
- people returning to training, for example after a career break or redundancy
- mature aged learners.

Training Package developers need to consider and draw on a range of strategies to ensure Training Packages are accessible to all clients on an equitable basis, and that Training Packages support and encourage the participation of all clients in nationally recognised training.

1.3 Avoiding unlawful discrimination

Training Package developers, and the National Quality Council (NQC) in endorsing Training Packages, must be aware of their responsibilities under anti-discrimination legislation.

Unlawful discrimination occurs if an individual is treated less favourably than others in the same or similar circumstances in specified area because of their race, colour national or ethnic origin; gender or marital status; disability; religion or political beliefs; sexual preference; or some other central characteristic. In Australia, Commonwealth and State laws protect people from discrimination. For example, it is unlawful in providing training or employment to unfairly discriminate against individuals based on factors such as their gender, race, social or cultural background, religion or disability.

Discrimination can be direct or indirect.

- Direct discrimination takes place when an individual is disadvantaged or treated less favourably than another person. An example would be by denying that person entry to training based on their disability.
- Indirect discrimination happens when a practice or policy appears to be fair because it treats everyone the same way, but it actually disadvantages people from a particular group. An example could be imposing up-front fees for some training programs. While all learners would be subject to this, its practical effect could be to exclude people on lower incomes, so it may be indirectly and unfairly discriminating against people with a disability or aged people.

In addition, harassment because of an individual's gender, race or disability is also unlawful under Commonwealth and State anti-discrimination legislation; however this is perhaps not so relevant to Training Package development.

1.4 Relevant legislation

1.4.1 Racial Discrimination Act 1975

The Commonwealth's *Racial Discrimination Act 1975* at

<http://www.comlaw.gov.au/comlaw/management.nsf/lookupindexpagesbyid/IP200401654?OpenDocument> makes racial discrimination unlawful in Australia. It aims to ensure that we can all enjoy our human rights and freedoms in full equality regardless of race, colour, descent, national or ethnic origin, being an immigrant (in some circumstances), or being a relative or associate of someone of a particular ethnicity or other status.

1.4.2 Disability Discrimination Act 1992

The principal legislative measure through which the rights of people with a disability are protected and advanced in Australia is the Commonwealth's *Disability Discrimination Act 1992* (the DDA) at <http://www.comlaw.gov.au/comlaw/management.nsf/lookupindexpagesbyid/IP200401406?OpenDocument>

The DDA seeks to eliminate, as far as possible, discrimination against people with a disability, and to promote recognition and acceptance within the community of the principle that people with a disability have the same fundamental rights as the rest of the community.

Under the DDA, it is unlawful for an education provider to discriminate against someone with a disability by treating them less favourably because of the disability or by constructing barriers to access and participation which have an adverse and disproportionate effect on people with a disability. In other words, unlawful discrimination occurs if a person with a disability is treated less favourably, either directly or indirectly, than others in the same or similar circumstances.

1.4.3 Disability Standards for Education 2005

The *Disability Standards for Education 2005* (the Standards) were enacted as subordinate legislation under the DDA.

The Standards seek to clarify and elaborate the legal rights of people with a disability and the legal obligations of education providers to provide equitable access to education for people with a disability. The Standards, which came into effect in August 2005, clarify the operation of the DDA by including in the definition of 'education provider':

'...an organisation whose purpose is the development and accreditation of curricula, training packages or courses used by education authorities, institutions or providers, including...organisations that endorse training packages within the Australian Qualifications Framework'.

This encompasses Industry Skills Councils and the NQC (and others acting on their behalf) and means that, as well as needing to adhere to the *Racial Discrimination Act*, Training Package developers and reviewers, and the NQC in its Training Package endorsement role, need to consider and comply with the DDA and the Standards in carrying out their functions.

Compliance with relevant legislation and regulations is also a condition of registration for Registered Training Organisations (RTOs) under the AQTF 2007. Information about the AQTF 2007 is at the website www.training.com.au

Information on state and territory legislation can also be obtained from each State or Territory Training Authority. For contact details refer to <http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/stakeholders/Pages/Home.aspx>

1.5 VET policies

The VET sector has adopted a number of policies and frameworks to ensure that the work and life opportunities that participation in nationally recognised training can provide are available to all clients, including those who may not have had these opportunities in the past.

Training Package developers and reviewers are required to be aware of and support these key policies and frameworks.

1.5.1 National Strategy

The National Strategy, *Shaping our Future – Australia’s National Strategy for vocational education and training 2004 – 2010*, has four objectives.

- Industry will have a highly skilled workforce to support strong performance in the global economy.
- Employers and individuals will be at the centre of vocational education and training.
- Communities and regions will be strengthened economically and socially through learning and employment.
- Indigenous Australians will have skills for viable jobs and their learning culture will be shared.

More information can be obtained from

<http://training.com.au/pages/menuitem8b6a4b5122fb6a80f9fa5a1017a62dbc.aspx>

1.5.2 Indigenous Australians—Partners in a Learning Culture National Strategy

In 2000, VET Ministers made a significant commitment to improving opportunities for Indigenous Australians through the *Partners in a Learning Culture National Strategy and Blueprint for Implementation*. The strategy has four objectives.

- Increasing involvement of Indigenous people in decision-making about policy, planning, resources and delivery.
- Achieving participation in VET for Indigenous peoples equal to those of the rest of the Australian community.
- Achieving increased culturally appropriate and flexibly delivered training including use of information technology for Indigenous people.
- Developing closer links between VET outcomes for Indigenous people and industry and employment.

Following a mid-term review of the *Blueprint*, a revised *Blueprint* was developed in 2004 identifying six priority areas requiring focus:

- building the capacity of the VET sector
- creating more pathways
- improving funding frameworks
- culturally appropriate product development and delivery
- links to employment
- growing VET sector partnerships.

Partners in a Learning Culture focuses on creating stronger links between recognised training and sustainable, mainstream employment outcomes; Training Package developers play a critical role in supporting the achievement of these outcomes.

More information is at

<http://www.training.com.au/pages/menuitemb54cf15b976a6888a392e51017a62dbc.aspx>

1.5.3 People with a disability—Bridging Pathways National Strategy

In 2000, Ministers also made a significant commitment to improving opportunities for people with a disability through the *Bridging Pathways National Strategy and Blueprint for Implementation*. The strategy has four policy goals.

- To increase access to vocational education and training for people with a disability.
- To improve successful participation and attainment in all fields of study and levels of vocational education and training.

- To achieve outcomes in employment and lifelong learning to allow people with a disability to make a greater contribution to the economic and social life of the community.

- To create an accountable system that provides equitable outcomes for people with a disability.

A mid-term review of *Bridging Pathways* resulted in a revised *Blueprint*, agreed by Commonwealth, State and Territory Ministers of training in November 2004, and refocussing activity to include:

- progressing a whole of life approach for people with a disability
- measuring what we have achieved
- improving employment outcomes
- engaging key players.

Bridging Pathways focuses on creating stronger links between recognised training and sustainable, mainstream employment outcomes; Training Package developers play a critical role in supporting the achievement of these outcomes.

Further information can be found at:

<http://www.training.com.au/pages/menuitemb54cf15b976a6888a392e51017a62dbc.aspx>

1.5.4 Women

In June 2003 Ministers endorsed a national approach for women in VET. While female participation in skills development in VET is strong, women are still concentrated in lower level qualifications leading to low skilled, low paid work as shown in the following ABS 2002 statistics:

- 55% of women are in the paid workforce, compared with 72% of men;
- women make up 45% of the workforce, but only 24% of managers;
- more than half (52%) of working women are employed in low status, low paid clerical, sales and service occupations. This compares to only 16% of men;
- only 3% of women work in trade professions, in contrast to men who hold 90% of all trade and related jobs;
- women make up more than 70% of part time workers whereas men hold two thirds (66%) of the full time jobs; and
- only 1% of women work part time and in a managerial capacity.

(Data from *Characteristics of the labour force*, ABS, June 2002.)

1.6 Important facts

1.6.1 Indigenous Australians

Indigenous Australians are a key VET sector client group. Indigenous learners participate in VET at a rate twice that of other students. However, Indigenous learners have a high (18 %) enrolment in mixed field programs which are almost all outside Training Packages (NCVER, *AVETMISS Provider Collection* 2002, unpublished data).

When mixed field programs are excluded, Indigenous learners have slightly higher Training Package participation rates than non-Indigenous learners. Against all indicators apart from participation, Indigenous learners are faring less well than non-Indigenous learners (NCVER, *Indigenous people in vocation education and training: A statistical review of progress* 2003).

For Indigenous Australians, vocational education and training participation should be understood in the broader context of self-determination, community building and economic independence, as well as an important pathway to employment. In working with Indigenous peoples these broader objectives should be considered.

Research shows that higher quality outcomes for Indigenous learners participating in VET are achieved when training resources and practices are informed by Aboriginal and Torres Strait Islander

cultural perspectives, knowledge and practices. With this in mind, Training Package developers should establish Indigenous advisory mechanisms to provide advice at key stages of the Training Package development process—genuine partnerships with Indigenous people and organisations in designing Training Packages is an important contributor to positive outcomes for Indigenous learners.

Some key issues for Indigenous learners that Training Package developers should be aware of include:

- the need for training products to be responsive to the diverse needs, interests and circumstances of different Indigenous people and communities
- the importance of early and frequent consultation with Indigenous people and organisations
- the importance for learners of being able to meet family, community and land obligations
- the importance of training and employment outcomes that meet both individual and community aspirations
- training that assists in maintaining and developing participation in the economy including training in skills that lead to valued work and careers and in the economic development of communities
- the importance of culturally appropriate and sensitive training and assessment strategies
- the development of appropriate support strategies
- recognition of prior learning and current competencies
- flexibility of training that can be tailored to the individual or group and is responsive to a range of social or personal issues that may have prevented training
- acknowledgment in training and assessment that the first language may not be English
- acknowledgment of the pressures that successful learners may have as role models for peers and the community
- the significant role that mentors, particular Elders can play in training
- the role of training in helping to maintain and increase capability, both of individuals and communities
- training that assists in the maintenance and development of Indigenous culture, including maintenance and development of languages, systems of belief, and a wide variety of cultural practices.

1.6.2 People with a disability

One in six working-age Australians has a disability—a significant proportion of the population. However, people with a disability have a significantly lower Training Package participation rate than people with no disability. This is partially due to the fact that Training Package qualifications predominate at Certificates II–IV but there are fewer Certificate I qualifications where the participation rate of people with a disability is high (NCVER, *AVETMISS Provider Collection 2002*, unpublished data).

Achieving nationally recognised training outcomes is critical for people with a disability to improve their access to employment. The development of flexible and inclusive Training Packages is a key mechanism for ensuring that people with a disability achieve outcomes from VET.

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that education provider unjustifiable hardship. See Section 1.10 for more detailed information on making reasonable adjustments.

Some other key issues for learners with a disability that Training Package developers should be aware of include:

- the importance of consultation with a disability advisory groups and disability employment services during the Training Package development and review process
- the importance of ensuring that prerequisites for a qualification are not unreasonably onerous or beyond reasonable workplace expectations
- considering including adaptive or assistive technologies within the unit of competency range statement given the key role of these technologies for some people with a disability in the workplace
- providing a range of electives to provide opportunities (for example, for people with an intellectual disability) for horizontal movement across qualifications, thus increasing employment opportunities
- using words in units of competency which enhance access and opportunity, for example using the word 'communicate' rather than the word 'speak'—a person with communication disability can communicate using assistive technology but may not be able to speak
- including advice in the endorsed components of Training Packages and associated resources on how assessors and trainers can make reasonable adjustments to ensure assessment is responsive to the needs of learners with a disability.

1.6.3 Women

The vocational education and training sector is not achieving its full potential to deliver benefits for women. Despite the increasing enrolment rate of women in VET, they remain concentrated in a narrow range of traditional occupations and industries; clustered in lower paid occupations largely in support roles; and underrepresented in workplace management and decision making roles, and in occupations in 'non-traditional' industries.

Some of the key issues for women that Training Package developers need to be aware of include:

- the importance of consulting with gender equity experts and peak organisations in the Training Package development and review process, particularly in those areas considered 'non-traditional'
- the possible need additional support and assistance for women learning and working in non-traditional areas because of a range of factors such as their lack of informal or formal background in that industry, low numbers of other women and challenging work environments including the potential for social isolation and harassment
- the importance of accessible pathways from informal to formal learning and for career progression
- the need for inclusive training and assessment resources and processes for women who face multiple barriers in accessing and fully participating in VET, for example women from a range of circumstances including women from Aboriginal and Torres Strait Islander backgrounds; women with a disability; women from language backgrounds other than English; and women from low socio-economic backgrounds
- the importance of considering gender issues when developing assessment guidelines and resources
- the importance of ensuring that assessment guidelines and packaging rules are as flexible as possible to facilitate participation in training by women with different combinations of work and family responsibilities.

1.6.4 Rural and remote learners

The effectiveness of vocational education and training for people living in rural and remote communities may be enhanced if training is integrated into community networks, and if it is central to community strategies. However, the more isolated the community, the more likely it is that there will be fewer community resources and training opportunities available.

Because there are fewer training providers in rural and remote areas, the training market is less competitive. This, together with sometimes unreliable access to technology and the isolation itself, can make appropriate training more difficult to source and access.

Some of the key issues for learners in rural and remote locations that Training Package developers should consider include:

- difficulties finding and negotiating content and delivery to meet individual needs
- the goals and potential of individuals may be restricted by what the community needs and wants, and the available facilities—also an issue for Indigenous youth
- the need for education and training to support community development and real local opportunities as much as direct employment and industry outcomes
- the possibility of reduced learner support, including the challenges faced by those accessing training via online technology
- difficulties in accessing suitable training pathways to employment.

1.7 Consulting appropriately

To ensure Training Packages to meet the needs of the full range of potential learners, developers need to seek equity advice on the degree to which Training Packages are inclusive and recognise the needs of diverse learners.

Training Package developers should also consult with equity experts and representatives (for example, from peak disability organisations and associations) when conducting initial research for a new or reviewed Training Package in order to build capacity and gain insights into how such diverse needs can be met through reasonable adjustments and flexibility built into the Training Package.

Developers should also ensure any subcontractors fully understand their obligations and are aware of relevant legislation and VET policies that support the inclusion of all learners. The Project Steering Committee should include or have access to equity advice (for example, a member of the Quality Assurance Panel or representatives from peak disability organisations).

1.7.1 Consultation with Indigenous peoples

Access the Australian Government Indigenous Portal at www.indigenous.gov.au for resources, contacts, information, and government programs and services for Aboriginal people and Torres Strait Islanders.

Consultation during the development or review of Training Packages might occur with:

- Indigenous communities and community Elders
- the Department of Immigration and Multicultural and Indigenous Affairs
- Indigenous Coordination Centres
- Community Development Employment Programmes (CDEP) and other Indigenous programs
- Indigenous Land Councils
- other Indigenous groups such as specialist Group Training Companies or industry bodies
- Indigenous experts working in the industry
- peak Indigenous industry bodies such as the Australian Indigenous Communications Association

Inc or the National Aboriginal Community Controlled Health Organisation

- the Federation of Independent Aboriginal Education Providers (FIAEP), email federation@tauondi.sa.edu.au
- Aboriginal and Torres Strait Islander support centres in TAFE colleges and private RTOs
- Indigenous Education Consultative Bodies (IECBs), contact the State or Territory Registering Body.

1.7.2 Consultation with people with a disability

Consultation during the development or review of Training Packages might occur with:

- disability employment agencies and peak organisations representing people with a disability, contact the State or Territory Department of Family & Community Services or equivalent for details
- Disability Support Officers located in some TAFE Institutes.

1.7.3 Consultation with people in rural and remote locations

Consultation during the development or review of Training Packages might occur with:

- local communities
- local industries
- shire or town councils
- employer bodies
- local employment agencies and Group Training Companies
- community bodies such as Learning Centres, Telecentres or other learning environments
- State or Territory and local Indigenous Educational Community Groups (Aboriginal Education Consultative Groups, e.g. VAEAI in Victoria).

1.7.4 Consultation with women in under-represented industry areas

Consultation during the development or review of Training Packages might occur with:

- women's support groups and organisations, such as business and professional women's association or women in engineering
- employer and industry bodies
- Equal Opportunity in the Workplace Agency (EOWA, a statutory authority located within the portfolio of the Australian Commonwealth Department of Families, Housing, Community Services and Indigenous Affairs at www.eowa.gov.au)
- RTOs offering training for women in the relevant industry.

1.8 Equity Report

Under processes commencing in 2008, an *Equity Report* must be completed on endorsed components being submitted to the NQC and provided to the member of the *Quality Assurance Panel* undertaking the *Quality Report* (which forms part of the *Case for Endorsement* submission to the NQC).

The Quality Assurance Panel includes people with demonstrated quality assurance, editorial and equity expertise. Equity Panel members will be able to provide advice on how effectively Training Packages and additions to Training Packages can better meet the needs of equity groups, such as Indigenous Australians and people with a disability. They could also assist to build capacity within the Industry Skills Council.

It is good practice to engage equity expertise early in the process of Training Package development. A list of Quality Assurance Panel members, including Equity Panel members, is available from DEEWR.

1.9 Reasonable adjustments

Training Package developers are required to consider reasonable adjustments in assessment and training for people with a disability. The challenge for developers lies in providing enough information in the Training Package to enable trainers and assessors to determine, in the context of the essential workplace outcomes, what sorts of adjustments might be possible, and then whether such adjustments are reasonable.

1.9.1 Types of disabilities

The *Disability Discrimination Act 1992* includes a very broad definition of disability, including illness or disease, past disability and present disability. VET participants could have a range of disabilities such as:

- learning disabilities
- sensory impairments (including vision, hearing or speech impairment)
- physical or mobility impairments
- psychological or psychiatric impairments (or mental illness)
- disabilities, such as cerebral palsy or head injury, which may result in multiple impairments
- medical conditions such as HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)
- intellectual disabilities.

1.9.2 Making reasonable adjustments

Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that education 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.

It is important that education providers take meaningful, transparent and reasonable steps to consult and to consider and implement reasonable adjustments for students with a disability.

1.9.3 What is a reasonable adjustment?

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.

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.

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.

The inherent requirements in relation to the actual workplace performance requirements of the competency must also inform decision making.

1.9.4 What is taken into account in considering unjustifiable hardship?

Once it is determined that an adjustment is reasonable, an education provider is then entitled to consider whether that reasonable adjustment causes it unjustifiable hardship. If it does, then the refusal of the education provider to make the reasonable adjustment will not be rendered unlawful under the Standards. It is recommended that education providers conduct a thorough, documented and transparent process of consideration of unjustifiable hardship, if they intend to rely upon it.

In considering unjustifiable hardship, an education provider may take into account all costs and benefits, both direct and indirect, that are likely to result for the provider, the student or their associates, and any other affected persons in the learning or wider community. In other words, determining whether a reasonable adjustment imposes unjustifiable hardship is a broad inquiry—it is not simply confined to a ‘dollar and cents’ calculation.

1.9.5 Obligation to consult

Under the Standards, education providers must consult with the student with a disability (or their associate) and have regard to all the relevant circumstances and interests of the particular situation before deciding or declining to make a reasonable adjustment—while direct consultation with individual students might be impractical for Training Package developers, they do appear to be under an obligation to consult.

Training Package developers should consider engaging in documented consultation with peak disability organisations or other groups or individuals representing people with a disability about reasonable adjustments that could be made in implementation, and include information about such adjustments in the Training Package.

1.9.6 Good practice

Good practice suggestions in relation to Training Package development are provided in the publication *Disability Standards for Education: Good Practice Guide for Industry Skills Council* (DEST 2006). Developers should consider the good practice suggestions in their own practice.

1.9.7 Examples of adjustments

The following examples of adjustments for particular circumstances are provided to encourage developers to reflect on whether the components they are developing or reviewing provide sufficient information about possible reasonable adjustments. The examples and suggestions are just that – they will not necessarily be sufficient for all similar circumstances or for all Training Packages.

- **Modifying workstations**
Scenario: A learner with a physical disability is prevented from performing dissections in biology training because the bench being used is too high; the ability to reach a certain height is not an essential part of dissection.
Possible adjustments: The student could perform the dissection task if they were provided with a lower or ergonomically-designed table or with a higher or ergonomically-designed stool.
- **Modifying premises**
Scenario: A learner with mobility disability is prevented from accessing particular workplace premises without modifications; being able to climb stairs is not an inherent part of the workplace competency.
Possible adjustments: Installing ramps or elevators, installing accessible toilets and ensuring that classes are timetabled in rooms accessible to a person with mobility disability.
- **Modifying or providing equipment**
Scenario: A learner can perform the required tasks, but not use the standard equipment, and the use of standard equipment is not an essential component of the competency.
Possible adjustments: For vision-impaired or blind students, adjustments could include enlarged

computer screens, magnifier technology, audio alternative format, assistive technology and adaptive software. For hearing impaired students, adjustments could include installing an audio loop system and captioning.

- **Adapting assessment strategies**

Scenario 1: A learner is capable of undertaking assessment in the required workplace functions but, because of their disability, cannot concentrate for long periods; this capacity is not an essential requirement of the workplace competency.

Possible adjustments: Adjusting assessment strategies in a way that does not affect the integrity of the assessment such as allowing extended time, assessing in a separate space, allowing breaks during assessment or providing oral testing for the person with a disability could be appropriate.

Scenario 2: A person with acquired brain injury finds assessment in a classroom setting extremely stressful, and is thereby prevented from giving their optimum performance.

Possible adjustments: To reduce this pressure, assessment could be adjusted so that it occurs over time, being progressively incorporated into a program of real work undertaken by the person with a disability within an enterprise. An alternative could be to adjust the setting, timing and scheduling of assessments

- **Adapting delivery strategies**

Scenario: A student is capable of undertaking the training but the format of the essential materials and assessment material is inaccessible.

Possible adjustments: Providers could ensure Training Package support materials such as study notes, research materials and essential materials are made available (in a reasonable period) in alternative formats such as large print, audio or electronic, or could provide an Auslan interpreter or captioning for deaf and hearing-impaired people.

1.9.8 Example where an adjustment could compromise outcomes

There will be occasions and circumstances when a adjustment would compromise the academic integrity of a course or program, or would constitute a diminution of the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature. If this were the case, refusal to make this adjustment to the course or program would not be unlawful under the DDA or the Standards.

For example, a person with intellectual disability, whose literacy levels are low, may enrol in a qualification that includes a unit with the requirement of reading and interpreting chemical or other labels. While the person might be able to participate in other units, this particular unit comprises a requirement that the person with intellectual disability cannot meet on their own. Any assistance or adjustment provided by another person to help the candidate read or interpret labels might give rise to significant safety issues in the workplace. For example, while the assessor could ask oral questions rather than requiring reading the label, this could compromise the integrity of essential workplace outcomes. In such a case, it would be prudent to state clearly, perhaps in the evidence guide, that the reading and interpreting of labels is essential to that particular unit of competency.

1.9.9 Reflecting reasonable adjustments in Training Package components

As described above, education providers are under a legal obligation to consult about and consider the implementation of reasonable adjustments to ensure that people with a disability are not disadvantaged in access to and participation in vocational education and training. Education providers must make these adjustments to the maximum extent that does not cause them unjustifiable hardship. Training Package developers should ensure that Training Packages are flexible enough, and provide sufficient guidance and recommendations, to allow for reasonable adjustments in implementation.

Developers can use various strategies to ensure the units of competency do not disadvantage people with a disability, and can provide their users with guidance and examples of what might be reasonable adjustments for particular units of competency. See the Units of Competency Guidelines for more information.

1.9.10 Funding for reasonable adjustment

Funding for reasonable adjustments in employment and education and training might come from a variety of sources, including employers, RTOs, State and Territory Governments and the Commonwealth Government. Government funding arrangements vary according to the jurisdiction. Most State and Territory Training Authorities have disability support officers or liaison staff who may be able to advise RTOs and employers about accessing funds for reasonable adjustment. Learners and employees with disabilities, peak disability organisations and other groups with expertise in disability issues may also be able to provide information on possible sources of funding.

Training Package developers should make it clear in the Training Package where the need for reasonable adjustment could occur, and the sorts of adjustments that could be required, not only to assist trainers and assessors, but also to assist RTOs, purchasers of training, planners and funding bodies in assisting them to build any likely additional costs into their funding models.

However, as described above, individual education providers must make adjustments where they are reasonable and to the maximum extent that they do not cause unjustifiable hardship.

1.9.11 Costs for reasonable adjustment

Research shows that most people with a disability require only minor reasonable adjustments to allow them to undertake training and employment on the same basis as people without disability. The importance of completing a thorough, considered and lateral-thinking process of consultation on reasonable adjustments cannot be overstated.

Perceived and actual costs in making reasonable adjustments often are outweighed by the wider benefits they bring for training organisations, employers, learner peers, co-employees and others coming into the workplace; for example, by increasing the diversity of the client base and, for employers, savings in staff retention, productivity, morale and customer service. By way of illustration, installation of a ramp to allow access to a workplace or service facility for a person with mobility disability also benefits other customers requiring wheelchair access, people delivering goods with trolleys, customers with prams, and elderly customers.

1.9.12 Further information

Further information about the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* can be obtained from the Attorney-General's Department website at www.ag.gov.au

2 Categories of change during the Training Package endorsement period

In many instances, industry now seeks refinement of qualifications and units of competency rather than wholesale change, or the formal review of a complete Training Package. In making changes to Training Packages, developers are required to follow processes detailed in the NQC's *Training Package Development and Endorsement Process 2008*.

Under the agreed processes, where changes to Training Packages have a minor impact on the outcome of a qualification or unit of competency, developers are not required to go through the full development and endorsement process. This level of change, known as an '*ISC Upgrade*', is added

directly to the National Register by the Industry Skills Council (ISC). However, such changes can only be made as a result of ISC analysis and consultation commensurate with the nature of change.

Other more significant changes, such as those resulting from continuous improvement or a formal review, are known as '*NQC endorsed*' and must follow the full development and endorsement process.

All changes (*ISC Upgrade* and *NQC Endorsed*) are required to be detailed in the Training Package Modification History Table. They are also recorded in the ISC's biannual 'stocktake' of changes made to the endorsed components of Training Packages. Further details on the stocktake may be found in the NQC's *Training Package Development and Endorsement Process 2008* in the section on the *Environmental Scan* and in its Appendix A, '*Report on Previous Continuous Improvement Activity*'.

2.1 ISC Upgrade changes

ISC Upgrade changes include:

- all edits, deletions and enhancements to the content of existing units of competency where the structure and overall outcomes remain consistent with the original outcomes
- Skill Sets identification using existing units of competency
- addition of imported units of competency
- removal or addition of existing units of competency from or to elective bank
- addition of later versions of units of competency, for example 'A' to 'B', or replacing an imported unit of competency with its later version
- addition or deletion of one additional endorsed non-core unit of competency to a qualification, with maximum of one per qualification at any one time.

*** NB: Interim arrangements are in place until 31 December 2010 to reflect the NQC resolution below:**

At its 8 April 2010 meeting, NQC agreed:

- to amend the Training Package Development and Endorsement Process 2008 to allow for an ISC upgrade to apply where the qualification packaging rules and qualification structure have been changed to reflect the new packaging rules for flexibility and the embedding of green skills in Training Packages;
- that the amendment allows ISCs to transition qualifications to the new packaging rules for flexibility, and the embedding of green skills, where the qualification outcomes and structure have not substantially changed and where the ISC determines that there is no need to seek industry validation via a full endorsement process;
- that the proposed amendment to the Training Package Development and Endorsement Process 2008 apply until 31 December 2010 to align with the end date for transition to new packaging rules for flexibility and embedding of green skills in Training Packages;
- that the following communication processes will be required to support the amendment:
 - ISCs notify and explain ISC upgrades to State Training Authorities and the NQC
 - ISCs update the Training Package version and the version modification history to explain in detail the particulars of the change
 - ISCs publish the change to NTIS.

2.2 'NQC Endorsement Required' changes

'NQC Endorsement Required' changes include any changes not specified in *ISC Upgrade*. This includes, but might not be limited to:

- addition of a new industry sector or stream
- addition of new qualifications or removal of existing qualifications
- addition of new units of competency not already on the National Register
- addition or deletion of a core unit in a qualification
- amendment to an element or performance criteria of a unit of competency
- modification to the Assessment Guidelines e.g. additional industry assessment information
- addition of an imported qualification to replace an existing qualification
- changes to units of competency that have a significant impact on resources for delivery
- changes to pre-requisites for units of competency.

3. Continuous improvement of Training Packages

Where continuous improvement has been undertaken to maintain the currency and relevance of the Training Package during its three year endorsement period, the ISC is required to make a case to the NQC for renewal of the Training Package's endorsement.

Only where, for example, there are major structural flaws or fundamental issues with the quality of a Training Package is it likely that stakeholders and the ISC will instigate a formal review of the whole Training Package.

4. Coding, titling and versioning of Training Packages

4.1 Codes

The nationally agreed coding system provides for the clear identification of endorsed Training Packages and the qualifications and units of competency they contain. Developers must ensure codes conform to these requirements, and are accurate in the Training Package.

4.1.1 Protocols for Training Package codes

Each industry Training Package has a unique five-character national code assigned when it is endorsed, for example HLT07. In Training Package codes, the:

- first three characters are letters identifying the Training Package industry coverage, with the first two provided by DEEWR and the third decided by the industry; and
- last two characters are numbers identifying the year of initial endorsement to help with version control.

Always place the code before the title of the Training Package, qualification and unit of competency.

In applying codes, developers must note the following.

- Enterprise Training Packages always have 'Z' as their first letter—for example, the ZWB05 Humanitarian Training Package.
- If new industry sectors are added during the endorsement period, the Training Package retains its original endorsement year code.
- Because reviewed Training Packages are treated as new Training Packages, their codes reflect the endorsement year of the reviewed Training Package, not the original.

The following protocols apply when writing and using codes for Training Packages, qualifications and units of competency.

- Always use the code in full, followed by the title.
- Do not have spaces between any characters in the code.
- Use uppercase letters.
- Use Arabic figures.
- Do not use ampersands, full stops or slashes.
- Try to minimise the use of the numbers 1 and 0 where possible in unit of competency codes, as they may be mistaken for the letters I and O.

4.1.2 Changing a Training Package's code

The Training Package's national code remains the same during its period of endorsement (but its version number might change).

When a Training Package is fully reviewed, it is considered to be a new Training Package for the purposes of version control, and might have a different 3 character industry code, and adopts the year code of the year of the review (and is Version 1).

4.2 Training Package titles

The following protocols apply to Training Package titles.

- a Each title must be unique, concise and reflect the broad industry covered.
- b The words 'Australian' or 'National' are not used in the title, except with special permission from DEEWR.

4.3 Version numbers

The following protocols apply to version numbers.

- a The primary release Training Package is Version 1.
- b 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.
- c *ISC Upgrade* changes do not result in a version number change.
- d *NQC Endorsement Required* changes do result in a version number change, for example Version 1 becomes Version 2 and the Training Package code is retained (including its year code reflecting the year of endorsement).

Note: When a Training Package is fully reviewed and endorsed, it is considered to be a new Training Package for the purposes of version control, and is Version 1 with an amended year code (and, depending on the changes, it could have a new 3 character industry identifier). Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

5. Content Authoring Tool

DEEWR has developed a Content Authoring Tool (CAT) as a 'best practice' tool for developers to assist in producing Training Packages that readily migrate onto the National Training Information Service (NTIS) database.

An accompanying User Guide has also been developed to enable Training Package developers to employ the CAT to create Training Packages that comply with the *Training Package Development Handbook* and the NTIS system.

The CAT may be used to create new Training Packages, new components of Training Packages, or to modify existing fully migrated Training Packages that are under review or the subject of continuous improvement.

Use of the CAT is not mandated, and thus the 'NTIS2 templates' may still be used. Email NTIS@deewr.gov.au to obtain the latest version of the CAT. Developers of Training Packages are invited to discuss the use of the CAT with the relevant NTIS DEEWR officer.

6. Development and endorsement processes

A new streamlined, quality assured and transparent process for the development and endorsement of Training Packages is being progressively implemented during 2008. It is described in the National Quality Council (NQC) *Training Package Development and Endorsement Process 2008*.

The process, agreed to by the NQC, will enable better responsiveness to industry priorities for new and updated skills and give Industry Skills Councils greater responsibility and accountability for the final product. The process also has innovations, including the *Environmental Scan*, *Continuous Improvement Plan*, and *Impact Statement*, which will enable greater 'speed to market' of Training Packages and national qualifications by VET providers.

For more information, go to <http://www.deewr.gov.au/Skills/Overview/Policy/TPDEP/Pages/TPDEndorsementProcess.aspx>

6.1 Reviewing a Training Package

A sound planning process is essential before commencing a large scale project such as developing or reviewing a Training Package. Planning will help to identify factors such as:

- funding sources, amount of funding and contractual requirements
- project outcomes and stages
- key milestones, timeframes and project deliverables
- composition and responsibilities of the team and stakeholders
- key stakeholders
- processes for stakeholder communication and engagement.

6.2 Scoping the industry

The industry review process, or scoping, involves analysis of the industry or industry sector to map its extent and gather relevant data to inform the development or process. The scoping should identify the anticipated outcomes of the Training Package, the parameters for its development and who should be consulted.

It is critical at this stage to gain agreement and support from industry stakeholders; developers should identify, inform and involve key industry stakeholders, to both explain Training Packages and build commitment to the development.

Scoping should gather information on the industry:

- size, diversity and complexity
- occupational range
- mode of work (full time, part-time, permanent, casual, contract)
- type of work (overview of tasks and duties)
- coverage of sectors or cross industry functions
- geographical dispersion
- breadth, for example whether there are common elements across workplace competencies
- demographics (gender, age, cultural background, language and education levels)
- under-represented groups (for example Indigenous peoples, people with a disability)
- culture and context of the industry or industry sectors
- key stakeholders, such as employer associations, industry advisory bodies, unions and professional groups
- future directions including technology and skill requirements.

An information search can be conducted using a range of sources such as industry associations, government agencies, employee associations, enterprises, libraries and the Internet. Information to assist the Training Package development could include relevant:

- endorsed or draft units of competency, including industry specific and cross-industry units and any relevant overseas units of competency
- existing Training Packages, accredited courses and training programs and coverage of Australian Qualifications Framework (AQF) qualifications, range of qualification outcomes and Australian Apprenticeships and other entry level training pathways
- statutory, licensing and regulatory requirements applicable to the industry or sector
- industrial agreements applicable to the industry or sector
- reports on the industry or sector as available from industry associations or government agencies
- text books, journals, manuals, operating procedures

- any current research such as occupational analyses, skills audits and data on emerging technologies and trends affecting production processes, equipment used or other aspects of the workplace environment
- relevant standards such as Australian Standards
- position descriptions and role statements, especially where these include more than just task performance.

6.3 Choosing a development methodology

A valid research methodology must be chosen to develop the Training Package. Various techniques are summarised in this document; no one research methodology is recommended and often more than one approach or technique may be required.

The choice of methodology can be influenced by:

- the industry environment, including preferences of industry partners and access to industry representatives
- the size of the industry, for example in large industries it is generally easy to gain access to representatives but this may not be so for small industries where innovative responses may be required to avoid industry disruption
- geographic dispersion of the industry, where increased costs and time considerations can limit the choice of techniques
- complexity and diversity of the industry, for example if the industry is very diverse, it may be costly or impractical to obtain representatives from the full industry range so a sound sample must be chosen
- worker profile, for example where factors such as language and culture will influence industry dialogue and access
- available timeframe, with some methodologies more suitable than others for shorter or longer timeframes.

In selecting a methodology, it is also critical to identify resource requirements and constraints; the cost of research can be high so it is important to ensure the process is cost-effective. Industry support in the form of time, salary subsidies and administrative costs can reduce the direct costs of the project.

Some key costs might include project team salaries and on-costs; consultancy fees; project management fees; time for industry representatives; travel and accommodation; word processing, editing and printing; and administration and office consumables.

6.4 Including industry expertise

Industry expertise should be sought for development work. When selecting industry representatives to provide expert knowledge, ensure there is adequate representation of:

- workplaces within the industry in size and geographical spread
- where an industry or sector consists mostly of a few large organisations have representatives from each
- where it has many small to medium size enterprises obtain a cross-section of representatives from various sized enterprises and reflect its geographical dispersion
- union or other form of employee association where the industry has workers covered by industrial awards and represented by unions, otherwise seek employee input
- professional associations where a significant number of workers in the industry are involved, seek input
- employer representation through employer associations if involved

- under-represented groups working within the industry including designated equity groups, and where this is not possible within the industry or enterprise, undertake specific targeted consultation
- gender, seeking balanced consultation and where this is not possible within the industry or enterprise, undertake specific targeted consultation.

Where possible, employees should be involved in the development of units of competency and could be nominated for this role by enterprise groups and work teams, representatives of professional associations, or nominees of relevant unions. Employee representation provides valuable, practical subject matter expertise.

Parties to any enterprise agreement or industrial award should also be represented in any enterprise standards development project.

Under the agreed processes for development, an Issues Register must be maintained throughout the development and validation processes to ensure issues are recorded and progressively addressed.

6.5 Validation

Under the agreed processes for development, all draft Training Packages must be validated before submission for endorsement; the industry validation process ensures the content and structure of the draft Training Package reflects accepted industry or enterprise practice in an unbiased and representative way.

While there is no mandated single or combination of techniques for validation, it usually involves:

- circulating the Training Package to a wide group of interested parties for comment, including appropriate State and Territory Training Authorities, and relevant national and State and Territory industry advisory bodies
- conducting workplace observations and interviews
- conducting surveys
- conducting further workshops with key stakeholders
- displaying information on a website, advertising this, and seeking comment
- trialling the Training Package in the workplace prior to submission for endorsement.

The choice of validation technique will depend on issues such as the:

- contractual requirements
- views of stakeholders
- size and geographic distribution of the industry
- diversity of the industry
- worker profile
- cost and funding
- timeframe.

For example, in industries where many workers have low levels of literacy, or many are from a non-English speaking background, it would be inappropriate to validate draft units of competency by merely circulating them for written comment. Similarly, observation to validate competencies may not be cost-effective if the particular industry or industry sector has many complex or non-routine competencies.

Unions, employer associations, industry associations and professional bodies can usually recommend people and groups to be involved in validation, and suitable techniques.

Any industry personnel who are involved should have a sound working knowledge of the Training Package coverage and generally should not be the same as those involved in its development.

The Training Package should also be validated in a range of small, medium and large enterprises and the Project Steering Committee should participate in the validation processes.

Any comments on the draft should be carefully analysed for industry wide validity—to ensure they reflect broad industry needs, not just the views of a single worksite or enterprise.

After modifications are made to the initial draft of the Training Package, all subsequent drafts should be circulated to interested parties until a consensus is reached. What constitutes consensus and how this is achieved, will vary. If a major stakeholder, such as a union or employer association, objects to an aspect of the draft, discussions must continue until objections are resolved.

However, no stakeholder has an automatic right of veto. Any outstanding or unresolved comments should be fully documented in the Issues Register and referred to in the endorsement submission to the National Quality Council (NQC). An explanation should be provided on actions taken to resolve the matter and reasons for the final position. This can be done through the 'report by exception' on stakeholder consensus provided to the NQC as part of the Case for Endorsement, flagging where a stakeholder or individual holds a significantly differing viewpoint from the majority. This report gives NQC members an objective view of the issue and steps taken by the ISC to resolve the matter or that reasonable measures have been taken to respond to stakeholder concerns.

As a general principle, the more people involved in validation, the better the Training Package will reflect industry practice. Obviously time and cost constraints prevent all workers in an industry from having input into development, but widespread participation and a representative sample are encouraged.

6.6 Research techniques

A range of research techniques could be appropriate including conducting surveys, interviews, group processes and observation.

6.6.1 Surveys

Surveys involve the collection of data, usually through the distribution of questionnaires via mail, website or structured face-to-face interviews. The major advantage of using surveys is that it is possible to solicit the opinion of large numbers of people and to quantify the results. Their downside is that sometimes the information gathered is limited by the technique; in order to simplify data collection and interpretation, questionnaires are usually multiple-choice, thus restricting the depth and level of detail.

Although conducting a survey may appeal because of its straightforward nature, a low response rate will cast doubt on the validity of the findings. Incentives can improve the response rate, but these should be valid and appropriate.

Surveys should be used with some caution, and usually are used in combination with other techniques, given the uncertainty about their capacity to provide an accurate picture of complex work functions.

6.6.2 Interviews

Interviews are widely used in occupational and competency analysis. If interviews are used, the selection of interviewees needs to be carefully considered to ensure future as well as current

competency requirements are addressed. For example, while technicians may give accurate information about the present situation, managers may provide insights into future requirements.

Unstructured or semi-structured interviews are valuable during the early stages of competency analysis; wide ranging questioning can help to ensure issues are not overlooked. Unstructured interviews generally use a few open-ended questions which focus the interview, with the direction generally guided by the responses of the interviewee.

Interviews can also assist in developing questionnaires by drawing on expertise early in the process. The initial sample should be as representative as possible of the industry.

Structured interviews are of great value when the responses of large numbers of people are being sought. The interviews consist of carefully worded questions asked by the interviewer in a set order. Answers must be faithfully recorded and interview prompting is restricted. The structure represents an attempt to guarantee that a systematic procedure is followed to increase objectivity. Through structured face-to-face interviewing, it is possible to gather detailed in-depth information about the duties and tasks applying to different jobs from within the industry and the competencies required for effective performance.

6.6.3 Critical incident technique

The critical incident technique requires respondents to recall incidents from their work which were of particular significance to them, and which had an outcome which was clearly either successful or unsuccessful. One of its main applications is to distinguish competencies which characterise outstanding work performance.

The researcher seeks detailed information about events leading up to the situation and factors, which in the respondent's view, were critical in determining the outcome. Any factor which the respondent believes to be important is noted, including thought processes.

This technique has the potential to go beyond a description of readily observable sequences of behaviour and enable data to be gathered about factors on which successful performance depends. The focus is on individual characteristics and those skills and knowledge which characterise successful resolution of workplace dilemmas and situations.

6.6.4 DACUM group process

A modified DACUM (an unusual acronym, for 'Design a Curriculum') process can be used to identify areas of practice, tasks and competencies.

This process brings together a group of carefully selected individuals with subject matter expertise to work with a facilitator who elicits and records all the relevant information the group can provide. In the initial stages, the data collection is focused broadly on the duties of an industry or industry sector. These are analysed as component tasks made up of skills and knowledge, and the attitudes needed for performance.

The process involves the facilitator requesting responses from the group about their duties—what they do in the workplace. Information is then gathered about the tasks associated with each duty, and the skills, knowledge and attitudes needed for each task.

Participants may also be required to rate the tasks on a number of dimensions such as whether the tasks are frequently performed (essential) and less frequently performed (non-essential). Tools, knowledge and future needs can also be identified.

6.6.5 Nominal group technique

In this technique, a group of content experts are convened to provide solutions to a research question.

The group should be a balance of workers, supervisors and managers. This technique should be used with caution and is not recommended for mapping occupational areas of activity. However it may be possible to use it to provide answers to a more restricted type of question.

6.6.6 Search conference

This technique provides a way to explore desirable future environments and strategies for achieving future goals. It is a useful method of developing units of competency, particularly in relation to potential educational needs.

The technique moves from the generation of information and ideas (brainstorming, divergent thinking) through synthesis and analysis, to action planning. The conference begins and ends with whole group sessions.

The initial session aims to build group cohesion and then engage the group in a brainstorm on the forces shaping the future environment. Small groups are then formed which record the ideas generated. The final plenary session is for reporting from small groups on priorities and strategies, and for collective action planning.

Adapting the search conference technique to the creation of units of competency for occupations requires participants to concentrate on determining likely and desirable futures for the occupation. This can be achieved by considering government policy, new technology and changing social attitudes. From this general analysis, it is possible to determine the competencies needed to implement future directions.

6.6.7 Functional analysis

Typically, functional analysis is undertaken by the 'lead agencies' in an industry with the assistance of a facilitator. The technique is used to analyse the traditional views of individual jobs and base units of competency on functions within the wider context of the team, organisation or industry.

The process begins with consideration of the key purpose of jobs and roles in the whole occupational sector; that is, the function of the sector in outcome terms. The question which will guide any subsequent analysis is what needs to happen for this key purpose to be achieved? Answering this question is a process of disaggregation whereby the key purpose is broken into smaller components—or competencies.

At each stage of the analysis, care must be taken to delineate whole work roles—technical skills, contingency management, task management, and interaction with the environment. This process continues until units and elements of the competence are reached. Analysis ceases when it is obvious that an informed person reading the description would clearly understand the outcome of the activity being described.

6.6.8 Observation

Direct observation of people at work is a general research technique used in a wide variety of fields. It can be applied to analysis of work at all occupation levels and is useful for establishing units of competency when used in association with other techniques as a way of validating findings.

The major problem with observation is a possible lack of objectivity and the potential for the observer's presence to affect the behaviour of those being observed. However, with observation it is possible to:

- develop rating scales which increase objectivity and reliability of observation
- train observers to be aware of their subjectivity and, if necessary, compensate for it
- undertake a large number of observations over a long period of time.

6.6.9 Combined techniques

A combination of techniques can be used to increase validity of the units of competency being developed, and to ensure the full dimensions of competency are covered.

Generally, whatever research methodology is used it should:

- adequately identify the four dimensions of competency—task skills, task management skills, contingency management skills, job/environment skills
- develop units of competency in the most practical and cost-effective way
- identify workplace competencies which are widely accepted and endorsed by the industry
- develop industry relevant units of competency which can be delivered and assessed effectively.

Some research techniques are more suitable for analysing the four dimensions of competency, some are more appropriate for the analysis of tasks and roles, others may identify both. For example, functional analysis and the modified DACUM technique identify tasks and roles and when used alone, may produce very task oriented units of competency. Interviews and critical incident techniques may capture not only tasks and roles, but may also identify underlying contingency management skills, and other dimensions of competency.

Where research techniques which focus on the task/role dimensions of competencies are used alone, it is advisable to combine these techniques with others to identify the underlying skills and wider context of competencies. Combining appropriate research techniques will ensure that all dimensions of competency are captured in the analysis.

While these research techniques are concerned with the process of identifying tasks, skills, functions and knowledge to be organised into units of competency, they do not cover the process of developing units of competency and packaging them into qualifications.

6.7 Steering Committees

The development and formal review of a Training Package should have a Steering Committee to oversee the project. Its role is to ensure that:

- the project is managed effectively and ethically
- contractual requirements are met
- sub-contracted consultants are capable of the tasks and meet required deadlines and milestones
- the project produces a high quality product that meets industry needs
- funds are spent and acquitted as specified in the contract schedules
- there is appropriate consultation with all relevant stakeholders.

While project and financial management is clearly an Industry Skills Council responsibility, in order to fulfil its monitoring and probity role, the Steering Committee should regularly receive summary financial data. Steering Committee members are not in any way responsible for project financial dealings but should be an independent point of advice to developers on project expenditure against the contracted budget.

From a quality perspective and as part of industry validation, the Steering Committee usually would agree to the final version of the Training Package or review report prior to submission to the National Quality Council. However, no single Committee member is able to veto the work if other members judge that it meets contractual requirements and has been validated nationally with the industry concerned. Go to the *Validation* section in these Guidelines for more information.

Steering Committee secretariat functions are generally carried out by the Industry Skills Council as part of its contractual obligations with the Department of Education, Employment and Workplace Relations.

6.7.1 Steering Committee membership

Steering Committee membership must be broadly based, and it is recommended that it include, as a minimum, representatives from:

- small, medium and large enterprises from industry sectors covered by the Training Package
- relevant industry associations, unions and groups
- at least one RTO (public or private, or both)
- at least one STA
- DEEWR (observer).

There is no specified size for a Steering Committee however a reasonable range would be no less than 6 and preferably no more than 12 to ensure both representation and manageability.

Note: Every attempt should be made to ensure that Steering Committee membership is not the same for a Training Package review as it was for the original Training Package development. In addition, it is advisable that where a consultant is engaged to undertake a review, this is not the same consultant engaged for the original Training Package development.

6.7.2 Selection and role of industry Steering Committee members

The review of a Training Package is significant in that it involves the development or review of units of competency and qualifications that will impact nationally on skills recognition and acquisition in a given industry. It is therefore essential that industry members of the Steering Committee have a broad understanding of the National Skills Framework and current knowledge and experience of the industry and its component sectors.

Industry representation should cover the broad spectrum of the industry or sector. It should include representation covering employer; employee; national union; professional association; and industry regulatory bodies recognised as part of the industry or sector. Where a major enterprise has a prominent position, it may be advisable to also seek its inclusion.

Although Training Packages are not industrial documents, prevailing industrial relations issues in an industry must be considered in order to manage any conflict between the Training Package qualifications, industry classifications and traditional career progression. Members who are fully conversant with such industrial issues are a valuable resource for the project.

In some cases, industry Steering Committee members may also provide expert technical advice but this is not mandatory as technical groups and consultation with expert practitioners during the project will gather the necessary technical information to enable appropriate judgements.

Where an industry has significant interaction with regulatory authorities operating across or within States and Territories it is wise to include, at key times, a representative from the relevant regulatory authority to provide ongoing advice.

6.7.3 Selection and role of STA Steering Committee members

State and Territory Training Authorities (STAs) provide a single Steering Committee nominee for each Training Package development or review.

The STA representative should bring expertise in the areas of training quality assurance, regulation and administration, and provide the Steering Committee with a perspective on:

- STA roles and responsibilities
- issues relevant to the funding of training and mutual recognition across States and Territories
- regulatory and legislative matters that may impact on the Training Package either in endorsement or implementation
- existing training, including Australian Apprenticeships, covered by the Training Package
- any other issues that should be considered in the review from the perspective of States and Territories.

The STA member does not represent all jurisdictions, and is not obliged to consult with other States and Territories unless mutually agreed.

In addition, unless otherwise agreed by STAs, acceptance of any project work by the STA Steering Committee member does not imply acceptance by other jurisdictions; it only indicates agreement by the jurisdiction the member represents. The Industry Skills Council must ensure that each STA is separately and fully consulted during the project.

Nomination of a person from an RTO as the STA member may not be appropriate given the area of expertise required, and that the Steering Committee already will have a specific RTO representative.

6.7.4 Selection and role of RTO Steering Committee members

Given the diversity of RTOs it may not be possible to find a representative with experience across the full spectrum of training and assessment for a particular Training Package. However, the nominee should be from an RTO with a history of delivering training for the industry, and preferably one seen as a leader in that role.

The RTO Steering Committee member should be:

- familiar with the range of training delivered in the area and the diversity of RTOs
- aware of current and possible future demand for training in the industry or sector
- a source of advice on articulation matters between VET qualifications in the industry area and higher education
- a source of advice on practical delivery issues and resources for training and assessment.

Although the RTO member may have industry technical expertise, this is not a requirement as the focus of advice should be around delivery and assessment, not industry training needs.

6.7.5 Observers on the Steering Committee

Steering Committee observers should be accommodated as far as possible without adversely affecting the balance of the discussions or the precedence of industry advice.

Observers could include interested parties such as:

- additional STA representatives where a State or Territory considers the Training Package has a particular impact in that jurisdiction
- employee organisations not covered by the union involved

- representatives of Government departments with responsibility for policy or regulation in the area in which the industry operates.

6.8 Consultation

Consultation is critical to the success of the development or review of a Training Package and must be undertaken on a national and individual State and Territory level. Stakeholder agreement can only be achieved through appropriate consultation with key stakeholder groups including:

- STAs
- RTOs in each State and Territory
- small, medium and large enterprises reflecting the full diversity of the industry and workforce and including a sample of those using and not using the Training Package
- any affected Industry Skills Councils
- State and Territory industry advisory bodies or any other bodies recommended by STAs as providing advice to those Governments on the industry
- peak industry bodies, industry and/or professional associations, regulatory bodies and unions.

Consultation must be fully documented and should include organisations and individuals not involved in the original development of the Training Package. At the State and Territory level, consultation should involve STAs and RTOs experienced in implementing the Training Package, to gain advice on any implementation issues or barriers impeding training and assessment.

The Industry Skills Council should provide stakeholders who are consulted with prompt and positive feedback on their contribution, and a summary of how issues and concerns raised have been addressed and resolved.

7. Language, literacy and numeracy (LLN)

Language, literacy and numeracy skills underpin almost all areas of work to some extent—from the factory floor to the highest level of management, language, literacy and numeracy skills influence the performance of workplace tasks. Training Package developers must consider language, literacy and numeracy needs in developing and reviewing Training Packages. A wide range of valuable resources and publications have been developed, and can be accessed through the search function of the DEEWR website.

8. Mandatory text

To ensure accuracy of information and consistency between Training Packages, mandatory text is included in each Training Package.

The Content Authoring Tool (CAT) User Guide (introduced from mid 2007 to facilitate the development of Training Packages for publication on the NTIS) provides instructions for adding industry-specific text into the CAT files. When the Training Package is loaded to NTIS using the CAT files, the Training Package mandatory text will be automatically included.

However, for a transition period, the Training Package 'Interim Maintenance Process' (IMP) device for making changes to Training Packages will continue. Developers are advised to seek clarification from the relevant DEEWR officer. If using the CAT, refer to the *CAT User Guide* and associated templates.

Developers not using the CAT should go to the downloads page for the mandatory text. It provides mandatory text giving an overview of Training Packages and their components. Do not change the mandatory text, apart from adding unit and qualification titles and codes from the specific Training

Package where indicated. In the NTIS2 templates, the text for the Training Package Overview is contained in the file with 'Template-Overview' in its file-name. Where information is to be tailored to the specific Training Package this is identified with the prompt: *[INSERT]*.

9. Style guide information

This section provides information on the Training Package document requirements, and is of particular relevance to developers *not* using the Content Authoring Tool (CAT). If using the CAT, refer to the *CAT User Guide*. However, all developers need to be familiar with the Training Package document requirements in this section.

9.1 Software

9.1.1 Word processing software

Use the latest or next most recent version of *MS Word* to word-process the document.

9.1.2 Graphics software

Where graphics are used, ensure they clearly communicate the messages they are intended to convey, and that they are stylistically consistent throughout the Training Package.

Use *Adobe Photoshop* for scanned images and graphics, *Adobe Illustrator* or *Corel Draw* for cover art and tabbed dividers.

Embed graphics into the word-processed document, as well as having separate files for each graphic. Use TIF, JPG, PCT, PIC, CDR, DRW and AI file formats.

Do not scan text into the document as a graphic.

9.2 Document settings

9.2.1 Page setup

Use A4 portrait page layout except where it compromises the clarity of charts or diagrams, when landscape layout may be used and margins varied as required.

Use mirror margins, and margins of 2.54 cm.

9.2.2 Styles and text formatting

Use the *MS Word* style formatting tool for body text, table text, bulleted lists, numbered lists and heading levels. Generate an automatic table of contents from the heading styles. Use the following fonts and font sizes in the styles.

- a Body text in 12 point Times New Roman regular font, aligned left with single line spacing.
- b Heading 1 in 16 point Times New Roman bold font.
- c Heading 2 in 14 point Times New Roman bold font.
- d Heading 3 in 12 point Times New Roman bold font.
- e Table Text in Times New Roman in a font size to suit the table.
- f Headers in 8 point Times New Roman bold font.
- g Footers in 8 point Times New Roman bold font.

You may use bold, italics or uppercase to highlight body text. Minimise and be consistent with any text highlighting features you use.

If you wish to emphasise text by enclosing it with lines, use a table, not a text box.

Do not use coloured or underlined font in the body of the Training Package, as these may not photocopy well. However, you may use your choice of colour and font on the cover, spine and tab dividers.

9.2.3 Bullet and number lists

Where information needs to be separated and defined, use bulleted lists with circular standard *MS Word* bullets.

Where there is a logical, numerical sequence to information, use numbered lists in the same font and size as the surrounding text.

9.2.4 Number styles

Use Roman numerals in the following.

- a Volume numbers, for example Volume II of IV.
- b Numbers in Qualification titles, for example Certificate IV.
- c Page numbering of the Training Package preliminary pages (and use lower case).

Use Arabic figures in the following.

- d Version numbers (and use whole numbers), for example Version 2.
- e Numbered elements of competency and performance criteria, for example, 1, 1.2. f
Page numbering in the body of the Training Package.
- g Numbers in Training Package codes, qualification codes and unit of competency codes.

9.2.5 Page numbering

Number each page, in the footer (except for the title page and imprint page where, although they are part of the numbering sequence, the footers and page numbers do not appear).

Number preliminary pages with lower case roman numerals; then commence numbering the Training Package components on the first page of the Introduction using Arabic figures, beginning with number 1.

Where there are multiple volumes, recommence page numbering in each volume (starting each volume with page number i in the preliminary pages, and number 1 in the Introduction).

Run the pages of Appendices sequentially from the text.

Where there are tab dividers, do not number the divider itself but continue the page numbering sequence either side of the dividers.

9.2.6 Headers

Include the following in headers.

- a The Training Package section title in the header of each section, except in the section providing units of competency where the unit of competency code followed by its title is inserted for each unit, not the section title.
- b A space and horizontal line to separate the header from the body text.

9.2.7 Footers

Include the following in footers (except on the Training Package title page and imprint page where the footer does not appear).

- a © Commonwealth of Australia 200x.
- b The Training Package code.

- c To be reviewed by ... **[the review date will be inserted when known by TVET]**.
- d The version number.
- e The word 'draft' in consultation versions.
- f Page numbers aligned to the outside margin.
- g A space and horizontal line to separate the footer from the body text.

Note: Where a unit of competency is imported, insert the review date of the Training Package being developed, not the review date of the Training Package from which it came.

9.2.8 Volumes

Depending on the size and scope of the Training Package, developers may develop a single volume or multiple volumes; usually multiple volumes will be required.

9.2.9 Single volume

Where the Training Package is small, or covers one discrete industry sector, develop a single volume containing all the endorsed Training Package components.

9.2.10 Multiple volumes

Where the Training Package is large, or has diverse industry sectors, develop multiple volumes.

Multiple volumes consist of a Volume I and related component volumes. Create one component volume for each discrete industry sector. However, if any of the sectors are very small combine them into one component volume.

Include all the information required to navigate the Training Package in Volume I, such as the Introduction to the Training Package; the Qualifications Framework; the Assessment Guidelines; Competency Standards general information; any core units of competency that apply across industry sectors; and any appendices.

Include all information specific to the industry sector in the component volumes, such as the qualification details as relevant to that volume, including the qualifications and packaging rules (but without the mandatory AQF text), and the units of competency relevant to that industry sector.

9.2.11 Adding new industry sector volumes

When developing new industry sectors to extend the coverage of a Training Package during its endorsement period, create new component volumes and amend Volume I to reflect the changes, and change the version number. For example, amend footers, cover, and modification history to reflect changes.

When adding new industry sectors use the source file available from the NTIS via the relevant DEEWR officer and, when working with an earlier version of the Training Package, use the *MS Word* 'Track Changes' tool for development and consultation purposes.

9.2.12 Drafts

Clearly identify all drafts for stakeholder consultation. Insert the word 'Draft' on the cover of consultation drafts, together with the date of the last change, or the draft version number, and the word 'Draft' in the footer of each page. Circulate consultation drafts in a format as close as possible to the final version.

9.3 Sequence of printed Training Packages

Information on the sequencing of Training Package components is of particular relevance to

developers *not* using the Content Authoring Tool (CAT)—if using the CAT, refer to the *CAT User Guide*. However, all developers must be familiar with Training Package component sequencing requirements.

The components of the printed Training Package should follow the sequence below.

9.3.1 Cover and spine

The Training Package cover and spine designs should enhance and add value to the Training Package, and meet the requirements below.

Graphics

Incorporate suitable graphics such as those identifying the industry or showing industry personnel at their work. Where the Training Package is in multiple volumes, use the same graphics for the cover and spine of each volume.

Cover details

Apart from the graphics, include only the items in the list below on the endorsed Training Package cover.

- DEEWR logo.
- Training Package code (in large bold font).
- Training Package title.
- Volume title or specific industry sector (if a component volume).
- Volume number (if the Training Package is in multiple volumes, indicating the number of volumes, as in Volume I of III).
- Statement that the document comprises the endorsed components (or part thereof, if a component volume).
- Training Package endorsement month and year.
- Training Package review date.
- A list of qualification codes and titles associated with the endorsed Training Package. Where the Training Package is in multiple volumes, include all qualifications on the cover of Volume I and all the qualifications for each industry sector on the cover of each component volume. Only add this information if it does not detract from the design.
- Industry Skills Council logo if desired (no larger than the DEEWR logo).
- If required by the DEEWR-nominated publisher, a stock code or barcode.

Spine details

Apart from the graphics, include only the items in the list below on the endorsed Training Package spine.

- Training Package code and title.
- Volume number if the Training Package is in multiple volumes, indicating the number of volumes (as in Volume I of III).
- Volume title or specific industry sector if it is a component volume, and if space permits.

9.3.2 Preliminary information (in all volumes)

The preliminary pages provide summary information for the specific Training Package, and must include the following components in the sequence given.

Title page

The title page is a right-hand page immediately following the cover. The items in the list below are to be included on the Volume I Training Package title page and on each title page where the Training Package is in multiple volumes.

- The endorsed Training Package code and title.
- A statement that the document comprises the Training Package endorsed components, or part thereof if in multiple volumes.
- The volume number, indicating the number of volumes, for example Volume I of III.
- The volume title or specific industry sector coverage.
- A statement that the volume is not to be used in isolation, but must be used in the context of the whole endorsed Training Package.
- A list of the titles of all associated volumes, including reference to the Assessment Guidelines, and any common units of competency, in Volume I.
- The Training Package review date.
The Review Date (as shown also in the footer of each page) indicating when the Training Package will be re-submitted to the National Quality Council for endorsement. The Review Date is not an expiry date—endorsed Training Packages remain current until they are reviewed or replaced.

Imprint page

The imprint page appears on the reverse of the title page and provides publication details. Use a smaller font than the body of the Training Package, and include the items in the list below.

- © Commonwealth of Australia 200x.
- Any special acknowledgements if applicable (briefly recognising any extraordinary contribution of a particular organisation or person rather than support for, or contribution to, the document).
- Name and contact details of publisher.
- Month and year of first publication.
- Stock code or barcode if applicable.
- ISBN Number.
- Name of printer.
- Standard DEEWR Copyright statement and disclaimer. If applicable, also include any agreed copyright arrangements or acknowledgements such as a statement acknowledging the copyright of other parties.
- Version number and date (do not confuse this with the Training Package code).

Go to the downloads page for the mandatory text containing a sample imprint page, including the standard copyright statement and disclaimer.

Contents page

Commence the contents page in each volume on a right-hand page. Use a table of contents automatically generated from the heading level styles in the document.

Where the endorsed Training Package is in multiple volumes, list the contents of any related volumes at the end of the generated table of contents, at least to heading level 1.

Mandatory text, commencing with ‘Important Note to Users’

Mandatory text titled ‘Preliminary Information’ and commencing with ‘Important Note to Users’ comes after the contents page, with Industry Skills Council details added as applicable and completed summary tables. The mandatory text reminds users to ensure they have the current version, advises them of the meaning and application of the ‘Review Date’, and assists them in identifying versions. Go to the downloads page for the mandatory text.

Version Modification History Table

It is critical that users of the Training Package can see how and where versions have changed. See the section in these Guidelines *Categories of change during the Training Package endorsement period* and the section on *Coding, titling and versioning of Training Packages*.

In summary, *ISC Upgrades* do not result in a change to the Version number; *NQC Endorsement Required* changes will result in a change to the Version number.

ISCs must complete the Version Modification History Table. If it is a reviewed Training Package, make a notation is required at the top of the table referring to the previous endorsed Training Package.

The following protocols apply when assigning version numbers and adding information to the table.

- The most recent information should be at the top of the table.
- Identify the primary release Training Package as Version 1.
- Make subsequent amendments to the version number, in line with the agreed protocols.
- List any new, imported and deleted qualifications by code and title.
- List any new, imported and deleted units of competency by code and title.
- Reference any changes to the qualification packaging rules to the relevant page, and/or section and volume of the Training Package.
- Reference any inserted additional text to the relevant page, and/or section and volume of the Training Package.
- Do not separately identify typographical errors or reference them to a page number.
- Identify a reviewed Training Package as a new primary release, naming it Version 1.
- Do not describe relationships between the reviewed Training Package and its predecessor; provide mapping details in the first few pages of the reviewed Training Package instead.

The following sample may assist in completing the Version Modification History Table in the Training Package.

Version	Release Date	Comments
4	November 2004	Addition of Leaves sector, published as a separate volume. Qualifications added: • GRE40504 Certificate III in Greening (Leaf control); and • GRE50704 Diploma of Greening (Vein control measures). Units added: • GRECR4568A Leaf control, page 740 (Vol II); and • GRECR3435A Monitoring sprouting, page 590 (Vol IV). Unit code GREBEA56A on page 56 (Vol II) corrected to read GREBDA56A.
	July 2004	Detail of imported Unit BSBCM308A Maintain financial records inserted (as it was previously omitted), on page 234 (Vol I).
	November 2003	Typographical, spelling, punctuation and grammatical errors corrected in all volumes. Greater clarity provided in the Assessment Guidelines, page 345 (Vol I). This does not change outcomes.
3	March 2003	Addition of Growth sector, pp 456 – 458 (Vol I). Qualifications added: • GRE40403 Certificate III in Greening (Managing Growth); and • GRE50603 Diploma of Greening (Growth Management). Units added: • GRECR4567A Growth and fertiliser uses, page 540 (Vol III); and • GRECR3434A Characteristics of growth, page 567 (Vol III).
2	January 2002	Introduction to Training Package, page 13 becomes page 14. GRE40404 Certificate IV in Greening (Watering Mechanisms) retitled to GRE40405 Certificate IV in Greening (Watering Options), pages 126-9

Version	Release Date	Comments
		(Vol II). Deleted first paragraph of Industry Wide Qualifications, page 23 (Vol I). Page 34 and 35 become Page 35 and 36. Changes to Insect Column – insertion of Insect Protector Qualifications Pages 48 – 49 (Vol 1). Change to Section 1 Qualifications Framework Part B Nursery Sector qualifications: - Qualification requirement for Advanced Diploma GRE60200 becomes 10 units instead of 9 Page 78 Volume I. Changes to Section 1 Qualifications Framework Nursery Sector qualifications: - Insertion of list of Nursery Qualifications and a new paragraph relating to watering Page 107 (Vol I); - Addition of Figure 1 Prerequisites to Bush Herbs, Control and Management competencies page 79 (Vol I); - Addition of Nursery Qualifications Framework, page 101 (Vol I); and - Addition of Important note after each Qualification outline. Change to Section 2: Assessment Guidelines: - Australian Training Products Ltd address update page iv (Vol I) Changes to Section 3: Competency Standards Introduction: - Addition of Appendix E List of Pre-requisites and Co-requisites for Nursery units of competency, page 124 (Vol II); and - Addition of Section 3 Part C Nursery Sector Competencies, page 45 (Vol I).
1	July 2000	Primary Release

List of AQF qualifications, in a table

A table is required to be completed listing the endorsed qualification codes and titles in sequence ascending by code, by industry sector as applicable, and including any imported qualifications.

Where the Training Package is in multiple volumes, the Training Package qualifications are required to be in Volume I, and all the qualifications for each industry sector in relevant component volumes, showing their relationship to other sectors if applicable.

Developers also should provide details of any identified industry Skill Sets.

Summary of AQF qualifications in [INSERT TITLE] Training Package

Code	Title

List of units of competency, in a table

A table is required to be completed listing Training Package units of competency codes and titles in sequence ascending by code, including any imported units of competency and showing any mandatory pre-requisite units of competency.

Summary of Units of Competency in [INSERT TITLE] Training Package and their Pre-Requisite Requirements

Code	Title	Pre-Requisite

Code	Title	Pre-Requisite

Imported Units of Competency in [INSERT TITLE] Training Package

Code	Title	Origin

Summary mapping to previous Training Package

Where the Training Package has been reviewed, the developer must provide sufficient information to help users such as Registered Training Organisations, industry, and State and Territory Training Authorities understand the Training Package's relationship with its predecessor.

At a minimum, this should state the relationships between units of competency and qualifications by mapping them against their predecessors, showing any differences and equivalences; this should complement information provided in the specific Training Package Introduction.

It is critical that enough information is included to assist users to see exactly what has changed and to assist them in determining matters such as resourcing, impacts on training for particular qualifications or job profiles, and transition arrangements.

Mapping Units of Competency

Summary mapping data is required to be provided in a table in line with the level of detail in the samples below, showing relationships between new units and superseded or replaced units.

Developers should list all units in the version of the Training Package in the left hand column in code order. This should not include any units in the left hand column that were deleted from the previous Training Package; the relationship of such units to the new units is shown in the middle and right hand columns.

Unit Code	Relationship	Comment in relation to the previous version of the Training Package
Package Specific		
XXXBBBB1234A	New unit	
XXXDER12345A	New unit	Made up of a combination of units XXXDER12344A and XXXDER12334A
XXXSAE12345A	New unit	Unit based on YYYXXX12342B but not equivalent
XXXSTU12345A	New unit - replaces XXXRRR12345C	Change in Elements and PCs
XXXTUV12345B	Revised unit	Unit updated and equivalent to XXXTUV12345A
Imported Units		
YYXXX12344C	New to this Training Package	Unit imported from YYY Training Package and has equivalent status. Unit contextualised for this TP

Mapping of Qualifications

All qualifications included in the Training Package are required to be listed in code order showing any relationship (if any) of each to its predecessor.

Qualification Code	Relationship	Comment in relation to the previous iteration of the Training Package
XXX20103	Replaces XXX20198	Outcomes deemed as approximately equivalent
XXX20203	Replaces XXX20298	Change in packaging requirements for the qualification
XXX20303	Replaces XXX20398	Change in unit content and packaging of units
XXX20403	New qualification	
XXX30103	Replaces XXX30198	Incorporates new licensing requirements
YYY40201	Imported qualification	

Overview of Training Packages

The general Overview of Training Packages introductory text commences on a right hand page with the mandatory text titled 'Overview of Training Packages', beginning with 'What is a Training Package?'. The mandatory text must not be altered, apart from adding sample unit and qualification codes and titles from the specific Training Package, where indicated.

Introduction to the (specific) Training Package

The specific Training Package introductory text is commenced on a right hand page. It sets the scene for the Training Package, providing an overview of its coverage, its features and the industry to which it relates. The following points are a guide to what may be appropriate.

- Where the Training Package is a reviewed Training Package, provide general information about its relationship to its predecessor—refer to the mapping table in the preliminary pages where this will assist users. Describe significant changes such as any changes in units of competency or qualifications, and refer to any agreed transition arrangements or implementation issues. Use an appendix if the information is very detailed. Where the Training Package is in multiple volumes include this information in Volume I. This information should detail the summary information provided in the preliminary pages of the Training Package.
- Provide the Training Package coverage by industry or sector. This may include some information on its significance, including the industry or sector's contribution to the Australian economy or social fabric.
- Provide the background to the Training Package development, including a concise reference to consultation and validation processes, or support for the Training Package.
- Refer, as relevant, to State and Federal industrial awards, licensing or other regulatory arrangements or refer the reader to the section containing this information. Show how the units of competency and qualifications accommodate them.
- Use sub-headings to separate points.

Qualifications Framework

The Qualifications Framework section commences on a right hand page in Volume I with the Qualifications Framework mandatory text beginning with the paragraph entitled 'The Australian Qualifications Framework'.

Developers must not alter the mandatory text apart from adding the Industry Skills Council contact details.

After the mandatory AQF text, clear details of the qualifications within the Training Package should be inserted, including options for packaging units of competency to achieve each qualification. All qualifications in the Training Package must be consistent with the advice provided in the current *AQF Implementation Handbook*—the Fourth Edition 2007 is available on the website www.aqf.edu.au. The rules around which units of competency can be combined to make up a valid

qualification in the Training Package are referred to as the 'packaging rules'. Include relevant advice in each volume.

Qualifications advice is crucial to users and should start with a general overview and become more specific in detail.

Where the Training Package is in multiple volumes, the Qualifications Framework for each industry sector is included in the relevant component volume and an overview showing all qualifications in Volume I.

In developing the Qualifications Framework, the following requirements must be met.

- Include any general information pertaining to the qualifications such as any weighting of units of competency, imported units of competency or flexibility in packaging.
- Provide the code and title for each qualification.
- Provide clear advice on pathways and entry points to each qualification including any prerequisites and co-requisites.
- Provide the packaging rules for each qualification including the number and details of units of competency (including any imported units of competency and pre-requisite units of competency) that make up the qualification.
- Link each unit of competency in the Training Package to one or more of its qualifications.
- Use standardised language when grouping units of competency within a qualification, identifying and grouping units of competency to clearly show core, elective and specialisation.
- Provide explicit and unambiguous details of the core, elective and stream-specific units of competency for each qualification.
- Refer to any qualifications not available through an Australian Apprenticeships pathway, along with industry advice as to why this is the case.
- Provide any information related to licensing arrangements in each State or Territory.
- Provide industry advice on which qualifications are suitable for delivery through VET in schools programs.
- Insert a clear one-page chart clarifying the pathways to all qualifications including any Australian Apprenticeships pathways at the end of the section—you may choose from the examples provided in Appendix 3 or create your own style.

Assessment Guidelines

The Assessment Guidelines commence on a right hand page with the mandatory Assessment Guidelines text. Developers must not change the mandatory text, apart from inserting any additional industry specific assessment examples or requirements as long as they are consistent with the mandatory text. Developers should add to or delete the section on licensing/registration as applicable, and insert the Industry Skills Council details and any specific assessment resources.

Where the Training Package contains imported units of competency, the Assessment Guidelines from other endorsed Training Packages are not to be included. Where imported units of competency require special licensing or regulatory requirements, only the relevant extract of the Assessment Guidelines is included. Where any other special conditions apply to the assessment of imported units of competency, developers should advise readers to check the relevant Assessment Guidelines of the originating Training Package by accessing the National Training Information Service (NTIS) or a hard copy.

Competency Standards

The Competency Standards section commences on a right hand page with the mandatory text, commencing with 'Competency Standards'.

The codes and titles for all the Training Package units of competency should be inserted in a table in Volume I including all the units of competency in the Training Package, including imported units and, where the Training Package is in multiple volumes, specifying the volume in which they are located.

The list can be organised in any way, for example by industry sector, by qualifications or sequentially by code, as long as it is clear to users. A relevant list is required for each volume.

Where required by industry, add industry specific unit of competency contextualisation advice to the mandatory text, ensuring any such additional advice is consistent with the mandatory text. Go to the guidance on contextualisation advice for Training Package developers in the TPDH *Guidelines: Units of Competency* for details.

Training Package appendices

Appendices are optional; created where there is detailed, useful data that would detract from the flow of information if included in the body of the Training Package. Examples of Training Package appendices include:

- a list of organisations and individuals supporting the Training Package
- a contact point or mechanism for user feedback.

This information is included at the back of Volume I, where there are multiple volumes.

10 Industry Skills Council Quality Assurance Panel—editing and equity expertise

The *Industry Skills Council Quality Assurance Panel* (the Panel) is an expert resource for Industry Skills Councils (ISCs) to assist in the quality assurance of Training Packages, in particular, matters relating to equity and editing.

The Panel is part of the Training Package development and endorsement processes approved by the National Quality Council (NQC) and being progressively implemented from January 2008. The Panel is managed by the Department of Education, Employment and Workplace Relations (the Department) on behalf of the national vocational education and training system.

The overarching NQC document reflecting the agreed policy, *Training Package Development and Endorsement Process 2008*, outlines the processes.

The Panel plays an important role in providing quality assurance expertise in relation to two key aspects of Training Package development:

- Providing mandatory quality assurance through a Quality Report on new or revised units of competency, Skill Sets, qualifications or whole Training Packages prior to submission to the NQC. ISCs must use Panel members for this purpose. (Note that defining Skill Sets using existing units of competency comprises an *ISC Upgrade* and as such does not require NQC endorsement. See further information on Categories of change in this guidance, and page 25 of the NQC's *Training Package Development and Endorsement Process 2008*.)
- Assisting or building ISCs' internal capability and understanding across three key areas—holistic quality assurance, equity, and editing. ISCs will choose whether to access Panel members for this purpose depending on their existing in-house expertise and the ISC's business model.

Contact details of Panel members are located on the Department's public website.

Engagement of individual Panel members will be a decision for each ISC in accordance with its needs and 'fit' of a Panel member's skills and knowledge with the ISC's requirements. Contractual arrangements and payment for services will be between the ISC and the relevant Panel member. As a requirement of their appointment, Panel members are required to fix their daily rate for the calendar year.

10.1 Mandatory use of the Industry Skills Council Quality Assurance Panel

An ISC must use a Panel member to undertake the Quality Report on the draft Training Package, Skill Sets, qualifications or units of competency being submitted to the NQC for endorsement.

Completion of an Equity Report and Editorial Report on the draft Training Package, Skill Sets, qualifications and units of competency may be completed by a Panel member or otherwise as arranged by the ISC.

Note: If the ISC chooses to complete an Equity Report or Editorial Report using persons external to the Panel, that person must possess capability equivalent to the skills required of Panel members and will be required to provide such evidence as part of the relevant Report.

10.2 Holistic Training Package Quality Assurance

Holistic quality assurance experts on the Panel have three primary roles:

- Mandatory quality assurance—completion of a Quality Report for each submission being forwarded to the NQC through the evaluation of draft endorsed components against the Training Package Quality Principles. Panel members contracted by ISCs to undertake a Quality Report must not have been involved in the development and/or validation activities for which they are completing a Quality Report.
- General quality assurance—ISCs may seek quality assurance expertise at any time prior to the ISC Quality Report. This is more likely where a whole Training Package is being reviewed or where there are a large number of new qualifications and units of competency added to an existing Training Package.
- Capability building—Panel members may be requested by an ISC to assist in the development of their internal quality assurance capabilities. This may involve the provision of customised in-house professional development for ISC staff with the aim of raising their awareness of quality assurance issues and improving the quality of the draft product throughout the process. The scope of capability building required will be determined by an ISC based on their business model.

10.3 The Quality Report

Prior to the Quality Report being commissioned, the ISCs must ensure an Equity Report and an Editorial Report are both completed. Copies of both reports are to be provided to the Panel member undertaking the Quality Report.

The Quality Report and the ISC's commentary on how it has responded to the recommendations form part of the Case for Endorsement for the Training Package. The templates for the Quality Report, editorial and equity reports can be found at:
<http://www.deewr.gov.au/Skills/Overview/Policy/TPDEP/Pages/TPDEndorsementProcess.aspx>

10.4 Equity expertise

Equity experts on the Panel have two primary roles:

- Equity quality assurance—working with ISCs at strategic points in the development of Training

Packages which may include:

- Identifying potential equity issues prior to the commencement of work on planned revisions or the development of new units
- Identifying potential equity issues by examining a sample of draft units of competency, Skill Sets, qualifications and Training Packages
- Completion of the Equity Report by analysis of draft units of competency, Skill Sets, qualifications and Training Packages.
- Capability building—Panel members may be requested by ISCs to assist them gain a better understanding of their responsibilities in relation to equity issues and to build their own internal equity quality assurance capabilities. This may involve the provision of customised in-house professional development for ISC staff outlining, for example, relevant legislative and regulatory requirements, latest research, current issues and particular issues/challenges facing an industry. The scope of capability building required will be determined by an ISC based on their business model.

The focus for equity quality assurance is the content of the draft units of competency, Skill Sets, qualifications and Training Packages under examination. Delivery issues remain the responsibility of Registered Training Organisations providing training against endorsed Training Packages and are not the responsibility of ISCs to address or resolve.

The ISC must provide a copy of the completed the Equity Report to the Holistic quality assurance Panel member undertaking the Quality Report on the draft endorsed components. An ISC must attach brief documentation or commentary on any negative findings or provide succinct reasons why any recommendations have not been fully actioned.

The templates for the Quality Report, editorial and equity reports can be found at:
<http://www.deewr.gov.au/Skills/Overview/Policy/TPDEP/Pages/TPDEndorsementProcess.aspx>

10.5 Editorial expertise

Editorial experts on the Panel have two primary roles:

- **Editorial quality assurance**—Panel members will primarily undertake an Editorial Report of a final draft Training Package.
- **Capability building**—Panel members may be requested by an ISC to assist it to develop its internal editorial capabilities. This may involve providing customised in-house professional development for ISC staff aiming to raise their awareness of editorial issues and improve the editorial quality of the draft product throughout the process. Panel members may also work directly with ISC staff providing professional development where, for example, they have relevant skills or training but limited practical experience. The scope of capability building required will be determined by an ISC based on its business model.

Note: The editorial requirements for Training Packages changed with the introduction of the Content Authoring Tool (CAT) for the NTIS. These arrangements automate editorial aspects of Training Packages, requiring a less comprehensive edit than previously. A full copy of the draft endorsed components (as they would appear post-endorsement on the NTIS, and including both automated text and the text unique to the relevant Training Package) may therefore be of most benefit to the editor. To obtain a copy, the ISC must first submit draft CAT files to the NTIS and then request a 'working copy'.

The ISC must provide a copy of the completed the Editorial Report to the Holistic Panel member undertaking the Quality Report on the draft endorsed components. An ISC must attach brief

documentation or commentary on any negative findings or provide succinct reasons why any recommendations have not been fully actioned.

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TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Units of Competency

VERSION 4.0

Note: Training Package policy is located in the *Online Training Package Development Handbook* <http://www.deewr.gov.au/Skills/Programs/TPDH/Pages/default.aspx>
Where this guidance material appears inconsistent with the policy, the *Online Training Package Development Handbook* policy prevails.

GUIDELINES: UNITS OF COMPETENCY

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Guidelines: *Units of Competency*

Introduction

The Australian VET sector is based on the concept of industry relevant competency—the broad concept of 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. It 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. 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 definition 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.

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function—they describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function.

Each unit of competency describes a specific work activity, conditions under which the activity is conducted, and the evidence that needs to be gathered to determine whether the activity is being competently performed. In developing the unit of competency, developers need to clearly understand the:

- work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- evidence that needed to demonstrate that a person is competent in the work activity
- knowledge and skills required to perform the work activity
- generic work skills (or employability skills) required
- evidence that should be considered in assessing competency
- resources that may be needed to gather the evidence.

1. Access and equity issues in developing units of competency

1.1 Strategies for ensuring units meet the needs of diverse learners

Units of competency are required to meet the needs of the diversity of potential learners and workplaces; using the following approaches will assist this.

- *Use an holistic approach:* Encompass roles and functions as well as specific tasks. For example, skills that enable the learner to achieve Employability Skills should be embedded into the units of competency and explicit where appropriate, not 'tacked on'; and performance criteria should demand demonstration of those competencies at the level determined.
- *Use plain English:* Do not use jargon; unclear language and terminology beyond workplace requirements may disadvantage learners.
- *Include the full workplace diversity in the range statement:* Include all potential contexts in which all learners may be training or employed, for example, where and how adjustments can be made for people with disability.
- *Provide for flexibility in the evidence guide:* Allow learners to demonstrate competency in a range of ways where this meets the needs of groups and does not compromise attainment of the competencies. An example might be allowing a person with print disability to be assessed in an oral, rather than written mode.
- *Develop culturally specific competencies:* Some Training Packages will be enhanced by the development of specialist competencies, for example, the BSB07 Business Services Training Package has Community Governance qualifications which include units of competency based on and incorporating Indigenous ways of working and Indigenous governance styles.
- *Recognise diversity:* Some communities and industries require their employees to have competencies which recognise and address the diversity and special needs of those they work with, such as competencies in working with diverse communities.
- *Build in reasonable adjustments:* Reasonable adjustments for people with disability must be considered in units, and information added wherever relevant and practicable. An example is that instruction and communication could be in alternative forms, such as Auslan (Australian Sign Language for deaf and hearing-impaired people). Consultation with people with disabilities or their representative peak bodies will help unit developers provide effective and meaningful information. Units that provide clear advice on any adjustments that can be made (without compromising the integrity of unit or qualification outcomes) will assist providers when assessing whether an adjustment is reasonable.
- *Use inclusive language:* Ensure language is inclusive of the full diversity of all learners, and that it allows for reasonable adjustment to be made in delivery and assessment. Be careful the language does not suggest capacities beyond the essential requirements for workplace competency. For example in a unit requiring the movement of objects (and where a range of lifting methods can be used), it could be better to use the word 'raise' (to focus on the required outcome) instead of 'lift' (which appears to focus on the person's capacity to physically lift an object). Then, to ensure the possible adjustment is clear, add the use of appropriate lifting devices into the range statement.
- *Include flexible assessment options:* For example, assessment under simulated workplace conditions may provide equitable access to learners in rural and remote communities with limited workplace options, and will also suit learners who are not yet employed. Assessment through verbal questioning may provide equitable access to learners with physical disability, cognitive disability or dyslexia.
- *Include industry identified generic skills:* This ensures development and application of the range of Employability Skills.

Various strategies can also be used to ensure the units of competency do not disadvantage people with a disability, and can provide users with guidance and examples of what might be reasonable adjustments for particular units of competency, for example within the range statement and evidence guide.

1.2 Considering issues in developing the range statement

Disabilities are diverse, and people with disability will in all likelihood be employed in most industries, sometimes with adjustment to those workplaces. For this reason, and to ensure there are no unnecessary and unlawful barriers to training and assessment, developers should consider the contexts in which people with a disability might be employed, and suggest possible adjustments in the range statement. The suggestions will assist the trainer or assessor to determine the reasonable adjustments they could make, while maintaining the essential competency requirements.

Examples of references to adjustments that could be included in range statements are:

- recommending assistive devices or structural modifications for people with mobility or physical disability - for example where the assessment can involve using ramps, elevators, lifting equipment or other devices
- adjustments to technology for people with hearing disability such as a telephone typewriter (TTY), email, SMS, captioning or audio loops
- alternative formats for documents and materials for people who are blind or are vision-impaired, such as enlarged computer screens, magnifier technology, audio alternative format, assistive technology, adaptive software, or Braille documents
- adjusted assessments, for example where assessment can be provided in oral form, alternative forms of assessment, where a scribe can be used, or where additional time or time-out rest periods can be allowed
- adjustments involving assistance with specified tasks, such as promotion and implementation of plain English text and pictorial guidance in course materials to assist people with acquired brain injury, intellectual disability, dyslexia and learning disability.

1.3 Considering issues within the evidence guide

Evidence guides must be sufficiently flexible to ensure they do not discriminate against people with disability by limiting their ability to validly demonstrate competency. People with disabilities may need to demonstrate their competence in a slightly different way; they need to demonstrate they can meet the essential and inherent requirements of the workplace competency—but might require some form of reasonable adjustments.

Specific examples that could be included in evidence guides to demonstrate the sorts of reasonable adjustments which could be implemented such as:

- allowing assessment to be conducted using a computer or a scribe to enable a person with physical disability to demonstrate competency where they have the required knowledge but cannot physically write answers
- allowing use of a speech synthesiser or computer program to aid a person with vision impairment or physical disability to demonstrate competency in computer use
- including diverse opportunities for demonstration of competency—both within and outside the workplace context, to allow for the participation of both employed and unemployed people.

2. Australian Qualification Framework (AQF) alignment

While units of competency are *not* aligned to Australian Qualifications Framework (AQF) qualifications, the qualification at which a unit is first packaged in a Training Package is apparent in the unit code—the first (Arabic) number in the code represents this. (Although it is important to note that, in AQF qualification titles, Roman numerals are used—not Arabic figures.)

The qualification at which a unit is packaged is also reflected in the workplace outcome described in the unit title, and in the terminology and grammar used within the unit. For example, in unit titles and other components of units:

- words such as 'follow procedures', 'assist', or 'conduct basic' are usually associated with units packaged in Certificate I and Certificate II qualifications
- words such as 'implement', 'manage', 'supervise', and 'analyse' are usually associated with units packaged in qualifications at or above Certificate III.

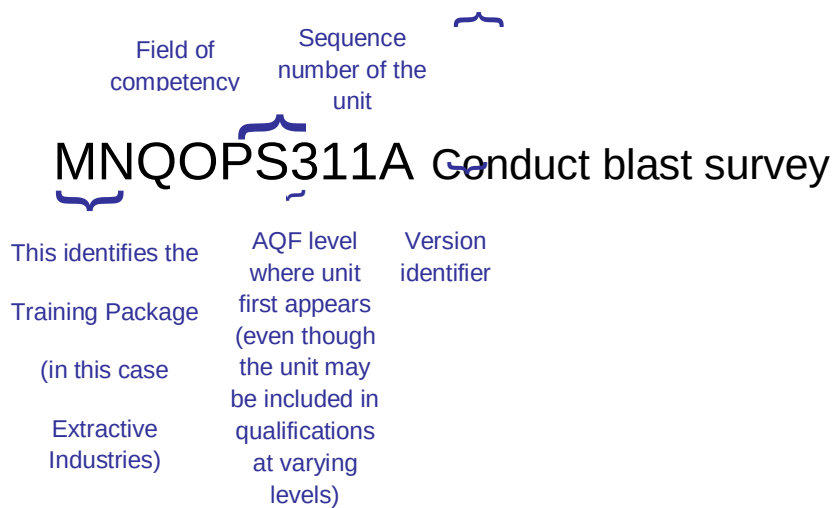
It is important that units and their packaging into AQF qualifications accurately reflects the workplace-required knowledge and skills—for example, units packaged in an AQF Certificate II qualification should not include skill requirements involving complex literacy skills such as 'analysis of applicable legislation', or 'develop risk management plan'.

Units of competency sourced from another Training Package should be used at the same AQF level as in the source Training Package, unless industry justification can be provided.

The *AQF Implementation Handbook* (available at www.aqf.edu.au) provides detailed guidance to assist developers in determining qualification levels.

3. Coding and titling of units of competency

Developers must follow the policy for coding and titling units of competency as set out in the [Online Training Package Development Handbook](#); the policy clearly sets out the parameters for coding and titling units.



Changes to a unit of competency can be:

- Minor upgrades made by the developer or ISC, which do not require code and/or title changes; or
- Major changes made by the developer that require NQC endorsement and involve code and/or title changes.

The difference between the changes is explained below.

3.1 ISC Upgrade

Any changes to a unit of competency that does not change the outcome are considered ISC Upgrades. Such changes include, but are not limited to:

- Typographical corrections, such as spelling errors or a performance criterion repeated by mistake.
- Amended or additional wording in the Range Statement or Evidence Guide that does not change the outcome of the unit, such as additions to the equipment list as a result of changes in technology.
- Pre-requisite units of competency are replaced with upgraded units that are deemed equivalent.

3.2 NQC Endorsement Required

Any changes to a unit of competency that changes the outcome must have the code changed and be submitted for NQC endorsement. This includes, but is not limited to:

- Addition or removal of pre-requisite units of competency – code must change.
- Amended or additional wording in the range statement or evidence guide that changes the outcome of the unit (e.g. changing ‘may’ to ‘must’) – code must change.
- Additional elements or performance criteria are added – outcome is changed, code must change.
- Changes to the assessment advice in the Evidence Guide that mandates a particular approach to assessment – code must change.
- Changes (in addition to those above) are made to a unit through the review process that no longer deem it to be equivalent to the superseded unit – code and title change.

4. Components of an endorsed unit of competency

Units of competency are developed in a standardised format and contain a number of essential components. This promotes national consistency and understanding, helping to ensure that units from a range of Training Packages can be easily understood by various users—it also enhances recognition of competencies and transferability and portability of qualifications.

The components of a unit of competency are set out in the NTIS2 and CAT file unit templates—these indicate which components are mandatory (e.g. unit title, unit descriptor, elements), and which components are optional (e.g. pre-requisite unit requirements, competency field).

4.1 Unit title

The unit title should provide a broad description of the unit, reflective of the content and workplace outcome it represents.

4.2 Unit descriptor

The unit descriptor should expand on the information in the unit title—providing clear and accurate information on the purpose and intent of the unit. Any agreed reciprocal recognition relationships with other units of competency can also be included.

Developers should provide sufficient information to broadly communicate the unit of competency content and the skill areas it addresses including any pre-requisite skills. In some cases it may also be appropriate to describe what is not included in the unit.

Each unit descriptor should commence with consistent wording, for example with the words ‘This unit describes the outcomes required to...’. This is followed with a brief statement defining the focus of the unit of competency.

In a brief second paragraph the relationship of the unit with any other unit (or units) of competency should be described, including the codes and titles.

Where the unit is contextualised, advice should be provided on whether the outcomes are the same as the original, whether there is one or two way equivalence, and any negotiated arrangements for equivalence. This could be done by stating:

‘This unit partially covers the skills of...’ *[add the unit code followed by title]*.

‘This unit has been contextualised and is based on...’ *[add the unit code followed by title]*.

Where licensing, legislative, regulatory or certification requirements exist, the unit’s relationship should be described. Where none exist, the following statement is inserted: ‘No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.’

EXAMPLES

Consider the following approaches to providing information in a unit descriptor.

Unit of competency: Operate and maintain a 4WD tour vehicle

Unit descriptor: This unit of competency deals with the skills and knowledge required to utilise features of a 4WD vehicle and perform simple maintenance on a 4WD vehicle. As such it relates only to specialist skills and knowledge for 4WD vehicles. General driving and maintenance skills are covered in other units of competency.

Unit of competency: Interpret aspects of local Aboriginal and Torres Strait Islander culture

Unit descriptor: This unit of competency deals with the skills and knowledge required to interpret different aspects of local Aboriginal and Torres Strait Islander cultures in a tourism context. It focuses on an in-depth interpretation of a specific local culture. This in-depth, localised interpretation is what distinguishes it from (another unit in the Training Package). The unit of competency recognises that there is no single Aboriginal or Torres Strait Islander culture, and emphasises the importance of in-depth local culture knowledge, appropriate behaviour and community consultation. The local culture knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.

4.3 Employability Skills

This section has a standardised comment that the unit contains Employability Skills; developers do not need to add to this section.

4.4 Pre-requisite units

Developers should add any pre-requisites to this section, ensuring codes and titles are correct. Also see Section 9.4 in this Guide and Section 12 in the *Qualifications Framework* Guide.

4.5 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 the competency applies in the workplace. Developers should keep in mind that it may be imported into other qualifications for other industries, so it should not be too job-specific.

Developers may indicate various environments, complexities and situations in which the skills and knowledge may be applied. The application of the unit should provide information in a way industry will find useful for the purposes of job descriptions, recruitment advice or job analysis; this additional information may reduce the capacity for misinterpretation by readers.

4.6 Competency field (optional)

The industry competency field can be added where applicable. Wording can derive from the name of the industry sector, specialisation or function, or reflect the way the units of competency are categorised in the Training Package—for example, Business Administration and Business Marketing. This could be further refined under 'Unit sector'.

4.7 Unit sector (optional)

The industry's sector can be added where applicable as a further categorisation of the competency field, identifying the next classification—for example, an 'Elective', 'Supervision' or 'Farming' sector.

4.8 Elements of competency

They describe in terms of outcomes the significant functions and tasks that make up the competency. See the more detailed section in this guidance on elements.

4.9 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 the range statement, in the order of their appearance in the performance criteria. See the more detailed section in this guidance on performance criteria.

4.10 Required skills and knowledge

Developers should describe the essential skills and knowledge required, either separately identified 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 and situations where understanding is converted into a workplace outcome.

Generic statements such as ‘research techniques’ or ‘workplace procedures’ add little value and should not be used; developers should create a strong and clear association with the specifics of the unit and its required outcomes, clarifying the parameters of the skills and knowledge. Simple expressions such as ‘time management’ are inappropriate—in that case, the question that needs to be answered is ‘what is time specific about performance in the application of this competency?’ – this is what needs to be described.

The application of knowledge is often the key to the transferability of competency to new situations, and needs to be assessed to ensure the person understands the ‘why’ as well as the ‘how’. Clear articulation of the required knowledge will support training and assessment of the unit of competency. However, while knowledge should be expressed in units, elements and performance criteria should not be entirely knowledge based unless a clear and assessable workplace outcome is described.

Knowledge in units of competency:

- should be in context
- should only be included if it refers to knowledge actually applied in the workplace
- could be referred to in the performance criteria, range statement and evidence guide.

4.11 Range statement

Developers should ensure the range statement provides a context for the unit of competency.

The meanings of key terms used in the performance criteria (and usually ***bold italicised*** in the performance criteria) should also be explained in the range statement. It is logical to include these in the same order that they appear in the performance criteria.

4.12 Evidence guide

The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the described competency may be demonstrated. Developers should ensure it does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. Typically 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.

5. Contextualisation of units of competency

Contextualisation of units of competency can be undertaken by the developer when importing units into a Training Package, and, after endorsement of the Training Package, by the Registered Training Organisation (RTO) implementing the Training Package.

5.1 Contextualising imported units of competency

In developing Training Packages, developers must follow the policy for contextualisation of units of competency as set out in the [Training Package Development Handbook](#); the policy clearly sets out the parameters for contextualising imported units.

Imported units can be contextualised to accommodate any specific industry requirements. While the general outcomes of the unit must be maintained, adjustments and modifications can be made by adding detail to the competency to cover the industry's own specific context of work.

5.2 Contextualisation advice for RTOs

In turn, in delivering and assessing, RTOs can contextualise units of competency to make them more relevant and meaningful to learners and enterprises. However, they must do this in line with the rules in the Training Package, and it is important that the Training Package provides advice.

The Mandatory Text for contextualisation advises RTOs that they may contextualise units of competency to reflect required local outcomes, and that this could involve certain additions or amendments to the unit of competency while maintaining its integrity. For example, contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, enterprise equipment requirements, or to otherwise meet local needs. Advice developers provide to RTOs must be consistent with the following:

- 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 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 competency and do not limit its use.

Developers may wish to provide more specific advice in a user guide or some other separate resource, rather than in the Training Package itself.

5.3 Specific client groups

In developing contextualisation advice for RTOs and packaging units, developers should consider how contextualisation may affect specific client groups.

- Does the allowed contextualisation cater for the needs of a diverse range of clients?
- Does the packaging of the qualifications inhibit contextualisation?

5.4 Completing the contextualisation box in the CAT template

The contextualisation box that needs to be completed by developers is shown below:

Insert imported unit code here	Insert imported unit title here
Contextualisation Statement	
Specific industry information for the Range Statement and/or Evidence Guide which is additional to the originating imported unit may be inserted here. Contextualised information should only be included if there are key differences to context and performance that are a result of licensing or industry application requirements.	
Range Statement	
Insert industry-specific additions for the Range Statement here	
Evidence Guide	
Insert industry-specific additions for the Evidence Guide here	

Developers should note that information added about contextualisation is advice to RTOs. The statement of attainment awarded will have the same unit code and title as the original unit.

The following example of the contextualisation box, relates to a unit from the BSB07 Training Package, contextualised for the Resources and Infrastructure industry.

EXAMPLE

BSBMGT402A	Implement operational plan
Contextualisation Statement	
This unit has been contextualised for the Resources and Infrastructure industry.	
Range Statement	
Key performance indicators may include:	• Worksite productivity targets and the contribution of the individual to these
Consultation processes may include:	• Workplace safety meetings • Toolbox meetings
Organisation's policies, practices and procedures may include:	• Those mandated by Mining regulations or other legislation, regulations or codes of practice in force in the industry
Evidence Guide	
Context of and specific resources for assessment	Assessment must ensure access to: • Mining regulations • Worksite productivity targets

This can be compared with the original BSBMGT402A Range Statement and Evidence Guide which are set out below.

EXAMPLE

BSBMGT402A	Implement operational plan
RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Resource requirements may refer to:	• goods and services to be purchased and ordered • human, physical and financial resources – both current and projected • stock requirements and requisitions
Relevant personnel, colleagues and specialist resource managers may include:	• colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans may refer to:	• organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements
Contingency planning may refer to:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organisation to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
Consultation processes may refer to:	• mechanisms used to provide feedback to the work team in relation to outcomes of consultation • meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans

Organisation's policies, practices and procedures may include:	- organisational culture - Standard Operating Procedures - organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources - undocumented practices in line with organisational operations
Performance systems and processes may refer to:	- informal systems used by frontline managers for the work team in the place of existing organisation-wide systems - formal processes within the organisation to measure performance, such as: - feedback arrangements - individual and teamwork plans - KPIs - specified work outcomes
Designated persons/groups may include:	- other affected work groups or teams and groups designated in workplace policies and procedures - those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems, procedures and records may include:	- databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements - individual and team performance plans - organisational policies and procedures relative to performance
EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required - knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
Context of and specific resources for assessment	Assessment must ensure: access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate - review of documentation outlining contingency planning and consultation processes undertaken

	- demonstration of techniques in managing performance - evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other units from the Certificate IV in Frontline Management.

5.5 Contextualisation case study: the Meat Industry

The following contextualisation example uses a generic OHS unit of competency at the AQF Certificate II level from the Agri-Food industry—AGRCOR204A Follow OHS policies and procedures. The unit below provides an example of contextualising key areas within the range statement and evidence guide to provide a specific context for the Meat Industry.

5.5.1 Unit range statement example (AGRCOR204A)

Selected areas from the range statement which require contextualisation for the Meat Industry include OHS requirements, legislative requirements and organisational requirements. These are shown below.

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may relate to:	- identifying hazards - controlling and minimising risks - elimination of hazardous materials and substances - safe use and operation of equipment including - personal protective clothing and equipment - safety equipment - first aid equipment - fire safety equipment - business technology - correct manual handling including shifting, lifting and carrying - safety procedures for the protection of others.	Meat Industry has specific requirements for PPE in OHS
Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may relate to:	- award and enterprise agreements - industrial relations - Australian Standards - confidentiality and privacy - OHS - the environment - equal opportunity - relevant industry codes of practice - duty of care - anti-discrimination and diversity - heritage and traditional land owner issues - licensing arrangements.	Meat Industry has specific legislative requirements relating to Australian Standards, hygiene in meat handling, and export control
Organisational requirements may relate to:	- legal, organisational and site guidelines, policies and procedures relating to own role and responsibility - standard operating procedures - quality assurance - procedural manuals - continuous improvement processes and standards - OHS - emergency and evacuation - ethical standards - recording and reporting - access and equity principles and practices - equipment use, maintenance and storage - ergonomic practices - OHS management (waste disposal, recycling and re-use guidelines) - procedures for following instructions and accessing information.	Meat Industry has specific requirements for sanitation, hygiene and production

5.5.2 Unit evidence guide example (AGRCOR204A)

Selected areas from the evidence guide which require contextualisation are shown below.

Overview of assessment A person who demonstrates competency in this unit must be able to provide evidence that they can apply safe work practices, including effective response procedures to accident and emergency situations, and promote and maintain participation in OHS in the workplace. Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence gathered is to be related to: • compliance with organisational policies and procedures and applicable legislation, codes of practice and national standards applicable to the implementation of OHS policies and procedures • accurate identification of potential or existing risks, hazards and incidents in the workplace and demonstration of appropriate response procedures within scope of own role and responsibility • effective contribution to and participation in workplace OHS arrangements to ensure a current knowledge and understanding of health and safety issues and compliance requirements • application of safe operating practices and procedures in all work activities including the use of appropriate personal protective equipment and clothing. Context of and specific resources for assessment Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements. The following resources must be available: • materials and equipment relevant to workplace OHS policies and procedures • work instructions and related documentation. Method of assessment Assessment methods must satisfy the endorsed Assessment Guidelines of the Agri-Food Training Package. Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge. Assessment may be in conjunction with assessment of other units of competency.	Meat Industry has specific requirements for three different forms of evidence Meat Industry has specific requirements for assessment against Australian Standards for meat production and export
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5.5.3 OHS example (AGRCOR204A)

The example below illustrates how the common Agri-Food OHS unit could be contextualised to meet the specific needs of the Meat Industry. The range statement has been contextualised by adding additional descriptions to existing headings. While these descriptions do not appear in the performance criteria of the unit, they provide an additional, specific Meat Industry context. The evidence guide has also been contextualised to provide specific industry guidance for assessment.

AGRCOR204A	Follow OHS policies and procedures
Contextualisation Statement	
Range Statement: OHS requirements may include: - Personal Protective Equipment (PPE) including: - ear plugs or muffs - eye and facial protection - mesh apron - protective boot covers - protective hand and arm covering - protective head and hair covering. Legislative requirements may include: - Export Control Act - hygiene and sanitation requirements - Federal and State Government regulations relevant to Meat Processing - AS 4696:2002 Australian Standard for Hygienic Production of Meat and Meat Products for Human Consumption. Organisational requirements may include: - hygiene and sanitation requirements - the ability to perform work tasks to production requirements. Evidence Guide: At least three different forms of evidence are required to demonstrate competency in the Meat Industry. Evidence should be provided across the following areas: - following company OHS policies/Standard Operating Procedures (to ensure meat and meat products are safe for consumers, and to prevent the transfer of bacteria from animals to people) - knife handling (to be able to perform work tasks effectively and incorporating safety requirements) - correct use of relevant PPE. All assessment must be conducted against Australian Meat Industry standards and regulations. Tasks must be assessed at the normal speed of production and over a period of time. Method of assessment must include: - on-the-job demonstration of knife handling, correct use of relevant PPE, and production of meat/meat products in accordance with relevant Australian Standards - workplace referee's report covering adherence to company OHS policies/Standard Operating Procedures relating to production of meat and meat products - verbal/written explanation of underpinning knowledge related to OHS procedures and processes for the production of meat and meat products, knife handling and use of PPE. Further assessment guidance can be obtained by contacting MINTRAC (national Meat Industry Training Advisory Council) on telephone 1800 817 462.	

6. Elements of competency

Elements of competency are the basic building blocks of the unit of competency; they combine to make up the unit. The elements describe, in outcome terms, the functions that a person who works

in a particular area of work is able to perform—actions or outcomes which are demonstrable and assessable.

Developers should use *active voice* in elements—that is, commence with a verb before the subject and make the statement precise and direct. For example, ‘*Confirm site access and conditions.*’ Avoid commencing with words such as ‘*You will be able to...*’ as these do not add value.

Elements are numbered in sequence using Arabic figures (developers should not use automatic numbering).

6.1 Avoid task lists

It is not useful to develop elements of competency which simply list the tasks or duties associated with the workplace function. This may generate units of competency which overlook the diversity and complexity of the range of skills and knowledge required in the workplace.

A simple procedural listing of tasks is unlikely to capture management of the contingencies that arise in day-to-day workplace activity; it could also tightly link the units of competency with particular processes, technologies or forms of work organisation, which may change.

EXAMPLE

Consider the following structure of elements of competency - it simply reflects the tasks associated with the unit and has a limited focus on outcomes.

Unit of competency: Review Training

Elements:

- Trainees’ reaction to training session sought
- Review trainer’s performance against objectives
- Summarise review comments
- Record details of trainees who have completed training
- Complete other records as required by legislation or organisation
- Secure record appropriately
- Provide information to management on proposed training, as required
- Provide information to prospective trainees
- Provide information on appropriate training to employees. ✖

Moving away from this task focus enables the development of elements which may more accurately reflect the competency which contributes to the unit, and may be more applicable across different situations:

Unit of competency: Review training

Elements:

- Evaluate training session
- Record training
- Provide information on training ✓

EXAMPLE

Consider the following focus on tasks in the elements.

Unit of competency: Plan and navigate routes

- Elements:**
- Gather appropriate maps
 - Recognise and interpret map/directory symbols
 - Identify destination in directory index
 - Determine destination on appropriate map ✖

A better practice would be to integrate these task based elements along with other requirements, into one element of competency, for example:

Unit of competency: Plan and navigate routes

- Element:**
- Interpret street maps ✔

6.2 Develop a coherent element structure

Elements of competency should only include aspects of competency directly relevant to the unit; elements that contain highly specific or optional aspects should not be included.

EXAMPLE

Consider the following elements, looking for the overly specialist element.

Unit of competency: Manage a major financing project

- Elements:**
- Undertake planning for the project
 - Lead and develop staff working on the project
 - Maintain and improve project operations
 - Maintain the necessary conditions for productive work activity
 - Monitor and evaluate project performance
 - Provide advice on the needs of clients in the construction industry.

The last element is likely to refer to a specialist application of the competency and undermines the coherence of the structure of the unit of competency. Specialist and optional applications should be dealt with elsewhere, for example in the range statement, or by developing or sourcing specialist units of competency.

EXAMPLE

Consider the following elements, looking for the overly specialist element.

Unit of competency: Supervise maintenance operations

- Elements:**
- Monitor regular maintenance
 - Ensure supply of materials for regular maintenance
 - Deal with maintenance and construction problems
 - Coordinate maintenance and construction projects

Coordinate contractors
Administer maintenance and construction
Undertake a skills audit of maintenance staff
Provide maintenance and construction advice to management

The second last element in this example relates to a specialist function, rather than to a general area of competency, and may be best dealt with elsewhere in the unit, or in another unit of competency.

6.3 Consider the structure of elements across units of competency

As units of competency are developed, some elements are likely to emerge which describe outcomes relevant to a number of broad areas of competency, for example communication skills, contributing to occupational health and safety, quality. Two approaches can be used to structure these elements:

First, similar elements can be combined to build a single unit of competency as in the following example.

EXAMPLE

Consider the following elements.

Unit of competency: Basic communication skills for process workers

Elements: Locate specific information in written texts
Follow short, simple spoken instructions
Participate in discussions to clarify issues and solve problems
Complete relevant routine written documentation.

As competencies are formally recognised at the unit level, this structure allows the skills and knowledge used in language, literacy and numeracy to be recognised together.

The elements can be incorporated in a range of different units of competency.

Second, elements can be incorporated in different units of competency as in the following example.

EXAMPLE

Consider the following elements.

Unit of competency: Perform mine shaft maintenance

Elements: Perform routine checks of site
Control damage to the environment
Inform management and co-workers of potential hazards.

This structure emphasises the application of skills and knowledge in a well defined context.

7. Employability Skills

7.1 Background to Employability Skills

Employability Skills build on and replace the Mayer Committee's Key Competencies developed in 1992 to describe the generic competencies required in the workplace.

In 2002, the Business Council of Australia (BCA) and Australian Chamber of Commerce and Industry (ACCI) in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report. The report is at www.dest.gov.au/archive/ty/publications/employability_skills/index.htm

The report indicated that business and industry require a broader range of skills than the Mayer Key Competencies provided, and recommended the following eight Employability Skills.

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

Further, the report described how Employability Skills can be more appropriately described for particular occupational and industry contexts by sets of 'facets'. The employers surveyed identified facets as being important both by their nature and priority within enterprise business activity.

7.2 Employability skills framework

The following table contains the Employability Skills and facets identified in the report *Employability Skills for the Future*:

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
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 • Persuading effectively • Establishing and using networks • Being assertive • Sharing information • Speaking and writing in languages other than English
Teamwork that contributes to	• Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
productive working relationships and outcomes	• Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving that contributes to productive outcomes	• Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues
Initiative and enterprise that contribute to innovative outcomes	• Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions
Planning and organising that contributes to long and short term strategic planning	• Managing time and priorities– setting time lines, co-ordinating 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, evaluate alternatives and apply 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	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, 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

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
outcomes	• 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 contributes to effective carrying out of tasks	• Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the appropriate physical capacity

7.3 Employability Skills Summary

An Employability Skills Summary should be developed for each qualification. Employability Skills 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.

7.4 Explicitly embedding facets into units of competency

Employability Skills must be both explicit and embedded within units of competency—they should 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 Package users to identify accurately the performance requirements of each unit with regards to Employability Skills.

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 embedded within the various components that make up each unit of competency.

To assist developers, the following table contains some examples of embedded Employability Skills for each component of a unit of competency.

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 component	Example of embedded employability skill
Unit Title	Give formal presentations and take part in meetings (Communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)

Unit component	Example of embedded employability skill
Element	Proactively resolve issues (Problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements (Planning and organising)
Range Statement	Software applications may include: • email, internet; and • word processing, spreadsheet, database, or accounting, packages (Technology).
Required Skills and Knowledge	• Modify activities depending on differing workplace contexts, risk situations and environments (Learning) • Work collaboratively with others during a fire emergency (Teamwork) • Instructions, procedures and other information relevant the maintenance of vessel and port security (Communication)
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: • assess response options to identified crime prevention needs and determine the optimal action to be implemented; and • in consultation with relevant others, design an initiative to address identified issues ... (Initiative and enterprise).

7.5 Analysing job requirements

When analysing job requirements (for example through a functional analysis) developers should conduct research that specifically clarifies the Employability Skills in work functions. For example, encourage dialogue and ask questions such as:

- What communication skills are required in this job?
- How are they used in this job?
- How is reporting conducted... what sorts of reports are written, and who is the audience?
- Tell me about typical problems that might need to be solved in this workplace...
- What level of autonomy is involved for these workers?
- Is teamwork critical to this function, or is it dependent on one worker's outputs?

Information gathered from people doing the work will assist the developer to describe the relevant Employability Skills facets in the work contexts relevant to the particular occupation.

Tool 7 and Tool 8 have been designed to assist developers to identify the relevant facets of an occupation or job role against each of the eight Employability Skills. This information can then be used to develop units of competency that explicitly embed Employability Skills.

7.6 Developing units that explicitly embed Employability Skills

Information about Employability Skills from the job analysis should be included in new units as with all other job information. Tool 4 describes a process for ensuring Employability Skills are explicitly embedded when developing new units of competency.

The Thesaurus in Tool 6 can assist developers to find words to express the Employability Skills within a unit of competency; it could be modified with industry input to reflect the specific nature of each industry.

Where units are being revised, Tool 3 describes a process to ensure units appropriately address Employability Skills requirements.

7.7 Analysing and mapping units against the Employability Skills Framework

Developers should check that qualifications appropriately and explicitly address all of the facets in the Employability Skills Framework. Tool 1 and Tool 2 can be used to customise the Employability Skills Framework to reflect industry needs. This may also be done at each AQF level or for each qualification. When mapping facets against the units to the Employability Skills Framework, it may help to use a matrix such as that shown in Tool 5.

8. Evidence guide

An important component of a unit of competency is the evidence guide—this informs the assessment process for that unit—it provides advice to trainers and assessors on the appropriate assessment context, resources required and the conditions under which assessment is to take place.

The evidence guide must relate directly to the unit's performance criteria and elements, the required skills and knowledge, the range statement, and the Training Package Assessment Guidelines. (Refer to the *Guidelines: Assessment Guidelines* for additional advice on assessment.)

Developers should consider the following points in developing the evidence guide:

- The critical aspects for assessment and evidence should relate to particular knowledge and skills that reflect what someone in the workplace is able to do and what is acceptable evidence to permit an assessor to make a professional judgement. Evidence gathered is to be related to:
 - Information which forms the basis of the professional judgement of the assessor.
 - Evidence required to demonstrate consistent performance.
 - How assessment may be undertaken in certain circumstances.
 - Whether direct observation is a requirement.
 - Any special requirements at the unit level in regard to assessment for licensing, regulatory, legislation or certification.
- Specific resources that are essential for assessing the particular unit should be identified. Essential resources identified are for the purpose of assessment rather than teaching.
- Where a particular method of assessment is deemed critical, a clear statement about the conditions and the context under which assessment may take place should be included.
- Relationship to other units should be considered.
- Any other information that may assist or guide assessment, such as variables to the assessment context related to environment, conditions or equipment, and examples or exemplars that may be useful.

The evidence guide should include a clear statement about the assessment process which reinforces the focus of the individual, trainer and the assessor on the holistic nature of competency and that performance must be judged against the performance criteria. Assessment requires collecting a range of evidence—along with methods of assessment, information should be provided about conditions under which assessment may take place.

The evidence guide specifies what is critical for competency in a unit and therefore will serve in the development of an assessment framework for a whole qualification. Training Package developers, when specifying the critical aspects of units of competency will need to consider carefully the resource implications of each of the requirements, including the suggested mode of assessment.

8.1 Context of assessment

In most cases it will be possible for assessment to be undertaken in either an actual workplace or a closely simulated workplace environment. This capacity for various assessment modes is an important contributor to the overall flexibility of Training Packages and is to be maintained wherever possible.

Additional assessment features may be introduced when assessment is to be carried out in a simulated environment to ensure this approximates a realistic workplace situation. A decision to limit assessment only to workplaces must be fully justified in the endorsement submission by evidence of unique infrastructure, licensing or regulatory requirements mandating this.

There may be instances where it is impractical, or even impossible to carry out the assessment in the workplace. Some aspects of the assessment—application of knowledge related to chemical spills, blow-outs, major collisions—may be conducted under simulated conditions where issues of safety and environmental damage are limiting factors. Developers should consider providing guidance on appropriate simulation techniques and opportunities to assist those involved in the assessment process. The achievement of a valid assessment in a simulated environment may require additional factors to be included in the assessment process.

8.2 Critical aspects for assessment and evidence

The critical aspects for assessment and evidence relate to particular knowledge and skills that are essential to performance. Competency based assessment assumes that each of the performance criteria in a unit will be covered in an integrated way. However, this may not always be explicit in performance criteria and some additional information on critical requirements is valuable. This will avoid assessment which treats performance criteria as separate, discrete functions dealt with through an inappropriate ‘checklist’ approach. A critical aspect may also be that a particular skill area needs to be considered across related units rather than in just a single unit of competency.

The example below shows critical information in the evidence guide.

EXAMPLE

The following approach from CPCCBC4001A Apply building codes and standards to the construction process for low rise building projects, ensures that critical aspects are covered.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with organisational quality procedures and processes • apply and interpret relevant documentation and codes • accurately apply BCA performance requirements relating to the design and construction of a building • understand assessment methods available to determine compliance with the BCA • identify faults and problems and proposed action to rectify.
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EXAMPLE

BCCCM2005B Carry out manual excavation is similar, but includes more specific detail.

Critical aspects of evidence required to demonstrate competency in this unit	• Location, interpretation and application of relevant information, standards and specifications • Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations • Compliance with organisational policies and procedures including quality requirements • A minimum of two separate manual excavations in different dirt types requiring: – the location, marking and avoidance of underground services – trenching – post-holing to services depth – basic trench collapse prevention techniques – including benching and battering, and the isolation of the excavation sites • The maintenance of tools and area clean up • Communication and working effectively and safely with others
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EXAMPLE

AUM3024A Undertake preliminary fault finding and machine reset is similar.

Critical aspects of evidence required to demonstrate competency in this unit	Evidence of the following is essential: • compliance with relevant legislation, regulations, standards, codes of practice and established safe practices and organisation policies and procedures for preliminary fault finding and machine reset • working and communicating effectively and positively with others involved in the work • applying, within authority, the requirements of the job or work role in relation to: – following and executing preliminary fault finding checklist – accurately documenting and reporting findings – achieving work quality goals – completing work area housekeeping requirements • modify activities to cater for variations in organisation context and environment.
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EXAMPLE

Where there are several types of plant, equipment or machinery in the range statement.

Unit: Operate Demolition Plant and Equipment
Evidence guide

Critical aspects of evidence required to demonstrate competency in this unit	Competency is to be demonstrated by safely working with mechanical plant and/or operators to demolish a nominated project efficiently and safely, operating at least three of the items listed in the range statement.
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8.3 Methods of assessment

The evidence guide specifies what is critical for attesting to competency in a unit. Developers, when specifying the critical aspects of units of competency, should carefully consider the resource implications of each requirement, including the suggested mode of assessment. Validation of the Training Package, with particular respect to the resource implications of the assessment framework will require consultation with RTOs and State and Territory Training Authorities.

EXAMPLE

Assessment relevant to a specific range of variables may require competency to be demonstrated in ways that have significant resource implications. If so, it will be useful to highlight these.

Unit: Encapsulate and remove asbestos**Resource implications**

The following resources should be available:

- decontamination chamber
- demolition tools and equipment
- specialist personal protective clothing.

To determine methods of assessment, developers should analyse whether it is necessary to assess a competency over a period of time or in particular modes in order to cover all aspects of the units and establish consistency in performance.

EXAMPLE

Situational variables as evidence for assessment.

Competency should be assessed while integrated activities routinely performed in a workplace are undertaken. Assessment should involve:

- observation of the application process;
- questioning relating to underpinning knowledge; and
- inspection of the installed mouldings.

Assessment by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria is recommended.

Developers should consider providing guidance on appropriate simulation techniques and opportunities to assist those involved in the assessment process.

EXAMPLE

In a General Construction unit of competency covering erecting roof frames, advice is provided that where this is taught or assessed in a simulated environment it is important that full size frames are utilised and the work is carried out at a normal height from the ground (3 m or more). This ensures that while the technical skills are the same as those in a usual workplace the conditions of performing the work are also realistically simulated including situations where safety is critical.

EXAMPLE**Unit: Set up an intranet system****Context of Assessment:**

This competency can be assessed in the workplace or in a simulated environment. If this competency is part of a training course and the candidate is not employed in the industry they will

need to demonstrate familiarity with two or more intranet systems by identifying general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to covering all of the critical aspects of evidence regarding technical knowledge and dealing with non-routine situations.

9. Good practice considerations

9.1 Environmental considerations

The environment and its protection must be considered in the development of units of competency. Two main approaches to the inclusion of environmental matters in units of competency have been identified. First, environmental matters can be incorporated into one or more components of units.

- In the water industry, a number of units refer to legislation or environmental factors in the range statements and evidence guides, so that competencies addressing environmental matters are integrated within the units.
- Pest management units have alternative units which address environmental issues in different ways. One unit addresses the use of chemical methods of pest management, while the other covers the use of non-chemical methods of pest management.
- Environmental factors are included in performance criteria, range statements and evidence guides of the Rural Industry Training Package. In addition, the Training Package includes environment impact statements for the various rural sectors.
- The Mining Industry Training Package has a unit covering site rehabilitation with a number of environmental outcomes integrated with other outcomes.

Second, separate units can be developed to address one or more environmental matters as a work function. For example:

- The water industry has three core units relating to environmental matters. In this case, environmental matters have been seen as pervading all activities at various Australian Qualification Framework (AQF) qualifications.

9.2 Interrelationships between units

Because units of competency need to facilitate the recognition, certification and transferability of skills, they deal with discrete functions. However, it is also important to examine the interdependence of various units of competency during the development; some closely related competencies may emerge which will logically benefit from being assessed or delivered together.

EXAMPLES

Consider the following approaches to relating several units of competency.

Unit of competency: Process and monitor meeting/event registrations

Evidence guide: This unit should be assessed with or after:

- Perform clerical procedures.
- Process financial transactions.
- Access and retrieve computer data.

Unit of competency: Manage finances within a budget

Evidence guide: There is a strong link between this unit of competency and a range of others. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Examples include but are not limited to:

- Monitor work operations.
- Audit financial procedures.
- Prepare and monitor budgets.

9.3 Meeting current and future industry skills needs

A key aspect of the content of units of competency is that they should provide the basis for skills formation now, and into the future. Industry skill requirements change over time and sometimes those changes can be quite rapid, for example when technology and workplace practices change.

Units of competency should capture the ability to apply skills in new situations and changing circumstances, rather than only reflecting the current situation. One way of identifying current and likely future workplace changes and the impact these may have on skill requirements is by benchmarking the competencies within Australia or internationally.

EXAMPLE

An element of competency tightly linked to current technology, such as:

Install exploding balloons... ✖

may be better expressed more generically to provide for future trends and changes in the area of pyrotechnics, for example:

Install pyrotechnic devices... ✔

(Then, pyrotechnic devices that could be installed could be specified in the range statement.)

9.4 Pre-requisites

Particular care needs to be taken when making decisions regarding pre-requisites. Pre-requisites are applicable when competency could not be achieved in a given unit without first gaining essential knowledge and skills from other units. However, in the past some units have demanded all or part of a body of *knowledge* contained within another unit, not the *competency* itself. In these instances, rather than listing pre-requisite units, it is more appropriate to include the necessary knowledge and skills requirements in the unit itself, rather than assigning pre-requisites which could be limiting and inflexible.

Where possible, developers should avoid importing units which have pre-requisite.

EXAMPLE

In this example it is considered necessary (for reasons of personal safety) to have and apply other

competencies integral to performance and assessment in another unit.

Unit: Tile a regular roof

Pre-requisites for this unit are:

- Use hand and power tools
- Use small plant and equipment
- Erect and dismantle restricted height scaffolding.

A brief explanation of why these competencies are essential for performance is useful.

9.5 Realistic work practices

Units of competency within endorsed Training Packages should focus on outcomes that are actually relevant to employment and should be expressed to clearly and unambiguously cover realistic workplace practices. The following example demonstrates this.

EXAMPLE

The performance criterion:

Costs and resources are monitored. ✖

may be more relevant to workplace practice if expressed as:

Existing costs and resources are assessed, and areas for improvement clearly identified and implemented. ✔

9.6 Relationships with other units

While units of competency are discrete components in themselves, there are often benefits to be derived from assessing two or more units sequentially or concurrently.

For example, the unit *Operate demolition plant and equipment* could be assessed concurrently with the unit *Carry out general demolition*. Where such training strategies would be helpful, they should be flagged in the evidence guide.

There is no expectation that every unit will include all of the components of competency – task skills, task management skills, contingency management skills and job/role environment skills.

However, if not covered within a unit they must be effectively covered within groups of units and at least within a qualification. In such a case, the inter relationship between units should be clearly stated in the evidence guide with brief advice as to why concurrent assessment is recommended or required.

EXAMPLE

Where there are several types of plant, equipment or machinery in the range statement the evidence guide must indicate whether it is necessary to assess some or all of these:

Unit: Operate Demolition Plant and Equipment

Evidence guide

Critical aspects of evidence:

Competency is to be demonstrated by safely working with mechanical plant and/or operators to demolish a nominated project efficiently and safely, operating at least three of the items listed in the range statement.

EXAMPLE

Where more than one unit deals with aspects of task management and/or the usual combination of roles within the workplace.

Unit: Design Costumes

This unit may be assessed concurrently with the following units of competency:

- Originate design;
- Develop design brief; and
- Manage the design process.

This demonstrates the place of the unit in a work situation by indicating the other related units that deal with job/role client interaction, task management and prioritisation.

EXAMPLE

Where there are several types of plant, equipment or machinery in the range statement the evidence guide must indicate whether it is necessary to assess some or all of these.

Unit: Facilitate the development of programs for children with additional needs

Evidence guide

Critical aspects of evidence:

This unit should be assessed concurrently with *Plan the inclusion of children with additional needs* or *Facilitate the inclusion of children with additional needs*. This combination of units reflects the usual combination of these activities within a workplace.

9.7 Size of units

It is difficult to generalise about what is an appropriate size for a unit of competency; it must be useful and manageable for the purposes of training, recognition and assessment and it must reflect the complexity of skills and knowledge, or the range of activities undertaken. These will vary.

Factors such as the apparent importance of discrete functions within an industry, or the time required for training, are not appropriate indicators of unit of competency size. Care should be taken not to have widely different approaches to the size of units in the same Training Package.

It is more useful to focus on the uses of the units of competency and the relative breadth required for flexible job construction as they are developed. However, a unit of competency must not be so broad that it contains functions that would not normally all be completed by one person, as competency in that unit could not normally be achieved.

Units of competency can be too large, for example:

EXAMPLES

Unit of competency: Operate construction equipment ✖

The size of this unit of competency is too large to enable recognition and transferability of relevant skills and knowledge.

Similarly, it is possible to construct units which will be too narrow, for example:

Unit of competency: Operate drill ✖

This unit is too small – a solution may be to divide the unit of competency into broad categories of equipment (say ‘Use hand tools’) to achieve appropriate size.

Similarly, as in the example below, if units are too small, assessment becomes inefficient, as it is repetitive and unnecessarily fragmented.

EXAMPLE

Unit of competency: Use the telephone ✖

The unit of competency is too small to describe a range of skills and knowledge useful for the recognition of competency, and for assessment.

A more comprehensive communication unit may better provide scope, for example:

Unit of competency: Communicate in the workplace

In good practice, units of competency should have sufficient breadth to reflect a broad based expression of the application of knowledge and skills and facilitate assessment, transferability and use in a variety of enterprises and training and assessment locations.

EXAMPLE

Unit of competency: Access the Internet ✖

The ability to simply 'access the Internet' does not capture the broad application of skills used in gathering information from a variety of sources.

Instead, it may be more appropriate to construct a unit titled:

Unit of competency: Conduct research using available information sources ✔

This unit of competency may have more breadth, enabling the incorporation of wider information gathering processes, including the knowledge, skills and contextual experience of a range of research options.

9.8 Transferability of skills

Transferability refers to the need for the skills described within units of competency to be used in a range of different contexts within an industry or across industries. Where relevant, developers should use other endorsed industry or cross industry units of competency to support portability of competencies and help to reduce duplication.

In general terms, units of competency need to be broad enough to be used across a range of settings, but flexible enough to be useful in any specific context. For example, competency in preparing reports may be required in enterprises where the reports are prepared by individuals for comment by supervisors, or they could be applied in enterprises that use highly consultative approaches to report writing. Such diverse, but equally valid approaches to achieving what is essentially a common outcome should be accommodated in a unit of competency.

Transferability of competency is one of the most important aspects of Training Packages. There are two key issues. Firstly, different enterprises within an industry and other industry sectors will want to use units of competency in different ways to meet their needs; this means that they should be flexible enough to allow a variety of uses – both as individual units and in combination with other units of competency. Secondly, competencies should be relevant to skill requirements now and in the future. Developers should question undefined assumptions about how the competencies will be used, particularly in relation to the nature of work organisation and technology.

For these reasons, it may be inappropriate to tie units of competency too closely with a single product or form of work organisation or with a particular process or technology. This can be accommodated in the range of variables.

EXAMPLE

Some units lack transferability, for example:

Unit of competency: Follow superior's health and hygiene requirements ✖

This may be too closely linked with a tightly supervised form of work organisation to be transferable

to different enterprises, or to take account of broad skill requirements.

Instead it may be better to develop a unit titled, for example:

Unit of competency: Apply hygiene and sanitation practices ✓

This may encompass the use of judgement and understanding about appropriate practices, in a way not easily identified in the first approach.

9.9 Values and attitudes

The values and attitudes of an industry or enterprise influence the achievement and exercise of competency and should be covered where applicable.

However, they are not necessarily appropriate, or capable of being reflected in the performance outcomes at an industry or cross-industry level.

In some industries, competency may be influenced by personal values, for example in approaches to communication. Values and attitudes can be included in units of competency as long they remain focussed on the outcomes required.

The following examples are drawn from the Hospitality/Tourism industry. They show how the application of values and attitudes in the workplace, can be covered in competency while retaining an outcomes focus.

EXAMPLE

Performance criteria in the unit of competency – Working with colleagues and customers – include:

- communicating in an open, friendly, courteous, polite manner;
- using appropriate tone;
- considering body language;
- using active listening;
- demonstrating high standards of personal presentation; and
- accommodating cultural differences in the team.

EXAMPLE

Performance criteria in the unit of competency – Working in a socially diverse environment – include:

- treating people from all cultural groups with respect and sensitivity;
- making efforts to communicate with people who speak other languages; and
- resolving misunderstandings (involving cultural differences).

These requirements focus on the application of sensitivity and inclusive approaches at work, and how along with other skills these contribute to a quality outcome. Individuals may apply a varied range of personal values and attitudes that can lead to these outcomes.

10. Imported units of competency

The National Quality Council (NQC) encourages developers to import cross-industry units of competency where possible to meet the specific needs of industry.

Importing of units of competency reduces duplication within and across Training Packages. This is particularly important in cross-industry or generic areas—such as units covering functions related to Occupational Health and Safety, teamwork, relationships and equipment operation.

Imported units can be contextualised if necessary to accommodate any specific requirements and, in addition, Statements of Attainment can briefly identify how the units meet any particular industry needs if necessary (in line with the rules for these in the AQF Implementation Handbook). It is not acceptable to, for example, have almost identical units for essentially the same competencies achieved with different equipment (simply so the equipment type can be notated in the unit title).

Draft units cannot be imported; only endorsed units.

A unit imported into another Training Package remains current for the life of that Training Package. For example, a unit from the BSB01 Business Services Training Package used in WHR06 Hairdressing Training Package could remain current in WHR06 until 2009 (its review period), even though the unit may have been rationalised in 2007 in the reviewed BSB07 Business Services Training Package.

Wherever possible, to minimise pre-requisite requirements, developers should avoid importing units of competency which have pre-requisite units.

Developers are required to list all imported units of competency in the front section of the Training Package using the appropriate NTIS template or CAT file. As these are downloadable from the NTIS they do not need to be separately included in a draft Training Package being submitted for endorsement.

The following principles have been developed to complement policy and facilitate greater consistency and communication between stakeholders in maintaining the currency of imported units:

Principle 1

The current versions of imported units of competency are included in Training Packages at the earliest opportunity for access by RTOs and learners.

In practice, this means that ISCs must always import the current NTIS version of the unit.

Principle 2

Each ISC should take all reasonable steps, in accordance with the NQC Training Package Development and Endorsement process, to ensure their Training Packages have the current version of imported units of competency.

In practice this means ISCs importing units of competency into a Training Package would:

- (a) Provide electronic advice to the parent ISC of the importation (e.g. by email, on parent (exporting) ISC web site etc).

Note: Given the high usage of some units in Training Packages (e.g. BSB, TAA, laboratory and competitive manufacturing units), there is no need for ISCs to notify the parent ISC of their intention to import these units except when the importing ISC may need to contextualise the unit(s). For high usage units, importing ISCs should be proactive in monitoring the parent ISC's website for information on relevant review processes (see 2(b) below) and notify the ISC directly if they wish to be added to the consultation list for a specific review.

- (b) Monitor the Continuous Improvement Plans and other relevant documentation (e.g. newsletters) of the parent ISC(s) for information on planned reviews or upgrades to imported units. Where an importing ISC considers that a review or upgrade of an imported unit is likely to have a significant impact on their industry, they should notify the parent ISC and request to be added to the consultation list for the review.
- (c) Ensure continuous improvement and whole or part reviews include examination of currency of imported units.
- (d) Decide at the time of original importation if upgrades made by the parent ISC to the imported unit can be accepted where there is no change to the unit outcome. In these cases the importing ISC will need to undertake an *ISC Upgrade* process for the upgraded imported unit.

Note 1: This may be more appropriate where the unit is generic (e.g. working in a team environment, communication skills) rather than technical in nature.

*Note 2: Where an ISC determines that routine acceptance of an upgraded imported unit is not appropriate, stakeholder consultation will be required. Where this consultation process results in a decision to 'adopt' and re-code the original imported unit, then NQC endorsement of the re-coded unit is required. Where the outcome of the consultation process is that the upgraded unit is accepted, then the importing ISC must undertake an *ISC Upgrade**

Note 3: RTOs may only accept the updated imported unit after it is released on NTIS.

- (e) Develop and maintain a table(s) listing all units imported into their Training Packages. The table should provide the following information: unit title, unit code (including the version identifier) and Training Package(s) the unit is being imported into. ISCs may also find it useful to specify if the unit is core or elective and, for core units, which qualification(s) the unit is being imported into.

Principle 3

Each ISC should take all reasonable steps, in accordance with the NQC Training Package Development and Endorsement process, to ensure that other ISCs are made aware of continuous improvement and reviews that affect units imported into other ISC Training Packages.

In practice this means parent ISCs should:

- (a) Based on advice received [see Principle 2 (a) above] include ISCs on electronic distribution lists of their intention to review or go through an *ISC Upgrade* process with a unit(s) that has been imported.

Note: This promulgation is likely to be at a headline level. If ISCs wish to be added to a specific consultation list they will need to advise the parent ISC. This is particularly the case for high usage units (e.g. BSB, TAA, laboratory and competitive manufacturing units).

- (b) Maintain a list, based on notifications received, of their units imported by another ISC.
- (c) Notify all STAs, ISCs and DEEWR of *ISC Upgrade* changes once they have been finalised (note that this is a requirement of the NQC Training Package development and endorsement process, see p24 of the process).

Principle 4

Where a unit of competency imported into another Training Package has been superseded (i.e. the parent ISC deletes or substantially changes the unit and it is deemed non-equivalent) then the original imported unit of competency can remain in the importing Training Package until action is taken as per Principle 2.

In practice this means:

- (a) Where the changes to the imported unit were made in response to legislative, regulative or policy changes, especially safety related, the importing ISC will give priority to consideration of the superseded unit.
- (b) Where an imported unit is superseded early in the three year endorsement period of the importing Training Package, the importing ISC would review the unit as soon as practicable in continuous improvement.

11. Language, literacy and numeracy (LLN)

Language, literacy and numeracy (LLN) skills underpin all workplace communication and are central to satisfactory workplace performance. The following information provides advice about dealing with LLN competencies and LLN information into Training Packages.

11.1 Analysing language, literacy and numeracy skills

LLN skills are integral to the performance of workplace tasks. When analysing work functions in developing units of competency, it is important to analyse what LLN skills are needed so these skills can be addressed in the units.

The policy is for LLN to be 'built in not bolted on', but the skills must be explicit and recognisable in order for effective training and assessment to take place. The following information provides an adaptable model for dealing with LLN. It has two key steps: First, identify the LLN requirements of the industry; and second, incorporate these requirements into units of competency. This approach is described in the following sub-sections. The model is based on the [National Reporting System](#) (NRS).

11.1.1 Identify language, literacy and numeracy requirements

Functional analysis: During the functional analysis it is important to gather broad information about the need for LLN skills to capture the full range of activities that exist within the industry. It is a good idea to include a range of workplaces from the relevant industry in the research. It should include workplaces of different sizes, location and products and services provided. It is also important make sure the consulted staff represent the full range of work roles and positions. In determining who to consult, consider the:

- cultural, educational and language backgrounds of the employees
- gender balance of the workforce
- length of employment of employees within the industry
- criteria used for recruitment.

It is a good idea to use more than one method to get valid information. Gather information by one or more of the following methods:

- go on work site visits and interview staff
- observe workers in their workplace at all levels in the workplace
- conduct focus groups to identify ways in which staff communicate when working together, how important it is that they communicate with each other and, in general terms, what they communicate about.

Communication: It is important to consider all aspects of communication, including purpose, mode, complexity of communication and language used. The NRS identifies six aspects of communication;

in this information ‘learning communication’ has been added as a seventh aspect following studies of workplace communication. The aspects developers should consider are:

- procedural communication—where workers communicate about work tasks and procedures in performing work tasks
- technical communication—where workers communicate about technology
- personal communication—where workers communicate about themselves, their needs and goals
- cooperative communication—where workers communicate as part of a work team
- systems communication—where workers communicate to fulfil the organisation’s internal requirements
- public communication—where workers communicate with people external to the organisation
- learning communication—where workers communicate about learning new skills.

Complexity of communication: The degree of difficulty of the LLN in the workplace task can be affected by its context in the particular workplace. Issues to consider here are:

- how routine the particular task is in the work role
- what support and assistance is typically provided
- how much technical information the task requires.

Given that units of competency form the basis for competency assessment, it is important that LLN skills required for workplace tasks are not overstated. The wording of units can assist here. For example, workers at Certificate I or Certificate II must follow OHS legislative requirements, but it is unlikely they would ever have to read complex OHS legislation—the requirements would be provided to them in simplified workplace documents. To be congruent with workplace requirements, the unit of competency should say they must ‘follow’ rather than ‘read’ legislation.

Use of standard or non-standard English: It is important to gather information on the language used in the workplace. An important issue to consider in developing units of competency is that not all industries require all workers to speak or write standard English to achieve work tasks. Further, in many industries, it is an asset for workers to have additional language other than English skills, especially to facilitate communication within the workplace and with clients and customers. Where this is the case, reference should be made to language usage in the range statements.

11.1.2 Incorporate language, literacy and numeracy in units of competency

After identifying and describing the workplace LLN activities they must be included in the units of competency.

Determine relationship to workplace tasks: Before the identified LLN activities are included in the units of competency examine the part they play in workplace tasks. The relationship of LLN activities to the workplace task will determine how they are incorporated into units of competency.

Determine whether the LLN activities stand-alone, are crucial to a workplace task or are simply one supporting part of a larger task.

For example, some activities such as telephone communication skills for a receptionist will be central to the workplace role, others such as reading an LED message while monitoring machinery on a production line will be a small part of a larger vocational task.

11.2 Options for LLN in units of competency

After the role of the LLN activities is determined, a decision should be made about where they should be included. For example, they could be included in units through the following options.

- **Adding a discrete unit or units of competency:** When the LLN activity is a central workplace task, add a discrete unit of competency. Such units may apply to a number of workplace roles. Discrete LLN units of competency must have a defined workplace outcome and be assessable in context, and may be assessed holistically as a co-requisite.
- **Adding an element or elements of competency:** Add an element to a unit of competency where LLN skills are crucial for the satisfactory performance of a workplace task.
- **Make additions to the performance criteria:** Performance criteria can be added when an element relies on LLN skills for its success; this includes those which may appear quite technical or manual.
- **Make additions to range statements and evidence guide:** Add to the range statement and evidence guide when the LLN activities are identified as one supporting part of a larger task (reflected in the elements and/or performance criteria). This is very important as it allows for specification and explanation of skill levels and accepted range.

The centrality of the LLN activities to the workplace task will govern the choice of method and methods that can be used in combination.

12. Mandatory text

To ensure accuracy of information and consistency between Training Packages, mandatory text is included in each Training Package.

The Content Authoring Tool (CAT) User Guide (introduced from mid 2007 to facilitate the development of Training Packages for publication on the NTIS) provides instructions for adding industry-specific text into the CAT files. When the Training Package is loaded to NTIS using the CAT files, the Training Package mandatory text will be automatically included. However, for a transition period, the Training Package 'Interim Maintenance Process' (IMP) device for making changes to Training Packages will continue. Developers are advised to seek clarification from the relevant DEEWR officer. If using the CAT, refer to the *CAT User Guide* and associated templates. Developers not using the CAT should go to the downloads page for the mandatory text. Do not change the mandatory text, apart from adding information at the prompt: [INSERT].

13. Mapping of units of competency

Developers must carefully map units to their predecessors and identify whether the outcomes of the new unit are equivalent, or not, to the previous unit. This may also be useful for credit transfer considerations and for requirements for additions or changes to RTO Scope of Registration.

Developers must note the equivalence status of the unit, according to the following legend.

E	Equivalent – outcomes of old and new units are equivalent
N	Not equivalent

Developers need to decide whether units that have changed are equivalent or not. This determination of equivalence status should be one of the aspects consulted on during the development of the revised Training Package.

An example of a summary mapping table produced using the CAT file template is shown below.

Unit code and title in this Training Package	Code and title of related unit(s) in previous Training Package	Comments in relation to previous versions of this Training Package	Equivalence status
Package specific units			
[List package-specific units in code order, using one row per unit.]	[Indicate here whether the unit is new or revised. If it replaces a previous unit, insert that unit's code and title here.]	[Indicate, if appropriate, how the unit was composed. If, for example, it is a combination of two other units, include their codes and titles. Also indicate any changes that were made to an existing unit for this version. This helps users to identify how previous training and assessment materials can be adapted.]	[Equivalence must be explicitly expressed, using either E or N]

Detailed information about how the unit has changed will be useful for RTOs and enterprises to make decisions about how training and assessment programs can be updated and contextualised. A short summary of this information can be added to the Training Package, but if developers wish to give details of the change, the information should be added to a Training Package user guide or as part of implementation advice.

Equivalence information for imported units can be found in the source Training Package. Advice about this could also be provided by developers as part of a Training Package user guide or as part of implementation advice.

EXAMPLE

Unit code and title in this Training Package	Code and title of related unit(s) in previous Training Package	Comments in relation to previous versions of this Training Package	Equivalence status
Package specific units from CHC08			
CHCCH1C Orientation to work in social housing	CHCCH301A Work effectively in social housing	Changes made to incorporate homelessness in competency outcome	N
CHCCH13C Manage tenancy rent and tenancy charges	CHCCH413A Manage tenancy rent, charges and rental arrears	Significant change to competency outcome	N
CHCCH12B Manage housing allocations	CHCCH412C Manage housing allocations	No change to competency outcome	E
Package specific units from CPC08			
CPCCJS3001A Design and set out stairs	BCF3003A Identify stair construction and the factors covering stair design, and BCF3004A Set out stairs.	Units have been combined and updated to reflect latest work practices. Employability skills and equity audit enhancements. They are replaced by new unit.	N
Package specific units from RII09			
RIIRIS402A Carry out risk management processes	MNCG1002A Implement and apply the risk management processes, and MNMMMG516A Facilitate the risk management process	Units have been combined and replaced by new unit.	N

Please note: For the purposes of indicating how the legend has worked developers have determined whether something is equivalent or not. Obviously the Training Package developers in each case would need to make that determination.

14. Occupational Health and Safety

The [Australian Safety and Compensation Council](#) (ASCC) provides three generic units of competency for Occupational Health and Safety (OHS).

These are structured to include elements, performance criteria, range statements and evidence guides. The standard of performance required to meet each unit varies according to the level of responsibility of the worker—as the level of responsibility for OHS increases, so too does the level and scope of performance required to meet the requirements of the unit. However, the three units relate generally to the level of responsibility for OHS within the workplace and as reflected in OHS legislation, and can be re-cast by an industry to suit particular industry circumstances.

The generic units are based on a risk management approach and relate to the skills and knowledge required to:

- identify hazards in the workplace
- assess the level of risk presented by the hazard
- control the risk of exposure to hazards.

The generic OHS competencies are not intended to describe the level of OHS competence required for a particular job or occupational classification. The emphasis is on describing the level of responsibility which individuals may carry for health and safety in the workplace compatible with legislative requirements for jobs and roles at that level.

All industries should find some relevance in these generic OHS competencies; the critical issue is that their incorporation into Training Packages results in units of competency suited to the skill formation and training requirements of each industry.

14.1 Strategies for including OHS

Training Package developers can assist industries to meet their responsibilities under OHS duty of care by any or all of the following strategies:

- including OHS within the elements or performance criteria
- referring to OHS in range statements or evidence guides which may in turn refer to Standard Operating Procedures or similar
- using the generic OHS units of competency, which may form part of a set of industry core standards.

In using the generic standards, developers may reproduce them directly from the ASCC Guidelines with contextualisation of the range statement and evidence guides to meet industry conditions and characteristics. Where specific industry OHS situations are not covered by the generic competencies, developers may need to define particular hazards.

14.2 Incorporating industry-specific OHS competencies

Where developers establish the need for industry-specific OHS competencies, they will need to carefully consider how to incorporate OHS into the Training Package. They could develop separate units of competency, or integrate OHS into other units. For example, in a unit on workplace communication it may be appropriate to include one or more of the following:

- an element on the provision of OHS information
- a performance criterion on provision of OHS information, in appropriate languages
- reference to OHS regulations in the range statement
- reference to knowledge of OHS information sources and effective communication of OHS in the evidence guide.

14.3 Further information

The Office of the ASCC and authorities in various jurisdictions produce a range of information, learning resources and training kits covering OHS standards, industry hazards, legislative requirements and OHS management in the workplace.

Access to the Office of the ASCC publications, the national OHS library and links to all State, Territory and Commonwealth OHS Authorities is available via the ASCC website at www.ascc.gov.au.

15. Performance criteria

Performance criteria are evaluative statements which specify what is to be assessed and the required level of performance—it is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified.

Developers should describe the required performance to demonstrate achievement of the elements. These should be written as assessable statements (not standard operating procedures, although they could be informed by SOPs), and preferably in *passive voice*. In passive voice the subject is before the verb. For example: *'Site access and conditions are confirmed.'*

Developers may highlight critical terms and phrases that vary across different contexts by using **bold italics** for those terms or phrases, and then defining them in the range statement in order of appearance in the performance criteria. If critical terms and phrases are highlighted this way, developers should use judgement as not every term or phrase may be able to be selected.

Performance criteria are numbered in sequence using Arabic figures, as shown in the unit template; do not use the automatic numbering function.

15.1 Ensuring precise expression

Performance criteria must be expressed precisely to enable appropriate training and assessment. Consider the following examples.

EXAMPLES

Performance criterion: The object is packed appropriately and any issues arising from the packing are discussed with other staff members. ✖

This could be more precisely expressed as:

Performance criteria: Objects are packed in accordance with specified guidelines and procedures.
Packing requirements outside specified guidelines and procedures are identified and agreed by all relevant people with additional advice sought from specialists where necessary. ✔

EXAMPLE

Performance criterion: Take appropriate tools and equipment ✖

To avoid confusion, this could be more precisely expressed as:

Performance criterion: Tools and equipment are selected consistent with job requirements, checked for serviceability, and any faults reported to supervisor. ✔

15.2 Avoiding unnecessary repetition

Unnecessary repetition in performance criteria can be avoided by using the range of variables and evidence guide. Consider the following example.

EXAMPLE

Performance criteria: Plans are made for the preparation of the site.
Objects and graphics are packed, moved and handled in accordance with guidelines.
The exhibition is detailed as required.
Contingency and emergency planning is undertaken in accordance with current best practice. ✖

Repetition can be avoided with a range statement:

Performance criterion: Plans are made and agreed with relevant personnel for the installation of the exhibition.

Range Statement: Planning the installation includes:

- preparation of the site
- packing, moving and handling objects and graphics
- detailing the exhibition
- contingencies and emergencies. ✓

15.3 Capturing the evaluative aspect of performance criteria

The evaluative aspects of performance criteria should be captured. Consider the following example.

EXAMPLE

Performance criterion: Advice is sought to clarify research findings ✖

The following example captures the evaluative aspects better:

Performance criterion: Expert advice is sought to clarify any research findings which are ambiguous, unclear, or of doubtful accuracy. ✓

15.4 Avoiding detailed prescriptions

Detailed descriptions in performance criteria should be avoided. Consider the following example.

EXAMPLE

Performance criterion: Check oil and water, hydraulic connections, hydraulic fluid levels, greasing points, condition of tyres, electronics... ✖

This approach is excessively detailed and limited to particular methods. It would be better to state:

Performance criterion: Routine operational servicing, lubrication and housekeeping tasks carried out in accordance with manufacturer's instructions and site-authorised procedures and practices. ✓

Then, the range statement can cover types of service activities and lubrication.

Units of competency should focus on outcomes and workplace activity rather than issues such as how workers are trained or any personal attributes they may bring to the workplace. The following examples demonstrate this.

EXAMPLE

The performance criterion:

Safe equipment towing is described. ✖

may be better expressed as an outcome as:

Towing of equipment is carried out safely, in accordance with the authorised equipment manual, using suitable connections, and within approved towing vehicle capabilities. ✓

EXAMPLE

The performance criterion:

Client supervisors exhibit empathy while taking care not become personally involved. ✖

may be better expressed as an outcome as:

Supervision of the client is carried out in ways that are non-discriminatory, non-judgemental and not based on offence, age, background or social dimensions. ✓

Units of competency must be able to be read and understood by those who use them—might include trainers, assessors, employers, employees and supervisors. This not only relates to unit content, but also to the language and structure. Units must also be interpreted in the same way by different users in different situations. The precision of expression in units of competency is critical to their successful implementation in training and assessment.

EXAMPLE

Performance criteria could be open to interpretation if they end with words like:

‘...conducted appropriately.’ ✖

It is better to be more precise, and relate wording to industry practice, as in the following:

‘...conducted in accordance with manufacturer’s manual, standard operating procedures and relevant OHS regulations that apply to the worksite.’ ✓

15.5 Avoiding product specifications

Units of competency need to represent workplace outcomes across the wide diversity of an industry’s sectors, enterprises and workplaces, and sometimes are used in other industries altogether. As such, when the workplace outcome or function is the same regardless of the equipment used, units should not specify types of equipment in the elements or performance criteria.

An example relates to the unit of competency ‘Screening people and items’ where the workplace outcome relates to screening a range of people and items. In this unit, the principles in relation to screening and the workplace functions could be the same, but the types of screening equipment could differ (walk through metal detectors, hand held wands) and the items screened also can differ

(baggage, goods, packages, vehicles). The types of equipment and items are best specified in the range statement when the workplace function is essentially transferable to other equipment.

16. Range statement

The range statement performs a number of significant functions, such as contextualising the competency, providing a link to knowledge and enterprise requirements, assisting in providing a focus of assessment, and assisting with updating units of competency when they are reviewed.

Developers should add any 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.

This includes providing the meanings and applications of any key terms and phrases in the performance criteria, in the order in which they appear in the performance criteria (these are usually highlighted in the performance criteria in ***bold italics***). Take care to use identical terms or phrases in both, and ensure the text applies specifically to that unit of competency, not to units in general. Where necessary provide further clear explanation. By using bullet points, quite detailed, yet concise information can be provided.

The range statement relates to the unit as a whole. Key functions of the range statement are illustrated below.

16.1 Defining boundaries

The range statement can be used to define the boundaries of the unit of competency as in the following examples.

EXAMPLE

Unit of competency: Make presentations

Range Statement: Presentations may be internal or external and include but are not limited to:

- sales presentations;
- training delivery;
- presentations within meetings;
- conference addresses; and
- staff briefings.

EXAMPLE

Unit of competency: Manage finances within a budget

Range Statement: Budgets can be:

- cash budgets;
- departmental budgets;
- budgeted profit and loss and balance sheets;
- wages budgets;
- project budgets;

- purchasing budgets;
- sales budgets;
- cashflow budgets; and
- budgets for a small business.

16.2 Linking to knowledge and enterprise requirements

The range statement can be used to describe and thus link the required underpinning knowledge and enterprise requirements of the unit of competency as in the following examples.

EXAMPLE

Unit of competency: Design, apply and remove make-up

- Range Statement:** Make-up design and application is related to:
- designer's and director's specifications;
 - venue requirements;
 - production schedule;
 - relevant health and hygiene requirements;
 - performers' requirements;
 - resource constraints; and
 - lighting effects.

The range statement in this example provides a clear link to knowledge and enterprise requirements, and relevant policy.

EXAMPLE

Unit of competency: Pack and display meat products

- Elements:**
- Prepare meat products
 - Wrap and package meat products
 - Lay out products
 - Maintain meat displays
 - Protect meat products

- Range Statement:** Pack and display meat products includes observing:
- Store policy and procedures in regard to hygiene and sanitation practices in the preparation, arrangement, presentation, handling and storage of meat; and
 - Industry codes of practice.

In this example, the range statement allows enterprises to include knowledge of enterprise-specific and relevant policy and procedures manuals.

16.3 Providing a focus for assessment

The range statement provides a focus for assessment, as shown in the following example.

EXAMPLE

Unit of competency: Prepare surfaces

- Range Statement:** Surface preparation... includes the preparation for:
- curtain walling fixing;
 - brick or block laying;
 - timber partition walls;
 - light steel partition walls;
 - formwork construction;
 - stair installation;
 - attachment of steel brackets or fabricated units;
 - aluminium framework fixing; and
 - roof tiling and slating.

Assessment should establish ability to work effectively with a variety of surfaces. Assessment should be performed in relation to a variety of surfaces and in realistic workplace contexts.

16.4 Assisting with review of units of competency

The range statement can also assist with updating units of competency as they are reviewed.

EXAMPLE

Unit of competency: Use explosive power tools

Elements: Plan and prepare work determining OH&S requirements

- Range Statement:** OH&S requirements to be in accordance with government legislation and regulations and may include specific reference and publications in regard to:
- workplace environment and safety;
 - use of explosive power tools;
 - isolation of working areas;
 - protective clothing and equipment;
 - working from scaffolds; and
 - emergency procedures.

In this example, as new systems and technologies become available, the range statement can be updated to reflect new requirements. Reference to particular legislative requirements and industry/enterprise guidelines.

EXAMPLE

Unit of competency: Develop and implement risk control processes

Range Statement:	Safety systems monitored with reference to relevant legislation and industry requirements. ✖
<i>This may be better expressed as:</i>	
Range Statement:	Safety systems information may include: • Federal or State/Territory legislation, regulations; • relevant Australian Standards; • enterprise management systems, plans and OH&S policy; and • industry codes of practice, such as safe working procedures, safe job procedures and chemical safety systems. ✓

16.5 Capturing Language, Literacy and Numeracy

The range statement can also be used to capture underlying language, literacy and numeracy skills—ensure that these are not overlooked in the assessment process, as shown in the example below.

EXAMPLE

Unit of competency: Deliver and collect freight

Range Statement:	Texts could include • order lists; • dispatch notices; • purchase orders; and • schedules.
-------------------------	---

In this example, the range statement allows enterprises to identify relevant written materials and provides a clear link to the required level of literacy.

17 Regulatory requirements

Licensing requirements vary between states and territories, and can frequently change. Developers must consider occupational licensing, registration and regulations when developing and packaging units of competency. National, state and territory licensing authorities and regulators are important stakeholders for the VET sector and should be identified and consulted during the development process. Developers should address performance requirements for industry operations with specific requirements for OHS related licenses or certificates in one or more jurisdictions, for example, pest control, dangerous goods, asbestos removal.

Given the relationships between licensing and training, and the potential for duplication of effort, licensing requirements must be embedded where possible into the appropriate units of competency and qualifications within Training Packages. To ensure licensing requirements are met, developers should ensure that the skill requirements of regulators issuing occupational licenses are clearly identifiable in units of competency where relevant.

TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Qualifications Framework

VERSION 3

Note: Training Package policy is located in the *Online Training Package Development Handbook* <http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>. Where this guidance material appears inconsistent with the policy, the *Online Training Package Development Handbook* policy prevails.

GUIDELINES: QUALIFICATIONS FRAMEWORK

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Introduction

The Qualifications Framework is one of the endorsed components of a Training Package.

In Australia, the Australian Qualifications Framework (AQF) defines all nationally recognised qualifications, and, in the VET sector, nationally recognised AQF qualifications are provided through endorsed Training Packages and accredited courses as follows.

- In endorsed Training Packages, qualifications are created by combining units of competency into meaningful groups aligned to the AQF and endorsed by the National Quality Council (NQC) within the Training Package Qualifications Framework.
- In courses, accredited by State or Territory course accrediting bodies where there is no relevant endorsed Training Package and an industry or community need has been identified, qualifications can be based on:
 - a combination of units of competency from one or more Training Packages, or groups of endorsed units of competency
 - units of competency, for example specific enterprise units of competency
 - modules incorporating learning outcomes, where the course developer can show it is not possible to develop units of competency.

Increasingly, VET qualifications derive from Training Packages.

1. Advice on Training Package pathways

Pathways are generally defined as a path or sequence of learning or experiences that can be followed to attain competency.

Specific pathways are not mandatory and may vary depending on the qualification or training program, and the needs of the individual.

Pathway advice should be provided in the Training Package in relation to requirements before, during and after training (in acknowledgment that learners can achieve the requirements of a qualification in various ways).

1.1 Before commencing training

Provide advice in the Training Package on any need to hold particular units of competency or qualifications before training or assessment commences—for example in relation to licensing or safety considerations.

These requirements should be expressed in terms of the path that someone may follow before commencing training and should assist RTOs in:

- Designing the most appropriate delivery program.
- Advising students prior to enrolment of specific pathway requirements.
- Assessing student applications.
- Providing suitable RPL processes.

Because of the nature or specialisation of some qualifications or training programs, candidates may be better equipped to undertake the training and assessment if they bring with them prior knowledge, skills and experience. Where this is so, entry requirements, or advice on pathways into the training, should be specified for the qualification or training program.

Entry requirements do not form part of the qualification, but are specific to the knowledge, skills or experience required to enter a qualification.

They should be expressed in terms of competency, units of competency or equivalent, and may include licensing or industry recognised standards.

Entry requirements do not have to be specified for a qualification. However, if they are specified, caution should be applied as they can significantly reduce the flexibility of a qualification and limit entry of potential learners.

Entry requirements may be expressed as:

- The core units of competency of a lower level AQF qualification or equivalent skills and knowledge.
- A significant number of units of competency from a lower level AQF qualification or equivalent skills and knowledge.
- Specialist units of competency from a related stream or equivalent skills and knowledge.

EXAMPLE

Before commencing the PUA31102 Certificate III in Public Safety (Driving in a Threat Environment) candidates must hold a current drivers licence.

or

The following units of competency should be achieved either before or while undertaking HLT42507 Certificate IV in Allied Health Assistance:

- HLTHIR301A Communicate and work effectively in health
- HLTAH301A Assist with an allied health program
- HLTIN301A Comply with infection control policies and procedures in health work
- HLTCS201B Maintain high standard of client service
- HLTCS305B Assist with client movement

- HLTAP301A Recognise healthy body systems in a health care context
- BSBMED201A Use basic medical terminology

EXAMPLE

Pathways into the qualification

Preferred pathways for candidates considering BSB40507 Certificate IV in Business Administration include:

- after achieving the BSB30407 Certificate III in Business Administration or other relevant qualification/s

OR

- providing evidence of competency in the majority of units required for the BSB30407 Certificate III in Business Administration or other relevant qualification/s

OR

- vocational experience in providing administrative or operational support to individuals and/or teams but without a formal business administration qualification.

Examples of indicative job roles for candidates seeking entry based upon their vocational experience include:

- Accounts Receivable Clerk
- Accounts Payable Clerk
- Clerk
- Data Entry Operator
- Junior Personal Assistant
- Medical Records Officer
- Receptionist
- Office Administration Assistant
- Office Administrator
- Word Processing Operator.

This breadth of expertise would equate to the competencies required to undertake this qualification.

EXAMPLE - qualifications

In *CPC31108 Certificate III in Steelfixing*

The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context.

Completion of the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (SAC 2006) is required before entering a construction worksite. Achievement of unit CPCCOHS1001A covers this requirement.

1.2 During training

Include advice in the Training Package about the range of pathways that may be taken to successfully complete a qualification or a program of training. For example:

- Work-based training and assessment.
- Institution-based training and assessment.
- A combination of work-based and institution-based training and assessment.
- Assessment only.
- Recognition of prior learning (RPL).
- Recognition of current competency (RCC).
- A combination of training and assessment and RPL..

1.3 After training

While it is not mandatory to provide advice in a Training Package on pathways after the completion of a qualification or training program, such advice can be useful.

Advice could be provided about typical job roles or further study an individual may take after completing the qualification or training program.

This includes advice on possible career pathways and the linkages the qualification or training program has with higher AQF level qualifications.

Advice provided in the Training Package should assist RTOs to in turn advise participants on the possible options to move between education or training programs or into employment.

EXAMPLE

After completing the BSB50107 Diploma of Advertising, candidates may undertake the BSB60107 Advanced Diploma of Advertising, or seek work as an:

- Account Manager
- Advertising Creative Director
- Advertising Manager
- Copywriter
- Media Manager

OR

After completing ICA40805 Certificate IV in Information Technology (Multimedia) a graduate may seek work as a web designer or in on-line service support.

1.4 Articulation, pathways and recognition by professional bodies

As appropriate, any recognition and agreed articulation arrangements of the Training Package qualifications, pathways and any recognition by professional bodies should be detailed.

EXAMPLE

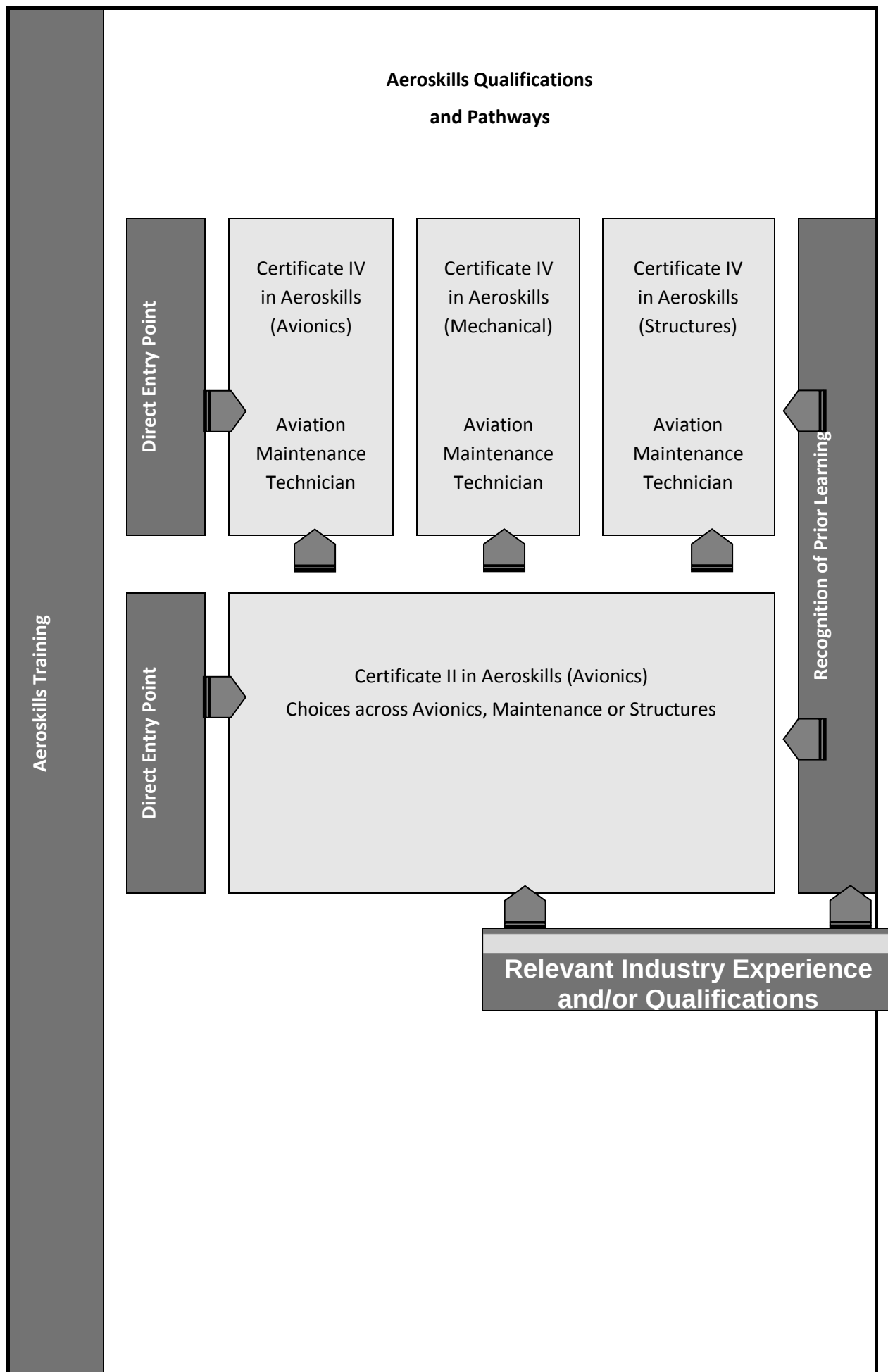
The qualifications contained within the Training Package now form the basis for membership of the

Australian Computer Society (ASC). In principle agreement by the ASC will allow for:

- an individual who is undertaking qualifications up to and including Certificate IV can seek student membership with the ACS; and
- an individual who has achieved a Diploma can seek Associate Membership status with the ASC.

A clear qualifications pathways chart must be included in the Training Package at the end of the Qualifications Framework section. This should clarify all qualifications including any Australian Apprenticeship pathways.

The following sample qualifications pathways charts are provided to show the type of information that may be included. (They are simplified versions of existing Training Package qualifications pathways charts.) Add contact details of the Industry Skills Council into the chart for enquiries about pathways and qualifications.



2. Australian Apprenticeships

Advice must be provided on Australian Apprenticeships pathways for all qualifications in the Training Package. An example is shown below.

EXAMPLES

Australian Apprenticeships Pathways

- Qualifications included in this Training Package can be achieved by a variety of pathways and delivery methods—either on-the-job or through a combination of on- and off-the-job training and recognition processes.
- With the exception of Certificate I (the main objective of which is to facilitate VET in schools and initial entry to the industry) all other qualifications can be achieved through contracted training including Australian Apprenticeships.
- Qualifications at AQF levels II and III particularly facilitate Australian Apprenticeship pathways. They provide multiple entry and exit points and promote efficient use of learning strategies and articulation arrangements.
- The Diploma in (Specialisation) may not be appropriate for an Australian Apprenticeship pathway in a majority of workplaces because of the specialist nature of the skills included and the unusual level of accountability in the usual job role.

Any qualifications not available through an Australian Apprenticeships pathway must be identified, along with industry advice as to why this is the case.

3. Australian Qualification Framework alignment

The Australian Qualification Framework (AQF) covers all nationally recognised qualifications in Australia, across the three sectors—schools, VET and higher education. The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification and should be referred to for more detailed information. It can be obtained from www.aqf.edu.au/

There are currently eight competency-based qualifications identified for the VET sector. These are shown below, grouped according to the educational sector responsible for their accreditation.

AQF Qualification by Sector of Accreditation

Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary Certificate of Education		<u>Doctoral Degree</u>
		<u>Masters Degree</u>
	<u>Vocational Graduate Diploma</u>	<u>Graduate Diploma</u>
	<u>Vocational Graduate Certificate</u>	<u>Graduate Certificate</u>
	<u>Advanced Diploma</u>	<u>Bachelor Degree</u>
	<u>Diploma</u>	<u>Associate Degree, Advanced Diploma</u>
	<u>Certificate IV</u>	<u>Diploma</u>
	<u>Certificate III</u>	
	<u>Certificate II</u>	
	<u>Certificate I</u>	

Source: AQF website www.aqf.edu.au

Individual units of competency are not aligned to the AQF; alignment occurs when a group of units of competency equate to a viable AQF qualification or qualifications. In arriving at an AQF alignment for groups of units of competency, developers should consult with the relevant industry about the appropriate use of individual units, including any pre-requisite relationships.

When referring to units of competency in the Training Package Qualification Framework, reference should be to the specific AQF qualification title such as Certificate I, Certificate II and so on—not to ‘AQF levels’. The AQF has qualifications used in the schools sector sit below Certificate I—therefore any reference to ‘AQF levels’, for example calling Certificate I ‘Level I’, is potentially confusing and inaccurate.

There is no requirement that the full range of possible VET sector qualifications should be available in one Training Package. However, developers should consider including Certificate I or II qualifications to provide entry to the industry and meaningful pathways to further training and employment. This is particularly important for groups and individuals who may have been disadvantaged in their access to vocational education and training.

A number of factors will contribute to the ‘user friendliness’ of the explanation of the qualifications framework for readers of the Training Package:

- grouping all of the units of competency that make up a qualification together wherever practical
- clearly stating the number of units required to achieve a particular qualification, avoiding terms which can be interpreted in various ways, for example maximum or minimum number of units
- using wherever possible the terms listed in the packaging models advice in this document rather than developing new terms which may confuse some users
- providing a well presented diagram or table showing the relationship between all the identified qualifications in the Training Package and if appropriate any relationships with qualifications from other endorsed Training Packages.

4. Coding and titling for qualifications

Training Package qualification codes and titles must comply with the policies in the [Online Training Package Development Handbook](#). Each Training Package qualification has a unique eight-character code. An example is provided below.



4.1 Coding and titling maintenance for qualifications

If qualifications are added to a Training Package during its period of endorsement, developers should consult the [Online Training Package Development Handbook](#).

As an example, if the following qualifications at Certificate III in a particular industry sector in the 'XYZ' Training Package were endorsed in 2008:

XYZ30108

XYZ30208

XYZ30308

XYZ30408

XYZ30508

... and if a new Certificate III qualification was added in 2009, its code would be:

XYZ30609.

Changes to a qualification can be:

- minor upgrades made by the developer or ISC, which do not require code and/or title changes, or
- major changes made by the developer that require NQC endorsement and involve code and/or title changes.

The difference between the changes is explained below.

ISC Upgrade:

Any changes to a qualification that do not change the outcome are considered ISC Upgrades. Such changes include, but are not limited to:

- One or more endorsed units is added to or deleted from elective list – code and title remains the same.
- The units within a qualification are updated to a later equivalent version (including core and elective units of competency and any pre-requisite units of competency).

NQC Endorsement Required:

Any changes to a qualification that changes the outcome must have the version of the code changed (e.g. CUV40303 would become CUV40309, or a later code if the later has already been allocated) and be submitted for NQC endorsement. This includes, but is not limited to:

- Pre-requisite units are added to or removed from the core units within a qualification.
- Change to core unit.
- One or more endorsed units is added to or deleted from the core.
- A new stream is added to a qualification (which could include a number of new units).
- There is a change in the number of units required for a qualification.

NOTE: Interim arrangements are in place until 31 December 2010 to reflect the NQC resolution below.

At its 8 April 2010 meeting, NQC agreed:

- (a) to amend the Training Package Development and Endorsement Process 2008 to allow for an ISC upgrade to apply where the qualification packaging rules and qualification structure have been changed to reflect the new packaging rules for flexibility and the embedding of green skills in Training Packages;
- (b) that the amendment allows ISCs to transition qualifications to the new packaging rules for flexibility, and the embedding of green skills, where the qualification outcomes and structure have not substantially changed and where the ISC determines that there is no need to seek industry validation via a full endorsement process;
- (c) that the proposed amendment to the Training Package Development and Endorsement Process 2008 apply until 31 December 2010 to align with the end date for transition to new packaging rules for flexibility and embedding of green skills in Training Packages;
- (d) that the following communication processes will be required to support the amendment:
 - i. ISCs notify and explain ISC upgrades to State Training Authorities and the NQC
 - ii. ISCs update the Training Package version and the version modification history to explain in detail the particulars of the change

- iii. ISCs publish the change to NTIS.

5. Contextualisation of qualifications

Contextualisation of qualifications allows substitution of some units of competency in qualifications where this is consistent with the described work outcome and outlined in the qualification's packaging rules. The substitution may be with units packaged in other qualifications in the same Training Package, or from other endorsed Training Packages; such contextualisation must not distort the qualification purpose or its alignment to the AQF.

Advice on allowable contextualisation of qualifications must be included in the Training Package. The advice must clearly set out the boundaries to contextualisation to ensure users can readily determine what is acceptable to industry. The advice could be developed around scenarios or examples of typical job roles, or could be a list of what is allowable and what is not ('do's and don'ts'), and could include the:

- codes and titles of units of competency that can be substituted for specified units in the Training Package
- relevant Training Packages from which the units can be drawn
- AQF qualifications in which any specified units are used in the source Training Package.

6. Credit transfer and articulation

In determining packaging rules, developers should attempt to optimise opportunities for credit transfer arrangements between VET and higher education qualifications where applicable, while also meeting industry needs.

7. Employability Skills Summaries

An Employability Skills Summary describes Employability Skills requirements at a qualification level. These summaries are the minimum, mandatory Employability Skills requirement for the endorsed components of Training Packages—they summarise the Employability Skills that are embedded in the units that make up the qualification.

The Employability Skills Summaries provide a lens through which to view these skills at the qualification level; they capture the key aspects or facets of the Employability Skills important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include the important industry application of Employability Skills in learning and assessment strategies.

Employability Skills Summaries can be developed at any stage of the Training Package development process. While most ISCs develop them from the information contained within the units of competency, they can also be designed on the basis of job role and occupational functional analyses.

The Employability Skills Summaries will also be subject to industry validation throughout the Training Package process. Tool 9 contains further information and an example of a completed Employability Skills Summary.

More detailed information on Employability Skills can be found within the *TPDH Guidance: Units of Competency*.

8. Importing qualifications

In importing qualifications from other endorsed Training Packages, developers must follow the policy as set out in the [Online Training Package Development Handbook](#); the policy clearly sets out the rules for importing qualifications.

9. Mandatory text

To ensure accuracy of information and consistency between Training Packages, mandatory text is included in each Training Package.

The Content Authoring Tool (CAT) User Guide (introduced from mid 2007 to facilitate the development of Training Packages for publication on the NTIS) provides instructions for adding industry-specific text into the CAT files. When the Training Package is loaded to NTIS using the CAT files, the Training Package mandatory text will be automatically included.

However, for a transition period, the Training Package 'Interim Maintenance Process' (IMP) device for making changes to Training Packages will continue. Developers are advised to seek clarification from the relevant DEEWR officer.

If using the CAT, refer to the *CAT User Guide* and associated templates. Developers not using the CAT should go to the downloads page for the mandatory text. Do not change the mandatory text, apart from adding information at the prompt: *[INSERT]*.

10. Mapping of qualifications

Developers must provide clear information mapping the qualifications to those in previous versions of the Training Package. The policy in the [Online Training Package Development Handbook](#) clearly sets out the positioning of this information.

11. Packaging qualifications—models and issues to consider

Each Training Package provides details of those units of competency that must be achieved to award each endorsed AQF qualification it contains. 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.

Although the AQF descriptors for each vocational qualification are broad, and can overlap to some extent, each AQF qualification must have a distinct vocational outcome. While flexible packaging approaches are preferred to provide for industry use, care must be taken to ensure that choices do lead to distinct AQF qualifications outcomes.

In developing qualifications, units of competency are grouped and packaged into meaningful workplace combinations reflecting complete and recognisable job roles. These provide the boundaries agreed by industry as essential for competent performance in an area of work.

Combinations of units of competency must be flexible enough to ensure qualifications can be used by a diverse range of small, medium and large enterprises, while still being meaningful across the industry as a whole. This ensures national recognition and portability of industry relevant workplace competencies.

The same units of competency can still be used in different qualifications where necessary, but each qualification must be clearly differentiated from preceding or subsequent qualifications and clearly meet the AQF descriptor. In particular, higher level qualifications should be carefully constructed to meet this requirement.

The packaging rules provide a coherent structure to the qualifications and include the number and details of units of competency (including any imported units of competency and prerequisite units of competency) that make up the qualifications.

When writing the packaging rules for a qualification clearly state the *number* of units required to achieve a particular qualification, avoiding terms which can be interpreted in various ways, for example, ‘maximum’ or ‘minimum’ in referring to a number of units.

Within a single Training Package different packaging models may be used. Developers must ensure that the way units of competency are grouped and packaged results in qualifications with a broad range of relevant competencies that a majority of employers will find sufficient for typical job roles.

There are five main packaging models:

- core-only model
- core and electives model
- core and specialisation model
- core, specialisation and electives model
- electives-only model.

The most commonly used packaging models include combinations of core and elective, or core and specialist units of competency. Core-only models exist, but these are rare as they can potentially reduce Training Package flexibility and limit industry or enterprise use; elective-only models are also infrequently used as they can result in combinations of competencies that do not reflect realistic workplace outcomes.

11.1 Core-only model

In this model all the units of competency making up a qualification are core units—they must all be achieved for the awarding of the qualification. While this approach is not a common one, as it provides no flexibility in structure and assumes all workplaces require exactly the same competency application, it may sometimes be required by industry.

If a core-only qualification is identified it should be fully justified in the Training Package Case for Endorsement, and advice provided to users about its rationale and industry need. This need must have been established and agreed through wide consultation and have industry support.

EXAMPLE

Certificate II in Animal Studies

To gain the Certificate II in Animal Studies the following units must be completed:

- Carry out reception duties
- Carry out daily clinic routines
- Carry out surgery preparations
- Follow occupational health and safety procedures
- Use hazardous substances safely
- Communicate in the workplace

- Act to minimise emergencies and respond to a variety of situations
- Plan daily work routines

This qualification has only core units as the Certificate II workplace outcome has restricted duties, generally under the supervision of qualified veterinarian or veterinary nurse. Units from the Certificate II qualification lead to the Certificate IV in Veterinary Nursing.

11.2 Core and electives model

The model with a core of mandatory units and choice from a group of units as electives is a common qualification packaging approach. The core defines the competencies critical for all workplaces and the electives provide the breadth of skills to meet the needs of diverse enterprises with varying skill combinations and work organisation approaches.

To ensure maximum flexibility the core should not be too large and there should be meaningful choice in the electives – this will provide considerable flexibility. However, if industry agrees that the most appropriate qualification has a large core of mandatory units and a limited number of electives this must be justified and fully explained in the endorsement submission. The key to this approach is to ensure there is enough cohesion in units to be meaningful and acceptable for a range of work across the industry, whatever combination of electives is chosen.

EXAMPLE

Certificate III in Information Technology

This qualification requires achievement of 11 units of competency comprising 5 core units and six electives.

Core Units:

- Develop macros and templates for clients using standard product
- Customise packaged software applications for clients
- Provide advice to clients
- Use advanced features of computer applications
- Create user and technical documentation

Electives:

Choose any six units, up to two of which can be drawn from any other nationally endorsed Training Package (please refer to the section on customisation of qualifications which provides advice on the appropriate selection of units from other Training Packages).

- Maintain equipment and software in working order
- Connect internal hardware components
- Install network hardware to a network
- Create code for applications
- Install and optimise system software
- Run standard diagnostic tests
- Migrate to new technology
- Operate system software

- Install and manage network protocols
- Relate to clients on a business level
- Provide basic system administration
- Install software to networked computers
- Provide network systems administration
- Provide one-to-one instruction
- Administer network peripherals
- Create web pages with multimedia
- Apply skills in project integration

Note: Advice in the contextualisation section of Training Packages should clearly explain the boundaries for incorporating units from other endorsed Training Packages. This would typically cover the appropriate alignment of source qualifications and may specify which industry Training Packages would be relevant.

11.3 Core and specialisation model

This variation on the core and electives model is another popular approach. Again there is a core of essential units but under this model a choice is made from defined groups of units – specialisations – rather than a choice between individual units. There may also be elective choices within the specialisation groups that the packaging rules should clearly explain.

This is a useful model where particular specialisations are widely recognised in an industry in addition to a shared set of skills covered by the core units. The approach also avoids inappropriate elective choices being made from a large group of units that would not lead to any particular recognised specialisation.

EXAMPLE

Certificate IV in Veterinary Nursing

The qualification comprises the mandatory core units and a choice of either the surgical or dental specialisation groups. All units in the chosen specialisation must be achieved.

Core Units:

- Apply haematology and blood chemistry tests, radiography and other test procedures
- Co-ordinate theatre routines
- Carry out nursing procedures for routine surgery
- Implement clinic office routines
- Provide specific animal care advice

Surgical specialisation:

- Carry out admission and discharge of patients undergoing specialised surgical procedure
- Carry out specialised surgical nursing procedures
- Facilitate/supervise operating theatre maintenance
- Manage the maintenance of surgical clothing and instruments

Dental specialisation:

- Carry out admission and discharge of dental patients
- Manage instrument and equipment maintenance
- Produce oral cavity radiographs
- Perform dental prophylaxis
- Provide veterinary nursing support for dental surgery

Note: In core and specialisation models, the same unit can be used in more than one group, and can also be included in groups at different qualification outcomes.

11.4 Core, specialisation and electives model

This approach tends to be used for larger, more complex qualifications, covering a wide range of skill areas. It is useful where the qualifications structure accommodates multi-skilling or a range of previously separate occupational specialisations.

There may be different combinations of units that meet certain jurisdictional licensing requirements and these can be identified through this approach.

This model usually comprises a small core of essential units, a choice between specialisation groups and an additional or alternative choice from a group of individual units.

EXAMPLE

Certificate III in Wildlife Protection

This Certificate requires completion of 12 units of competency in total. These must comprise the 6

mandatory core units plus all units from any one of the three specialisation groups and any three units from the elective bank. The Certificate may also be gained by achieving competency in any two of the specialist groups without utilising the elective options.

Core - complete all

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5
- Unit 6

Sector specialisation A (all units required)

- Unit 7
- Unit 8
- Unit 9

Sector specialisation B (all units required)

- Unit 10
- Unit 11
- Unit 12

Sector specialisation C (all units required)

- Unit 13
- Unit 14
- Unit 15

Elective bank - choose any 3 units

- Unit 16
- Unit 17
- Unit 18
- Unit 19
- Unit 20
- Unit 21
- Unit 22
- Unit 23
- Unit 24
- Unit 25

11.7 Electives-only model

Another less structured approach is to simply indicate the minimum number of units, drawn from a single overall group aligned to a particular qualification. In this approach developers must ensure that Training Package users are provided with sufficient information for them to be in a position to make an informed choice.

Insufficient packaging information under this model may lead to an inappropriate mix of competencies and may not be regarded in industry as a useful combination of skills for typical workplace roles.

EXAMPLE

Certificate I in Transport & Distribution (Road Transport)

Requirements for completion of the qualification (any 7 of the following units):

- Drive vehicles
- Ride courier/delivery bicycles
- Shift materials safely
- Use manual handling equipment
- Participate in workplace communication
- Carry out workplace calculations
- Follow occupational health and safety procedures
- Conduct housekeeping activities
- Conduct cleaning in enclosed spaces
- Work effectively with others
- Undertake workplace orientation
- Complete induction procedures

While clearly many combinations of the units would be viable Skill Sets, it may be possible to put together units meeting the packaging rules that would have a limited credibility with employers. A user guide with model training programs for commonly valued workplace roles is advisable if using an elective-only approach.

11.5 Weighting systems

Weighting systems may be used to assist in designing and explaining flexible packaging arrangements. An acceptable weighting system is one where units of competency aligned to a qualification, or at least those in an elective bank, are assigned a number value.

Only one weighting value can apply to a single unit of competency in a Training Package whether based on its combination with other units or its place in the whole Qualifications Framework.

Weighting systems can only be used to determine a qualification outcome through packaging rules. A weighting system does not carry over to other Training Packages. Some Training Packages have assigned a number or point value equating to the unit's initial alignment in the Qualifications Framework. Units can be aligned to more than one qualification; however if this is done the assigned number value must be derived from the lowest qualification that includes the unit and this value used throughout the Training Package. The packaging rules must describe how qualifications are achieved by referring to the total number of 'points' which must be gained.

11.6 Language, Literacy and Numeracy (LLN)

LLN must be considered when packaging qualifications and aligning groups of units to the AQF.

The increasing complexity of LLN is not tied to AQF qualifications but to specific job requirements. For example, a Certificate II in the industry area of retail may have higher speaking and listening requirements than say a Certificate II in the manufacturing industry, whereas the Certificate II in the manufacturing industry may have higher numeracy and measurement requirements. Therefore, there may be variations in LLN requirements within a given AQF qualification level.

Developers are strongly advised to read the NRS Workplace Sample Activities—these provide a valuable resource with industry validated sample activities aligned against the five levels of the NRS. Go to www.dest.gov.au/ty/litnet/docs/NRS_Sample_Activities.pdf

11.7 Access and equity

It is important that developers consider implications for all potential clients when developing the packaging rules for qualifications. Issues in relation to access and equity include:

- providing flexibility in qualifications packaging to eliminate (as far as possible) disadvantage to clients by enabling choice from a wide range of electives and giving consideration to horizontal as well as vertical skills pathways. This is particularly important in relation to learners with disability and the reasonable adjustments that they are entitled to under the DDA and Standards (to the extent those adjustments do not cause an education provider unjustifiable hardship or compromise the academic integrity of a course or program) – the key is capacity to achieve the essential competency, not necessarily the means by which that is achieved
- considering the needs of some learners in remote communities who may have very specific needs for training because of limited employment opportunities available in their locality. The capacity to import units of competency from other Training Packages may be especially helpful for these clients by adding to the diversity of their skills
- limiting core-only qualifications as they can pose difficulties. For example, rural or remote clients who have limited workplace or training opportunities in their locality may not be able to achieve the full qualification locally or people with disability might not be able to achieve all units (and where these skills are not essential in the workplace)
- eliminating any unnecessary pre-requisite units of competency as they can create additional barriers for learners, especially learners with disability
- considering the inclusion of Certificates I and II as they can provide an important pathway to entry level employment.

11.8 OHS

Where generic OHS competencies are incorporated into units of competency they should be contained within groups of units, as is normal practice, for the purpose of packaging and subsequent alignment.

Specific OHS competencies covering specialist occupations, duties or particular hazards should be packaged into groups of units—as core where they reflect workplace functions for all workers or as specialist or elective units where they reflect the needs of specialists, fewer workers or particular enterprises.

11.9 Environmental issues

Environmental matters may directly impact on qualifications. Where separate units of competency are included in Training Packages, their qualifications packaging will need to be considered. For

example, the water industry has core environmental units at three AQF qualification levels. Other industries where environmental matters are incorporated into units have considered the environmental expectation of the various functions in their packaging at various AQF qualifications.

12. Pre-requisite units of competencies

A pre-requisite unit is a unit of competency in which the candidate must be deemed competent prior to the determination of competency in the unit.

Pre-requisites in Training Package units of competency should only be used where it is critical to achieving the subsequent competency. Caution should be applied as these requirements can significantly reduce the flexibility of Training Package qualifications.

Because pre-requisites specify mandatory requirements before the candidate can be deemed competent in the higher or more complex unit, they are essential and are linked to the endorsement of those units. Thus pre-requisites are included as part of a full qualification, contribute to the total outcome of the qualification, and are endorsed as part of the qualification packaging rules.

Include advice clearly identifying all pre-requisite requirements in the:

- Pre-requisite section of the affected unit of competency.
- Unit of competency table in Volume 1 of the Training Package.
- Qualification packaging rules for each qualification.

Caution should be applied when including pre-requisites as they can significantly reduce flexibility, particularly when such units are imported into other Training Packages. Developers that do not want to import pre-requisite units should consider developing new unit/s to cover the appropriate range of skills and knowledge.

EXAMPLE - units

PMAOHS312B Command the operation of survival craft

Unit Descriptor: Operations technicians undertaking offshore operations can sometimes require evacuation involving the use of water craft and survival at sea. Due to the isolation of offshore installations and facilities, offshore evacuation procedures involve significant differences from standard onshore evacuation procedures.

Employability Skills: This unit contains employability skills.

Prerequisite Unit(s): MSAPMOHS220A Provide initial first aid response

EXAMPLE - units

SITXFSA003A Transport and store food in a safe and hygienic manner

Unit Descriptor: This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storage on its arrival. The unit applies to all catering operations but is particularly relevant to external catering and events. This unit does not cover the transport of food for room service which is covered in SITHFAB008A Provide room service. It does not cover the skills required to drive a van or truck which are covered in TDTC197B Drive vehicle and other units of competency in the Transport and Distribution Training Package.

Transportation refers to the moving of food and food items from one location to another. For example, transporting food from a kitchen to a school or hospital or providing event catering. It does not refer to the transport of food from the kitchen to the dining room or as part of room service.

Employability Skills: This unit contains employability skills.

Prerequisite Unit(s): SITXFSA001A Implement food safety procedures and SITXOHS002A Follow workplace hygiene procedures

When developers wish to provide advice about pre-requisite requirements that are not units of competency from a Training Package, they should provide this advice in the Application of the unit field.

EXAMPLE - units

The unit *PMASUP236B Operate vehicles in the field* has no pre-requisites. However operators will have the appropriate class of driver's licence before taking charge of the vehicle.

12.1 Effect of pre-requisites in qualifications

The following example qualification from the MSA07 Training Package, asterisks the units that have pre-requisites. The qualification notes that the pre-requisites units are to be counted in the total number of units required. The note at the end of the qualification then refers the reader to the prerequisite table of the unit of competency, or the actual unit of competency for details of the pre-requisites.

EXAMPLE - qualifications**MSA60108 Advanced Diploma of Manufacturing Technology**

This qualification is comprised of 30 units of competency and would normally be delivered part time over a four year period. There are five mandatory units that must be completed for all specialist streams as well as 25 electives.

This qualification has two specialist streams available. These are:

- Metallurgy
- Polymer Technology.

Note that prerequisite units must be considered when elective units are chosen.

Packaging Rules

To be awarded an Advanced Diploma of Manufacturing Technology competency must be achieved in 30 units chosen as specified below.

Mandatory units (all specialist streams)

The following five units are compulsory for all specialist streams in the Advanced Diploma of Manufacturing Technology.

Unit code	Unit title
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM23001A	Apply advanced mathematical techniques in a manufacturing engineering or related environment
MEM30012A	Apply mathematical techniques in a manufacturing engineering or related environment
MSACMT251A	Apply quality standards

Pre-requisites

Units marked with an asterisk have one or more prerequisite requirements. The pre-requisites for these units are to be counted in the total number of units required in the elective group. Please refer to the prerequisite table for details.

Elective units

Choose 25 units as specified below for each specialist stream. (Note: only one stream is shown in this example.)

Polymer technology specialist stream

A minimum of 10 units must be chosen from groups 1 and 2 below. The balance (up to 15 units) can be chosen from the General Electives group. Units listed below as polymer technology specialist stream electives can also be taken as general electives.

Group 1

Choose at least one of the following units:

Unit code	Unit title	
PMBTECH601B	Develop a new product	*
PMBTECH602B	Develop a new die or tool	*
PMBTECH603B	Design structural/mechanical polymeric components	*

Group 2

Choose up to nine of the following units:

Unit code	Unit title	
MSACMT675A	Facilitate the development of a new product	*
PMAOPS550B	Develop a colour formulation	
PMAOPS600B	Modify plant	
PMBTECH501B	Analyse equipment performance	*
PMBTECH502B	Review and analyse production trials and specify re-trials	*
PMBTECH503B	Determine rheology and output of plastics materials from processing equipment	*
PMBTECH504B	Determine heat transfer loads for processing equipment	*
PMBTECH505B	Choose polymer materials for an application	*
PMBTECH506B	Analyse the design of products and tools	*
PMBTECH507B	Develop fibre composite products using cored laminate techniques	*
PMBTECH508A	Develop a new compound	
PMBTECH509A	Modify an existing product	
PMBTECH510A	Analyse failure in polymeric materials	

General electives:	Up to fifteen (15) of the twenty five (25) elective units may also be chosen from the general electives bank listed at the end of the specialist streams. Up to four (4) of the fifteen (15) units may be chosen from any other endorsed Training package where those units are available for inclusion at the Diploma level.
Pre-requisites:	Units marked with an asterisk have a prerequisite requirement. The pre-requisites for those units are to be counted in the total number of units required in the elective group. Please refer to the prerequisite table or in the individual unit.

The prerequisite table then includes the following information.

Example – Units of competency in this Training Package and their pre-requisites		
Code	Title	Prerequisite
MSACMT675A	Facilitate the development of a new product	MSACMT452A
Unit	...	...
Unit	...	...

If there is a chain of pre-requisites, that is, Unit C is a prerequisite for Unit B, which is a prerequisite for Unit A, the pre-requisites must all be shown in the unit pre-requisites table. The chain of pre-requisites must be included in the total number of units required for the qualification.

13. Skill Sets

13.1 Definition

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

13.2 Identifying Skill Sets in Training Packages

On the basis of their research and industry consultation, developers of Training Packages have at least three options in relation to Skill Sets in a Training Package.

- No national Skill Sets are identified for the Training Package.
- Skill Sets are identified based on units from the Training Package.
- Skill Sets are identified based on units from the Training Package combined with units from one or more other Training Packages.

Skill Sets could be identified in a Training Package where the unit or group of units:

- Meet requirements set by an agency external to the VET sector—for example, for a national licence, regulatory requirement or professional body membership.
- Have a commonly understood meaning in the industry—for example, worksite induction requirements.
- Constitute a specialist role that benefits from separate identification—for example, project management units that enable the individual to lead projects in their area of expertise.
- Be a useful addition to a general qualification—for example Asian Cookery units added to a Hospitality qualification to provide a valuable extra set of skills; or a set of small business units that enable someone with a technical qualification to take on some specific small business functions.

The Training Package should include all relevant information about the Skill Set. For example, in the first scenario above there might be additional requirements that need to be met such as using an assessor approved by the licensing authority, or paying additional fees.

Provide information and advice about Skills Sets including:

- Advice about other requirements of regulations that may need to be met such as any requirements for Australian citizenship or evidence of a certain period of work experience.
- Advice about logical clusters that may meet industry needs.
- Advice about pathways.
- Advice about the circumstances under which Skill Sets, rather than a particular qualification, could be delivered – where this is appropriate.

13.3 Skill Set design

Developers should take the following points into account when designing Skill Sets:

- Training Package developers should approach Skill Sets in the same way they approach the development of units of competency and qualifications. This includes considering logical skill clusters that meet industry needs and have recognised value in the workplace, as well as ensuring industry consultation throughout the process.
- Where Skill Sets are included in Training Packages, the target groups should be clearly defined.
- The identification and development of Skill Sets within Training Packages should increase, rather than decrease, available skill development options for individuals and enterprises.
- Consideration should be given to identifying clear relationships between Skill Sets or between Skill Sets and qualifications where this is appropriate.
- Identified Skill Sets should be noted within the Qualifications section of the Training Package.
- Where a Training Package developer considers a Skill Set should be constructed consisting of units across Training Packages, consideration should be given to whether units should be imported and advice provided to Registered Training Organisations.
- If one or more of the units identified in a Skill Set has prerequisite units, then those units form part of the Skill Set.
- Skill Sets should not include optional units or electives.

13.4 Examples of Skill Sets in Training Packages

The following examples exemplify good practice.

**Sample introductory text from PMA08 Chemical, Hydrocarbons and Refining Training Package:
Skill Sets in this Training Package**

Industry has supported the creation of a range of Skill Sets, mainly in safety and incident preparedness/response areas.

Some job roles in some sectors of the industry do require a licence, however, there is no overall industry requirement for this and so no Skill Sets associated with licensing have been proposed.

The industry manages the competency requirements of its workforce to ensure compliance with a vast web of regulatory requirements. The Skill Sets below have been developed in consultation with the industry and are based on logical clusters of units which meet critical industry needs, particularly in the area of safety and incident preparedness and response.

These Skill Sets consist of clusters of competencies which are commonly practiced (and possibly trained) together. They reflect an industry-wide need to be able to recognise that a person can undertake these defined roles.

There are different ways of presenting Skill Sets that identify licensing or regulatory requirements. The following example is from TDM07.

EXAMPLE

Occupations involved in Ocean-going Maritime Operations are all those for which requirements are described and defined in Marine Orders under the Australian Navigation Act 1912 and which fall under the regulatory jurisdiction of the Australian Maritime Safety Authority (AMSA). They also fulfil the educational requirements defined internationally by the International Maritime Organisation in the relevant sections of the International Convention on Standards of Training, Certification and Watchkeepers (STCW) Code and Conventions. They are summarised in the following table.

OCCUPATION	EDUCATIONAL QUALIFICATION IN THE MARITIME TRAINING PACKAGE
Master (< 500 GT)	TDM50307 Diploma of Transport & Distribution (Maritime Operations – Deck Watchkeeper) plus Statement of Attainment for the Skill Set comprising the following additional four units: • TDMMB4807A Manage the operations and maintenance on vessels limited by tonnage or near coastal operations • TDMMF607B Organise and manage the provision of medical care on board a vessel • TDMMH1707A Apply command navigation procedures on vessels limited by tonnage or near coastal operations • TDMML507A Manage business and administration on vessels limited by tonnage or near coastal operations

Note: Other occupations and requirements are outlined in the complete version of this table in TDM07.

The following group of units exemplify a Skill Set which clearly meets an identified industry outcome (this example includes the format and information requirements that should be included in a Skill Set).

EXAMPLE**Alcohol and other drugs Skill Set**

Target group	This Skill Set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides the knowledge and skills required for work with clients with alcohol and other drugs issues.	
Units	CHCAOD402A	Work effectively in the alcohol and other drugs sector
	CHCAOD406D	Work with clients who are intoxicated
	CHCAOD408A	Assess needs of clients with alcohol and/or other drugs issues
	CHCMH401A	Work effectively in mental health settings
Pathway	These units may provide credit towards a number of community sector qualifications at Certificate IV level or above.	
Required form of words for Statement of Attainment	This Skill Set meets industry requirements as specified in the CHC08 Community Services Training Package for work in the area of alcohol and other drugs.	

Skill Sets must not include electives or alternatives – similar Skill Sets should be offered as separate options. The two examples below, from the CHC08 Training Package, have three common units, but are offered as different Skill Sets.

EXAMPLE – similar Skill Sets**Dementia support Skill Set – service delivery**

Target Group	This Skill Set has been endorsed by industry as appropriate for people who hold a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. provides skills and knowledge required to support people with dementia.	
Units	CHCCS401B	Facilitate responsible behaviour
	CHCICS404A	Plan and provide advanced behaviour support
	HLTCSD306B	Respond effectively to difficult or challenging behaviour
	CHCAC319A	Provide support to people living with dementia
Pathway	These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.	

Suggested words for Statement of Attainment	This Skill Set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves provision of support to people with dementia.	
Dementia support Skill Set – planning and coordination		
Target Group	This Skill Set has been endorsed by industry as appropriate for people who have a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes. It provides the skills and knowledge required to plan and coordinate support to people with dementia.	
Units	CHCCS401B	Facilitate responsible behaviour
	CHCICS404A	Plan and provide advanced behaviour support
	HLTCSD306B	Respond effectively to difficult or challenging behaviour
	CHCAC416A	Facilitate support responsive to the specific nature of dementia
Pathway	These units may provide credit towards a number of community sector qualifications at Certificate IV or Diploma level.	
Suggested words for Statement of Attainment	This Skill Set meets industry requirements as specified in the CHC08 Community Services Training Package for work that involves coordinating support to people with dementia.	

Developers should use the format provided and provide advice to users of the Training Package about the logical clusters that may meet industry needs. This will be similar to the advice provided in the qualification packaging rules about pathways, but should be specific to the identified Skill Set.

Text clarifying the circumstances under which the Skill Sets should be delivered, rather than a particular qualification, may also need to be added where appropriate.

13.5 Statements of Attainment

Skill Sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome.

For wording on Statements of Attainment for Skill Sets, refer to the current version of the AQF

14. Specialisations in qualifications

14.1 Units of competency used in more than one qualification

Individual units of competency can be included in more than one AQF qualification—say at Certificate III and at Certificate IV—to maximise flexibility. However, when packaging the same unit of competency across two or more AQF qualification outcomes, developers must be sure that the combination of skills and the workplace application reflect the requirement of the unit.

For example, a Certificate III and Certificate IV outcome may involve repairing a machine part. While the worker with Certificate III may be repairing the same part, at Certificate IV the work may also include diagnostics to determine the cause of the part failure. In that case, a new unit of competency reflecting the higher order skills would probably be required.

There may be rare cases in the application of basic technical skills where there is no discernable difference between the requirements at various AQF qualification outcomes. For example, basic keyboarding may be part of a Certificate III qualification and an elective in a Diploma management qualification. However, this is unusual—generally the complexity and responsibility at the higher AQF outcomes need to be reflected and therefore use of the same unit of competency across varying AQF qualifications is not appropriate.

TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Assessment Guidelines

VERSION 2.0

Note: Training Package policy is located in the *Training Package Development Handbook* at <http://www.deewr.gov.au/Skills/Programs/TPDH/Pages/default.aspx>
Where this guidance material appears inconsistent with the policy, the *Training Package Development Handbook* policy prevails.

GUIDELINES: ASSESSMENT GUIDELINES

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GUIDELINES: ASSESSMENT GUIDELINES

1. Access and equity

While Training Package Assessment Guidelines consist mainly of mandatory agreed text, there is the capacity to add industry specific examples where agreed by industry.

Consultation with representatives from key groups (for example, peak disability organisations) may provide additional advice and relevant examples that can enhance opportunities and outcomes for the diverse range of learners—for example by including expanded information on possible reasonable adjustments.

2. Assessment advice for imported units and qualifications

The National Quality Council (NQC) encourages developers to import cross-industry units of competency where possible to meet the specific needs of industry.

However, where a Training Package contains imported units of competency, the Assessment Guidelines from the originating endorsed Training Package(s) are *not* included.

Where the assessment of imported units of competency involves any special licensing or regulatory requirements, only the *relevant extract* from the Assessment Guidelines is included in the Training Package.

Where any other special conditions apply to the assessment of imported units of competency, advice is included in the Assessment Guidelines requiring readers to check the Assessment Guidelines of the originating Training Package by accessing the National Training Information Service (NTIS) or a hard copy.

3. Assessment for licensing purposes

The following information is provided within the mandatory text for the Assessment Guidelines. Training Package developers need to read this text and make the necessary deletions or additions.

Licensing/Registration Requirements

[Note: Where the developer considers that licensing and/or registration requirements for the industry or sector covered by the Training Package DO NOT APPLY, insert the following two paragraphs, delete the rest of the section on licensing/registration, then delete this italicised text.]

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are

any licensing or registration requirements with which you must comply. For further information on this topic contact *[insert a contact/URL for the latest information on licensing/registration requirements – the website of the Industry Skills Council may be appropriate, then delete this text]*.

[Note: Where licensing and/or registration requirements for the industry or sector covered by the Training Package DO APPLY, delete the above two paragraphs, add in the details below, and delete this italicised text.]

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and DEST, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact *[Insert a contact/URL for the latest information on licensing/registration requirements – the website of the Industry Skills Council may be appropriate, then delete this text]*.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements (see also see 5. Assessor Vocational Competence below).

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
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4. Mandatory text

To ensure accuracy of information and consistency between Training Packages, mandatory text is included in each Training Package.

The Content Authoring Tool (CAT) User Guide (introduced from mid 2007 to facilitate the development of Training Packages for publication on the NTIS) provides instructions for adding industry-specific text into the CAT files. When the Training Package is loaded to NTIS using the CAT files, the Training Package mandatory text will be automatically included.

However, for a transition period, the Training Package 'Interim Maintenance Process' (IMP) device for making changes to Training Packages will continue. Developers are advised to seek clarification from the relevant DEEWR officer. If using the CAT, refer to the *CAT User Guide* and associated templates.

Developers not using the CAT should go to the downloads page for the mandatory text. Do not change the mandatory text, apart from adding information at the prompt: *[INSERT]*.

5. Assessor Vocational Competence

Training Package developers must provide advice within the Assessment Guidelines *Requirements for Assessors* mandatory text about industry's clear directions on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under the AQTF.

Advice should include:

- Relevant industry advice related to the vocational competencies of assessors, including relevant industry qualifications and/or competencies and relevant industry experience for assessing against the Training Package or for specific qualifications within the package; and.
- Advice outlining what industry sees as acceptable and relevant forms of evidence to demonstrate the maintenance of currency of vocational competency.

Prompts to Training Package developers in the provision of advice regarding industry requirements for the vocational competency of assessors

1. Are training and Assessment qualifications required for delivery of the XXX Training Package?

If yes, specify the training and assessment qualifications that must be held by assessors in the XXX industry in compliance with the AQTF

Include information describing options for a team approach to assessment.

*2. What evidence is acceptable to the training and assessment industry to demonstrate the currency of vocational competence and that this is maintained as **trainers/ assessors***

3. Are industry vocational qualifications required for delivery of the XXX Training Package?

If yes, indicate the *industry* qualifications or knowledge and skill requirements that are required as appropriate to the Training Package as a whole and/or to individual qualifications or job roles if appropriate.

4. Is industry vocational experience required for delivery of the XXX Training Package?

If yes, identify what vocational experience is required and whether this is required following completion of an industry qualification, and define the industry context within which experience is accepted as appropriate to the industry.

5. Do licensing /registration/ permit requirements apply to qualifications and units of competency within the XXX industry?

If yes, identify the qualifications/ units of competency, what licensing/ registration or permit requirements apply, whether there are any additional requirements that assessors must meet, and links for further information.

6. What evidence does the XXX industry accept in the demonstration of currency of vocational competence?

TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Training Package Support Materials

VERSION 2

Note: Training Package policy is located in the *Online Training Package Development Handbook* <http://www.deewr.gov.au/Skills/Programs/TPDH/Pages/default.aspx>
Where this guidance material appears inconsistent with the policy, the *Online Training Package Development Handbook* policy prevails.

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Guidelines: *Training Package support materials*

Introduction

These guidelines provide information and guidance for developers of support materials about:

- types of support materials and their relationship to Training Packages
- processes for developing Training Package support materials
- quality principles that must be applied
- resources to support developers of Training Package support materials
- issues to be considered in developing support materials.

Although it is primarily designed for those developing Training Package support materials these guidelines may also be relevant for other such as:

- trainers and teachers
- assessors
- program and assessment managers
- instructional designers
- project managers
- writers, editors and proofreaders
- specialist equity and training support staff
- others involved in the development of Training Package support materials.

1. Overview of Training Package support materials

1.1 What are support materials?

Training Package support materials help trainers, assessors and others to implement training and assessment based on the endorsed components of a Training Package.

They may be closely integrated with and support a specific Training Package, or they may be designed for use across a number of Training Packages and can include:

- assessment resources such as assessment guides, assessment instruments;
- learning resources such as learner manuals, record books, learner information guides;
- training resources such as trainer guides and delivery materials;
- professional development materials such as training materials for trainers and assessors;
- promotional material such as information kits and web sites; and
- Training Package guides such as materials explaining Training Packages.

Training Package support materials can be in any format or media but it should reflect the needs of the target audience, the learning styles of users and delivery context.

1.2 Relationship with the Training Package's endorsed components

Training Package support materials assist employers, learners, trainers, assessors and Registered Training Organisations (RTOs) to implement the endorsed components of Training Packages by providing them with information, resources and practical tools on learning strategies, assessment and professional development.

1.3 Quality Assurance

An interim quality assurance process for Training Package support material has been designed to replace the former National Quality Council (NQC) noting process. A six-month trial of the interim process is being conducted by the NQC Secretariat from January to July 2010.

The interim QA process will align resources more closely to units of competency in Training Packages and associated assessment requirements by trailing the follow proposed changes:

- **Quality Assurance Panel:** Extending the scope of the Industry Skills Council (ISC) Training Package Quality Assurance panel to include consideration of non-endorsed support material
- **Quality Principles:** Repurposing the four NQC TP quality principles to apply to non-endorsed support material
- **Governance:** Simplifying the administration of the process.

The tick logo used in the previous noting process will continue to be used for the purpose of the trial.

The trial is open to participants from private and public product developers. Prospective product developers wishing to participate in the trial should contact the process administrator. Details on the interim QA process can accessed at

http://www.nqc.tvetaustralia.com.au/quality_assurance_for_support_material .

1.4 Access and equity

Access and equity relates to the policies and approaches that ensure that Vocational Education and Training (VET) is responsive to the diverse needs of all clients. Through the implementation of these policies and approaches, the benefits of participating in vocational education and training are available to everyone on an equitable basis, including: women where under-represented; people with disabilities; people from non-English speaking backgrounds; Indigenous Australians; and rural and remote learners.

To meet diverse needs support materials developers should involve specialist expertise in aspects such as:

- needs identification
- language, including alternate formats and presentation of materials
- accessibility and appropriate assistive technology for people with disabilities
- issues relating to Indigenous peoples and other cultural groups
- consultation
- reviewing and evaluating materials.

1.5 Factors to consider in development processes

Regardless of the scale or scope of the project, the development of Training Package support materials should be a collaborative process and involve careful planning. Prior to commencing

development, developers should consider matters such as:

- the objectives of the support materials, their relationship with the endorsed components
- the target audience
- any equity group issues
- the scope of the project and tasks involved
- project deliverables, milestones and timelines
- resourcing, human, physical and financial
- consultation, industry and training provider involvement

Developers should consider the points in the following table and incorporate them into their planning and management processes. The sequence and importance of each aspect may vary depending on the size and scope of the project.

KEY ASPECTS	CONSIDERATIONS AND PROCESSES
Identify the need	Research and identify: • demand or need for the Training Package support materials • purpose and objectives of the Training Package support material • availability, appropriateness and quality of existing materials • industry/enterprise/small business needs – learning/training culture – geographic/demographic factors – licensing/regulatory/occupational health and safety requirements – language/literacy/numeracy requirements of units of competency – use of and access to technology (including assistive technology for people with a disability) • key target/client groups, user characteristics and requirements – background/experience with formal assessment and training – preferred learning styles – language, literacy and numeracy needs in relation to the work specified in the competency standards – access and equity • pathways – work based, institutional or combinations of the two • limits, barriers or obstacles to training and assessment.
Define the required outcomes and project brief	Determine and establish: • scope and objectives of the project • purpose of materials and audience • content – related to Training Packages/units of competency • format and medium of material • project deliverables and outcomes • funds/budget and resources available.
Establish processes to ensure consistency of the materials	Determine and establish: • writing style, language, terminology • instructional and technical design requirements eg templates, style settings, graphic design etc • editing, proofreading and testing arrangements.
Select Training Package support	Consider individuals and teams that have the appropriate expertise: • content knowledge/technical or industry expertise

KEY ASPECTS	CONSIDERATIONS AND PROCESSES
materials development team	• writing skills for intended audience • access and equity advice • instructional design skills • design skills [desktop publishing/graphics/illustrations etc] • editing and proofreading skills • project management skills • VET and Training Package experience.
Determine roles of managing groups and other involved parties	Determine as appropriate the roles of: • project manager • consultants/technical experts • consortium arrangements • Project Steering Committee or advisory group • client/sponsor/funding agent • industry partners • other stakeholders.
Establish processes to manage the development of projects	Determine and establish: • management structure and reporting relationships • contractual arrangements • role of advisory groups • roles and responsibilities of team members • project plans, timelines/milestones, project tools etc • risk management strategies and monitoring procedures – communication strategies, issues resolution.
Establish consultation and review processes	Determine and establish: • extent of consultation – strategic/critical friends or large scale • focus of consultation – for content, technical requirements, usability, cultural barriers and access and equity • consultation stages / feedback points • mechanisms for analysing and incorporating feedback – drafting/redrafting, tracking changes, version control.
Establish processes to ensure quality of Training Package support materials	Determine and establish: • quality assurance arrangements: – internal evaluation requirements and criteria. and – DEEWR approved quality assurance consultant/NQC Quality Principles • quality assurance procedures: – consultation and review – validation processes – trialling/piloting – editing, proofreading, testing of technical requirements.
Publish, distribute, and promote the Training Package support materials	Consider and establish responsibilities for: • sign-off and supply of final production ready material (master copy, master files, technical specifications) • distribution/sales to target group • determining feasible/viable price structure • communication, promotion or marketing of Training Package support materials to target group.
Review and evaluate Training Package support materials	Establish processes for: • monitoring material demand and usage • reviewing materials • maintaining and/or redeveloping materials.

1.6 Appropriateness of media and format

When developing Training Package support materials developers must choose the most appropriate media and format for the intended audience and purpose of the materials.

Research into the needs of the learners and the industry or enterprise will determine:

- language, literacy and numeracy skills of the users
- cultural backgrounds of the users
- users' preferred ways of learning and receiving information
- modes of delivery and context of the training, learning and assessment
- available technology
- information communication and technology skills of the users
- needs of users with disabilities, including the use of adaptive technology
- costs and resources available.

To assist in determining whether to develop print-based or electronic materials consider the:

- purpose of the support materials so that they are useful and effective for the intended audience
- users, who they are and how they will access the materials including the needs of equity groups for example large print, Braille, audio and other assistive technologies.

Information about the audience will help to determine how to design and prepare the materials. The following questions may be useful in this.

QUESTION	KEY CONSIDERATIONS
Does the user group have access to a computer and/or the Internet?	• If a significant proportion of the user group does not have access to a computer, print or audio-visual materials will be preferable.
Do the users operate from a PC or a Macintosh platform?	• While this is not an issue for Internet dissemination, you do need to know whether CD or diskette materials need to be multiplatform.
What is the likely technical capability of the user group's computers?	• If a large proportion of the user group has only slow modem access to the Internet, be aware of bandwidth-intensive features, such as large graphic images, video or large documents. • If catering for an Intranet audience on a rapid network you have many more options in terms of graphic approach and inclusion of multimedia features. • If only a small proportion of the user group has access to computers with CD drives, then a CD product may not be an appropriate choice.

2. Overview of learning strategies

2.1 What are learning strategies?

While the endorsed components of a Training Package must be used in delivery, assessment and the issuing of qualifications, 'learning strategies' as such are not mandated. Developers can develop learning strategies based on the endorsed components. RTOs are free to adopt, adapt or reject the advice provided in any learning strategy developed to support a Training Package.

Learning strategies include the approach taken by RTOs to structure and sequence activities in delivering training to learners in order to prepare them for assessment against the relevant units of competency in a Training Package. The approach will depend on the needs of learners and/or enterprise, the available resources and the requirements of the Training Package.

While there is no set format or specification for learning strategies, they should assist RTOs and enterprises to organise training in ways that meets the requirements of the endorsed components of the Training Package and the needs of the diversity of learners.

Developers should provide practical and flexible advice and resources that help learners achieve the competencies and qualifications in the relevant Training Package.

2.2 Relationship to AQTF 2007

The Australian Quality Training Framework (AQTF) is the nationally agreed standards which assure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system. The AQTF 2007 comprises:

AQTF 2007 *Essential Standards for Registration*

AQTF 2007 *Standards for State and Territory Registering Bodies*

AQTF 2007 *Excellence Criteria*

In order to gain and maintain registration to deliver nationally recognised training, RTOs must meet the AQTF 2007 *Essential Standards for Registration*. Standard 1.2 of the Standards requires that 'Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders'.

Developers should refer to the AQTF 2007 publications which are available at www.training.com.au

To help in meeting the requirements of the AQTF 2007, the learning strategies should provide RTOs with advice and materials that assist in the design of training programs and other delivery arrangements which:

- meet the requirements of the Training Package
- are documented in a form that complies with AQTF requirements
- meet the needs of particular target groups
- facilitate the development of learning pathways

- address learners' language, literacy and numeracy needs
- can be contextualised to meet the requirements of specific clients
- involve input from enterprises and other stakeholders.

2.3 Types of learning strategies

Learning strategies can be described as falling into two broad categories:

- advice on structuring and sequencing learning
- resources and materials to support learning and training.

2.3.1 Advice on structuring and sequencing learning

Learning strategies should include advice for trainers and learners on how to structure and sequence learning in a way that develops the competencies as specified in a Training Package.

This may include advice on:

- designing example training programs that provide options on the sequence of skills development by defining a sequence for units, clustering units or covering underpinning skills, knowledge and the Employability Skills
- alternative delivery modes and learning pathways such as Australian Apprenticeships, school-based, work-based, institution-based and self-paced
- issues such as:
 - interpreting a Training Package and selecting the most appropriate units and qualifications for the enterprise or individual
 - clustering units effectively and sequencing skill development
 - unpacking a unit so the learning incorporates all aspects of the unit
 - developing a picture of competency
 - developing flexible work-based learning around work activities
 - organising training to meet enterprise requirements/schedules
 - establishing partnership arrangements with workplaces, RTOs and schools
 - ensuring compliance with legislation and regulatory requirements within a specific industry, taking into account state and territory variations
 - using particular industry specific equipment (including equipment that has been modified for people with a disability), facilities or trainer requirements
 - delivering training in flexible and cost-effective ways
 - simulating workplace conditions
 - incorporating Employability Skills into training programs
 - addressing the language, literacy and numeracy requirements of competency standards
 - accommodating learners with specific needs.

Good practice advice will:

- identify its intended audience
- accurately identify the units of competency and Training Package(s) to which it relates
- accommodate and identify any formal requirements and restrictions specified in the Training Package(s) and/or in legislation
- be based on consultations with stakeholders
- state the purpose and training context of its recommendations
- use language and formats that are clear and user-friendly for the intended audience.

While the traditional audience for advice has been teachers, trainers, enterprise training managers

and RTO course designers, new clients are emerging. Clients requiring advice may include:

- schools wishing to introduce or extend VET programs
- individual learners needing advice on how and where to upgrade and update their skills
- career counsellors or training brokers
- networks or communities of trainers and/or learners (these may be geographic, Indigenous/other cultural groups, industry or skill-based).

2.3.2 Materials to support learners and trainers

Learning resources generally fall into two groups – materials targeted at the learner or the trainer.

2.3.3 Learner resources

This term may refer to learner's guides, learner's packs, learner's workbooks or record books, flexible packages, self-assessment checklists and study guides. It refers to a document, package or guide which assists the learner in developing competency.

Resources may include Training Package support materials that:

- help learners determine what they need to learn using processes to identify competencies currently held:
- help learners to identify any additional needs
- adapt a sequence of units of competency or elements, or underpinning knowledge or underpinning skills across a number of units of competency to suit learners' needs
- build on learners' existing knowledge, skills and experiences
- incorporate the requirements of the enterprise and the needs of its employees
- structure information to suit learners' preferences, starting points and needs
- meet the needs of particular client groups such as those who need additional support because of language difficulties or a disability. They may include:
 - instructions/procedures information texts
 - lists of resources for learner research self-paced materials
 - audio or video cassettes, CDs workbooks/manuals
 - checklists practical activities
 - case studies problem-solving exercises

2.3.4 Trainer resources

This term refers to a document, package or guide that assists trainers in delivering units and may include trainer guides, trainer packs, training manuals or record books.

Trainer resources may:

- assist trainers to determine a learner's needs after assessing the competencies they currently hold
- help trainers adapt a sequence of units or underpinning knowledge and skills across a number of units to suit a learner's needs
- provide advice to trainers on how to build on a learner's existing knowledge, skills and experiences
- be customised by the trainer to incorporate the requirements of the enterprise
- support the trainer to meet the needs of particular client groups (such as those who need

additional support because of language difficulties or a disability or where cultural issues may impact on the learning environment etc).

Trainer resources may include:

- case studies and examples of successful delivery approaches or frameworks
- templates for adaptation by trainers
- suggested formats for training sessions
- tasks to apply to a specific group of competencies
- tasks to encourage learning through innovative approaches
- questions to generate discussion
- group activities
- examples of activities and materials
- electronic tools to enable trainers to locate information and generate materials for the specific needs of their learners.

Good practice resources will:

- target content, language and learning approaches to meet the needs of the user
- provide information, guidelines and activities to motivate the learner to achieve the required competencies
- allow the trainer to customise materials where appropriate to meet the needs of particular contexts or learners
- be clearly structured and organised
- ensure assessment requirements are known and attainable.

2.4 Issues to be considered

2.4.1 *Delivery context and pathway*

The context and pathways of the learning/training influence the nature of the Training Package support materials. Programs may be delivered through work-based pathways, institutional pathways or a combination of the two.

In work-based pathways or in on-the-job contexts developers need to allow for the tailoring or contextualisation of materials to incorporate information on the enterprise. This information may include:

- business objectives
- policies and procedures
- specific information on equipment and technology including any assistive technology and/or modified work equipment and processes to meet the needs of people with a disability.

Another issue may be negotiating the training and delivery around workplace schedules, peak work periods and specific workplace activities.

With institutional pathways, developers need to ensure the currency, accuracy and relevance of the materials. Where the target audience in an institutional pathway is unemployed workers or

employees from different enterprises, developers need to consider ways of ensuring that learners receive current and up-to-date materials relevant to their situation.

The inclusion of case studies, industry field visits, research into current industry practices and the sharing of ideas are a few suggested strategies. Developers also need to consider strategies for engaging and accessing industry information and input into their support materials in more indirect ways than those catering for work-based learning and training. These strategies may include training program committees, surveys and industry visits.

The inclusiveness of learning resources can be enhanced where they provide advice on delivery strategies for the full diversity of individual learners. This could include advice about:

- practical experience/placement requirements
- training delivery options
- reasonable adjustment
- industry sector specific equipment
- training materials
- example training plans.

Learning strategies can be designed to cover a range of approaches to meet the needs of diverse clients. Inclusive learning strategies could include:

- **grouping units of competency** into integrated learning and assessment strategies, for example grouping units such as OHS with more practical units
- **developing flexible training programs**, such as self paced, while building in the additional support which may be needed by some learners
- **identifying a range of gender and cultural issues** without stereotyping students
- **developing training programs** which could be delivered both on and off the job
- **using concrete examples** in materials that relate to the experiences of a range of learners
- **supporting appropriate use of technology** and providing guidance on the use of new technology
- **using case studies or anecdotes** of a range of learners working successfully in the industries and occupations
- **bridging targeted access training** to Training Package qualifications
- **using diverse examples** which recognise the different contexts in which certain groups learn
- **developing materials in the language of instruction**, for example in an Indigenous language
- **developing practical examples** such as checklists to facilitate customisation and application of the concept of reasonable adjustment.

2.4.2 Modes of delivery

Delivery modes may include:

- formal or informal instruction
- group or individual instruction
- self-paced delivery
- learning syndicates
- distance delivery including electronic or print-based
- mentoring, coaching, action learning, project based.

The level of information included in support materials will vary depending on the mode of delivery and the intended audience.

2.4.3 Structuring and sequencing training and learning

The context and the learning pathway will also impact on the structuring and sequencing of training delivery. Developers should consider:

- selecting the relevant qualification and/or units of competency in the industry and/or broad areas in which training is required
- delivery context, for example on-the-job, off-the-job or a combination
- clustering of units of competency to meet the requirements of the learner, enterprise or institution Training Package requirements contained in the packaging rules and pre-requisite and co-requisite requirements
- clustering the underpinning knowledge and underpinning skills
- sequencing of units of competency to meet workplace and /or institutional requirements such as:
 - catering for enterprise requirements e.g. timing, scheduling to accommodate enterprise activities/use of equipment
 - incorporating institutional requirements e.g. timetabling, accessing appropriate expertise/staff
- delivery mode e.g. self-paced, coaching, learning syndicates
- ways of catering for learners' specific needs, including those from equity groups.

2.4.4 Ensuring industry focus and currency

The AQTF 2007 requires training and assessment strategies to be developed in consultation with industry stakeholders. It is also good practice for developers of learning strategies to engage relevant enterprises or industries in the development and review of learning and training materials. See the AQTF 2007 *Essential Standards for Registration* available at www.training.com.au for further information.

Different approaches may have to be used depending on the learning/training context and pathway. As indicated in an earlier section 'on-the-job' pathways allow for greater direct interaction and engagement with enterprises/industries whereas institutional pathways require developers to use more indirect methods of engaging with enterprises/industries.

2.4.5 Incorporating transferable skills and employability skills

Changing industries and work patterns have led to an increasing demand for flexibility and adaptability in the workforce. Industries challenged by demands for improved productivity or rapid changes are finding that they need a workforce characterised by well-developed generic skills as well as technical competence.

Training Package support materials should integrate transferable skills, Employability Skills and language, literacy and numeracy skills. Some of the most recent and revised Training Packages

provide more detailed information on the Employability Skills and underpinning skills such as literacy and numeracy.

Developers should ensure these are addressed and integrated into Training Package support materials by:

- emphasising the Employability Skills embodied within specific units of competency
- promoting effective communication, teamwork and problem solving
- encouraging the use of technologies relevant to the enterprise/industry and reasonable adjustments to equipment/processes to meet the needs of people with a disability
- incorporating relevant language, literacy and numeracy skills
- encouraging the learner to apply these skills to new or different situations.

2.4.6 *Developing active, lifelong learners*

Training Package support materials for learning strategies need to encourage real learning, where the learner increasingly:

- takes responsibility and ownership of their learning
- engages in experiential learning
- partakes in cooperative learning
- engages in reflective learning.

2.4.7 *Responsible learning: taking ownership*

By requiring or encouraging learners to take a more directive and active role they are being encouraged to engage in the critical processes of:

- making meaning out of new knowledge
- distilling principles, which will aid transference to new contexts
- practising skills and mastering processes.

Learner directed activities also encourage greater levels of motivation in learners. The learning is more purposeful, because learners have a sense of ownership over the learning and identify themselves as the key beneficiaries of the outcomes.

2.4.7 *Experiential learning*

Experiential learning has an emphasis on 'learning to do' and 'learning from doing'. More authentic experiential learning involves learning through real life learning experiences, while simulated approaches involve performances in a context that simulates the real. Both involve the learner as a central agent for action and learning and should be encouraged in the development of learning strategies.

2.4.8 *Cooperative learning*

Cooperative learning encourages collaborative approaches where learners:

- learn with and from one another
- share learning tasks

- learn from a range of people including colleagues, mentors, coaches, supervisors, trainers.

2.4.9 Reflective learning

Reflective learning is about consciously and systematically appraising experience to turn it into lessons for the future. The reflection can also be introspective, where learners are encouraged to examine changes in their own perceptions, goals, confidences and motivations. It is a crucial skill for future learning as it helps to maximise learning opportunities provided by experiences. It is about:

- developing critical thinking skills
- learning to learn
- developing attitudes that promote lifelong learning.

3. Overview of assessment materials

3.1 What are assessment materials?

Assessment materials include products ranging from structured assessment resources to information and advice designed to guide RTOs in the development of assessment approaches.

Assessment materials help:

- employers, learners, trainers, assessors and RTOs understand and collaborate in the assessment process
- RTOs establish and maintain quality assurance mechanisms
- learners prepare for assessment
- trainers prepare learners for assessment
- assessors conduct assessment
- learners and assessors recognise competencies currently held.

Assessment materials are materials developed to support Training Packages. Developers of assessment materials must ensure that all Training Package assessment support materials they develop adhere to the endorsed Assessment Guidelines.

Where the assessment materials take the form of actual assessment tools – the instruments used to gather evidence of a candidate’s competence – developers must ensure that the tools address the full requirements of the relevant units of competency. To do this they must consider:

- the information relating to assessment included in the elements, performance criteria, range statement and evidence guide
- any specific advice on the language, literacy and numeracy requirements of the unit
- the Employability Skills
- the dimensions of competency, often inferred rather than explicitly stated in units:
 - task skills
 - task management skills
 - contingency skills
 - job/role environment skills.

3.2 Relationship to AQTF 2007

The AQTF 2007 *Essential Standards for Registration* are particularly relevant for developers of assessment support materials. Developers should refer to the text of the Standards; it is not reproduced here. The AQTF 2007 publications are available at www.training.com.au

Developers need to ensure that assessment support materials, whether particular tools or more general advice, provide RTOs with materials that:

- comply with the Assessment Guidelines of the relevant Training Package
- are documented in a way that complies with the Standards
- address the AQTF requirement for enterprise/industry consultation and validation
- facilitate recognition of competencies currently held

- promote the use of diverse forms of evidence gathering
- assist assessors to identify sufficient evidence and make valid assessment judgements.

3.3 Types of assessment materials

Assessment materials can be broadly classified as general assessment resources and assessment tools.

General assessment resources and advice include:

- exemplar assessment materials
- information on adapting and contextualising assessment materials
- information on designing assessment tools
- information for candidates on assessment
- guides on a range of assessment issues such as:
 - incorporating Employability Skills
 - addressing language, literacy and numeracy requirements consistent with the workplace performance requirements specified in the units of competency
 - holistic assessment
 - simulation guidelines
 - incorporating reasonable adjustment in assessment that maintains the integrity of the unit.

Assessment tools include instructions for use and actual evidence gathering tools such as:

- evidence plans
- observation and demonstration checklists
- portfolios
- third party reports
- questioning
- tests
- projects
- simulations.

3.4 Issues to be considered

3.4.1 Summary of issues

In developing assessment resources consider:

- **using actively tailored assessment strategies** – for example some people may feel uncomfortable describing their skills or knowledge and it may be more appropriate to demonstrate skills and knowledge through action rather than by answering questions, others prefer to learn the ‘theory’ thoroughly then apply it in small groups. Some Indigenous learners may have a problem with ‘shaming’ if assessed in ways where others see their mistakes
- **being aware of cultural sensitivities** – for example for Indigenous learners assessing men and women together may be inappropriate, and there may be differences between what is culturally accepted as men’s and women’s business. In other cultures the head is sacred and must not be touched
- **considering language** – for example Indigenous people, other people who speak English as a second language and some people with a disability may be helped by explanation of assessment tasks in concrete ways, or by using interpreters
- **integrating assessment** – for example, grouping a number of units of competency for training and assessment while undertaking a community-based activity may assist Indigenous learners to achieve competencies and integrating assessment into a common workplace activity may also

- encourage participation and success
- **allowing flexible assessment** – for example for learners in rural or remote locations who do not have access to the full range of equipment or contexts assessments should be flexible enough to meet the needs of learners in community settings as well as those in employment
- **considering learner circumstances** – for example rural learners being assessed in metropolitan centres may well be outside their normal working and living environments and may need additional consideration in the assessment process
- **being aware of gender issues** – for example by ensuring equity in assessing women in non-traditional areas
- **promoting reasonable adjustment** – best practice examples of how to customise competency standards and apply concepts of reasonable adjustment.

3.4.2 Role of evidence

The benchmarks for assessment are clearly identified as the units of competency in endorsed Training Packages.

Assessment is defined in the AQTF 2007 *Users' Guide to the Essential Standards for Registration* available at www.training.com.au as:

The process of collecting of evidence and making a judgement on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or learning outcomes of an accredited course.

Under this definition assessment involves gathering evidence and making judgements. Therefore assessment materials should provide clear and practical advice on:

- gathering sufficient, quality evidence
- making informed and confident judgements that the evidence meets the requirements of the unit or units.

This advice may be contained in assessor guides, exemplar assessment instruments, evidence checklists, advice on making assessment judgements, guidelines for specific evidence gathering techniques or case studies about how particular assessors collect evidence and make the assessment decision.

3.4.3 Collaboration and candidate involvement

Good practice assessment is a collaborative process involving the assessor, candidate and other relevant parties, where appropriate.

The assessment process should be transparent and allow for feedback from and to the candidate. Developers of assessment resources should ensure that all assessment materials foster

collaboration.

3.4.4 Recognition of currently held competencies

The AQTF 2007 imposes requirements on RTOs about Recognition of Prior Learning (RPL). See the AQTF 2007 *Essential Standards for Registration*, available at www.training.com.au for further information.

Information and support needs to be provided to applicants so they can gather reliable evidence to support their claim for recognition of competencies held regardless of how, when or where the learning occurred. Assessors need information and practical advice on the establishment of effective recognition processes. This includes advice on the nature of evidence used in recognition processes, the characteristics of quality evidence and the way in which judgements are made in recognition processes.

Developers should ensure that recognition processes are incorporated in any assessment materials developed.

3.4.5 Reasonable adjustment

The Assessment Guidelines section of all Training Packages includes a statement on reasonable adjustment.

Developers need to ensure that assessment materials do not disadvantage any of the diverse group of learners who may use them materials should be inclusive and avoid stereotyping.

When developing assessment materials developers should consider:

- the range of evidence gathering techniques available
- the ability of users to customise or modify the evidence gathering techniques and assessment materials
- providing assessment materials in accessible formats to meet individual needs.

3.4.6 Consultation

The AQTF 2007 requires RTOs to consult with industry stakeholders when developing assessment strategies. See the AQTF 2007 *Essential Standards for Registration*, available at www.training.com.au for further information.

The approaches to this will reflect RTO and enterprise commitment to engagement and might depend on the delivery pathway and context of assessment. For example engagement may be higher where the RTO is providing enterprise based delivery and assessment services for a particular business. In this case the enterprise will probably want more involvement to ensure that assessment

is conducted in a way that meets enterprise requirements and work practices. More indirect approaches to consultation might be used where RTOs are assessing in off-the-job contexts, for example for school leavers in an institutional pathway.

Developers need to be aware of the AQTF requirements and the issues relating to consulting with enterprises/industry when developing assessment support materials.

3.5 Validating assessment strategies

RTOs should validate assessment processes, evidence gathering/assessment tools and evidence contributing to judgements. See the AQTF 2007 *Essential Standards for Registration* available at <www.training.com.au> for further information about assessment requirements.

An evidence gathering or assessment tool comprises:

- assessment instruments – the specific questions or activities developed from the selected assessment methods to be used for the assessment
- assessment procedures – the information or instructions given to the candidate and/or assessor regarding conditions under which the assessment should be conducted and recorded.

The validation of evidence gathering/assessment tools can ensure their quality and validity the process builds consistency by ensuring that they meet specified criteria in their development.

It is crucial that tools used to gather evidence are based on an accurate interpretation of the units of competency and use methods for gathering evidence that enable the assessor to make an informed judgement on the candidate's competence.

The validation of evidence gathering/assessment tools is a process designed to ensure that the tools reflect the requirements of the relevant Training Package, can be applied in a range of practical settings and meet the RTO's quality standards.

The validation process could include:

- expert review of the evidence gathering/assessment tool by individuals with expertise in assessment and the relevant Training Package
- field or pilot testing of the tool with groups of assessors and candidates including equity group members and those with specific needs
- peer review of the tool by assessors in the relevant industry
- 'workshopping' the tool with assessors and other key stakeholders in the relevant industry sector.

3.6 Assessment terminology

A major issue confronting developers of assessment support materials is a lack of agreed terminology. A number of definitions of key assessment terms have been nationally defined through the process of developing the AQTF and the *Training Package Assessment Guides*. Developers should consult these sources and ensure that appropriate terms are used in all assessment support materials.

4. Professional development materials

4.1 What are professional development materials?

Professional development support materials provide information as well as approaches for identifying and responding to the professional development needs of assessors, trainers and others involved in the implementation of Training Packages.

Professional development support materials may include:

- information on the vocational education and training including the National Skills Framework and its key components the AQTF and Training Packages sources of advice and information such as websites and databases such as the NTIS
- processes for identifying the professional development needs of those involved in the implementation of Training Packages
- strategies for responding to the professional development needs of those involved in the implementation of Training Packages
- ways of evaluating the effectiveness of professional development programs.

The type of professional development material included in a Training Package may be influenced by factors such as:

- the level of implementation of competency based training and assessment within the industry or industry sector
- experience and familiarity of the industry with the Training Package
- the relative roles of enterprises, industry and RTOs in the industry's training and assessment arrangements
- profile of the workforce within the industry
- availability of broader professional development support.

Professional development support materials are developed to support a Training Package their use is not mandated. RTOs are free to adopt, adapt or reject the advice provided in the professional development materials.

Developers should aim to provide practical and flexible advice that assists in:

- determining the professional development needs of users of the Training Package
- designing flexible solutions to address these needs.

All aspects of the endorsed components of a Training Package may be the focus of professional development materials.

4.2 Relationship to the AQTF

The AQTF 2007 *Essential Standards for Registration* are particularly relevant for developers as they provide details of required competencies for trainers and assessors. Developers should refer to the AQTF 2007 publications which are available at www.training.com.au

This could provide developers with guidance for the type of professional development support materials that could be required. Professional development support materials could provide RTOs with advice on developing materials to:

- assist in the identification of professional development needs
- facilitate staff induction programs
- support ongoing professional development for staff
- ensure that RTO staff have appropriate training and assessment qualifications.

4.3 Issues to be considered

4.3.1 Focus of materials

Developers should always ensure that the key concepts embedded in the National Skills Framework are promoted in professional development materials. These include ensuring they clarify and promote:

- competency based training and assessment
- Training Packages
- units of competency as the benchmarks for assessment
- diversity of learning and training pathways
- equal opportunity for members of equity groups.

This is particularly relevant for developers who work across a range of education sectors, are dealing with a new target group or who are new to the vocational education and training sector.

Professional development resources supporting Training Package offer an opportunity to assist trainers and assessors in providing services to the full diversity of clients. These materials could include:

- ***glossary of specialist or terminology*** to make the Training Package easier to use
- ***outline of inclusive training principles*** or where to access support or materials
- ***advice on entry level training*** and transition to Training Packages or where to gain assistance
- ***advice for using the flexibility*** possible in Training Packages
- ***workforce demographic information*** to assist with understanding of the diversity of the workforce
- ***marketing information*** for helping market training to diverse client groups
- ***coverage of communication skills*** including the cross-cultural skills
- ***information about how to integrate the Employability Skills*** in the level of complexity of the assessments.

4.3.2 Identifying needs

Developers should aim to provide practical and flexible advice that assists in determining the professional development needs of users of the Training Package. Strategies to identify and clarify these professional development needs may include:

- focus groups/workshops
- survey and questionnaires
- face-to-face interviews
- monitoring of queries or requests from trainers, assessors, program managers, enterprise personnel, VET in Schools teachers.

All aspects of the endorsed components of a Training Package may be the focus of professional development materials. To successfully implement Training Packages, VET personnel need:

- a sound knowledge of the Training Package they are working with and available Training Package support materials
- learning and assessment strategies appropriate for the Training Package context and pathways that contribute to the development of competent workers
- opportunities to collaborate with colleagues and share information with others.

Developers need to identify approaches for clarifying the particular needs of different user groups. They will need to:

- determine the context and pathways for the relevant Training Package
- determine the audience's:
 - knowledge of and ability to interpret the Training Package
 - experience with the Training Package
 - industry background and technical competence
 - training and assessment competencies/qualifications
 - ability to contextualise the Training Package to the needs of the target group, including equity groups
- identify, clarify and prioritise the key issues to be addressed
- design flexible, creative solutions to address these needs.

4.3.3 Determining appropriate solutions

Professional competence, confidence, currency and versatility are all key factors in the success of Training Package implementation. Professional development materials need to provide VET personnel with:

- up-to-date information and resources
- the skills, strategies and approaches to successfully implement Training Packages
- opportunities to join learning communities of colleagues.

Developers need to be able to:

- determine the best approaches for meeting the particular needs of the Training Package user groups including equity groups
- determine strategies to reach most or key users of the Training Package
- identify the level of detail and direction to be included in the professional development materials
- respond quickly to changes in VET policy and practices and/or new or revised Training Packages.

Strategies that can be used to support professional development activity include:

- information and resources including print or electronic:
 - guides/resources
 - newsletters/fact sheets
 - web sites
- seminars/information sessions/workshops
- formal and informal networks:
 - online
 - face-to-face
- recognised training programs:
 - formal training
 - action learning
 - self-paced/distance/flexible delivery
- mentoring/coaching/learning syndicates
- research projects.

The strategies and approaches selected by developers will be determined by:

- the purpose and objectives of the professional development
- the particular needs and characteristics of the user groups including equity groups
- costs
- resource and time constraints
- numbers of participants
- frequency of the activity, one-off or a series.

Flexible and creative solutions to professional development needs are required to cater for the needs of various VET practitioners.

4.3.4 Evaluating professional development

Developers need to ensure that there are strategies to monitor and evaluate the effectiveness of the professional development materials or activities. These strategies may include:

- immediate participant feedback:
 - face-to-face/informal
 - questionnaires/surveys
- longer term evaluation of the impact of professional development materials/activities:
 - changes in needs of VET personnel
 - levels of participation in professional development activity
 - changes to practice
 - updates/changes need to ensure materials are current.

Developers should ensure that the outcomes of any evaluation are incorporated into, or used to inform, future professional development activity and Training Package support material.

TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Incorporating OHS Competencies into Training Packages

VERSION 2.0

Note: Training Package policy is located in the *Online Training Package Development Handbook* www.tpdh.deewr.gov.au

Where this guidance material appears inconsistent with the policy, the *Online Training Package Development Handbook* policy prevails.

INCORPORATING OHS COMPETENCIES INTO TRAINING PACKAGES

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Introduction and OHS principles

This document provides advice and information to Training Package developers about incorporating occupational health and safety (OHS) competencies into Training Packages.

OHS is an important consideration for all Australians, particularly businesses. Good OHS practices:

- provide a safer working environment and improve productivity; and
- result in fewer workplace injuries which benefit not only employers and employees but their families, their communities and the Australian economy.

OHS improvements ultimately depend on the actions of everyone in individual workplaces. In all Australian jurisdictions, duty of care obligations are shared by everyone whose actions could affect health and safety, for example:

- employers must provide safe and healthy workplaces and safe systems of work;
- employees must work in as safe a manner as possible; and
- suppliers, designers and manufacturers must provide safe products and accurate information about the safe use of materials and equipment.

The National OHS Strategy 2002 – 2012, signed up to by all Australian governments, unions and employer representatives, sets goals for OHS improvements. The strategy includes priority areas, one of which is to develop the capacity of business operators and workers to manage OHS effectively.

To address this priority area, systematic approaches to improving OHS are necessary, based on the following principles:

- A comprehensive and systematic approach to OHS risk management as part of day-to-day business operations.
- Responsibility to eliminate or control risk rests at the source. This could be the designer, manufacturer or supplier, or in the workplace.
- Prevention requires the cooperation and commitment of all workplace parties to accept responsibility for identifying OHS issues and initiating prevention action.
- Prevention requires workplace parties to be appropriately skilled in OHS so that they can participate effectively in consultations and in identifying and implementing improvements.
- Evaluation of prevention initiatives and the sharing of solutions and evidence of what works among OHS stakeholders.

Standards and codes

National OHS Standards and Codes of Practice are developed by the Australian Safety and Compensation Council (ASCC). These standards are incorporated into regulations and codes of practice in the various jurisdictions. National standards and codes do not have any legislative status until they are adopted by the jurisdictions.

Technical standards are developed by other relevant standards development bodies, for example Standards Australia. Technical standards may be referred to in national OHS standards and codes or in legislation.

Legislation

Australian OHS legislation is largely state and territory based. There are some exceptions, such as Commonwealth Government OHS legislation covering Commonwealth workplaces, some private sector self-insurers, some sections of the maritime industry and offshore petroleum operations.

OHS legislation consists of Acts, regulations and codes of practice in each jurisdiction.

Responsibilities

In all workplaces the primary responsibility for providing a safe and healthy working environment rests with the employer. This duty of care is set out in all State, Territory and Commonwealth OHS Acts.

Employer duties of care in OHS Acts require employers to provide:

- a working environment which is safe and without risks to the health of employees
- adequate training, information and supervision to ensure the health and safety of employees
- processes for consultation about occupational health and safety as set out in legislation.

Employees also have a duty of care in relation to OHS. Employees must perform their duties in a manner which ensures their own health and safety, and that of others in the workplace.

Implications for Training Packages

The duties of care in OHS Acts have obvious implications for Training Package developers.

To assist Training Package developers to understand these implications, the ASCC has released *Guidelines for Integrating OHS into National Industry Training Packages*, see section below headed *Generic OHS Competency Standards*.

Training Package developers must address the requirements of OHS legislation in units of competency.

Specific OHS requirements as specified in the National Standard for Licensing Persons Performing High Risk Work (ASCC 2006) and other standards that might be declared from time to time, must also be considered. The ASCC has developed competency units that satisfy the requirements of the National Standard, and that are in a form suitable for incorporation into industry Training Packages without alteration.

Ways to include OHS in training

Training Package developers can assist industries to meet their responsibilities under OHS duties of care by any or all of the following strategies:

- including OHS considerations within the elements or performance criteria of the required knowledge and skill of a unit of competency
- referring to specific OHS requirements in the range statement or evidence guide of a unit of competency, which may in turn refer to Standard Operating Procedures or similar
- contextualizing, importing, or creating units of competency dedicated to OHS
- developing qualifications for specific OHS job roles.

Input from Industry OHS experts

Developers should seek input from people with current OHS expertise for the particular industry. This could involve establishing an expert panel or including an industry OHS expert on the Project Steering Committee or reference group. OHS expertise could come from industry or employer associations, industry trade unions or enterprise personnel.

Industry OHS experts should be able to assist with:

- identifying OHS issues and hazards for the industry, including industry characteristics impacting on OHS
- advising on OHS legal and legislative requirements
- advising on how OHS can be incorporated into the components of a unit of competency
- ensuring that OHS has been accurately incorporated into the endorsed Training Package components.

Developers may also consider creating links with one or more OHS authorities to gain advice on:

- legal and legislative requirements

- hazards
- technical matters associated with OHS management.

Some OHS authorities have personnel who are able to provide advice on the incorporation of OHS into Training Packages.

Generic OHS Competency Standards

The *Guidelines for Integrating Occupational Health and Safety into National Industry Training Packages* (The Guidelines) published by the ASCC provide Training Package developers with more detailed practical guidance on incorporating OHS into units of competency. The Guidelines reference existing materials that may be imported into Training Packages and provide instructions on contextualising materials to suit the needs of industry. The Guidelines can be accessed from the ASCC website at www.ascc.gov.au/ascc/HealthSafety/TrainingSkillsLicensing/GuideToIntegrating/.

The Guidelines include seven OHS units that cover a range of workplace occupations/job roles.

Units of competency have been developed by the ASCC that could be packaged into any Vocational Education and Training (VET) qualification within the Australian Qualifications Framework (AQF), to meet the needs of industry that require specific OHS units of competency for job roles. A 'technician' unit has also been developed that may be applied at any of the Certificate IV, Diploma or Advanced Diploma qualifications.

The units of competency include:

- OHS100 Work Safely*
- OHS200 Participate in OHS processes
- OHS300 Contribute to OHS processes
- OHS400 Maintain OHS processes
- OHS456 Identify, assess and control OHS risk in own work
- OHS500 Manage OHS processes
- OHS600 Improve OHS processes

- * This unit was developed by the OASCC during 2007 to cover the OHS knowledge for new entrants to the Construction Industry but is equally applicable to other industries. Training package developers should consult the National Training Information Service for the most up to date version of work safely in the construction industry.

Training Package developers are encouraged to consider these units of competency for application within their industry/industry sectors when specific OHS competencies are required.

Units of competency may be contextualised to meet the specific needs of a particular industry, however the integrity of the overall intended outcome of the unit must be maintained. Contextualisation should provide additional information relevant to:

- the Range Statement, as long as such changes do not diminish the breadth of application of the competency and reduce its portability, and/or
- the Evidence Guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Including contextualised units of competency within an industry Training Package is only justified if there are key differences to context and performance that are a result of licensing or industry application requirements.

The National Quality Council (NQC) encourages cross-industry units of competency to be imported where possible to meet the specific needs of industry. This will ensure a reduction in the duplication of units across various industries, particularly in areas which reflect cross-industry outcomes, such as environmental protection and sustainability, food safety, and OHS or for key skill areas such as auditing, research skills, workplace documentation, IT, first aid, manufacturing and production techniques, customer service etc.

When Training Package developers include advice on contextualisation they should also include advice on any OHS implications. Relevant technical issues could include:

- retaining the integrity and progression of OHS performance embedded in the units, for example in relation to levels of legal responsibility in the workplace
- ensuring that OHS performance requirements remain sufficiently comprehensive to meet industry or enterprise OHS needs and legal requirements for example:
 - those relating to industry specific hazards, legislative or licensing requirements
 - any pre-requisites relevant to OHS performance
- the relationship between units of competency in which OHS knowledge and performance is a component
- a focus on OHS performance requirements in both task skills and the broader dimensions of competency, for example 'task management skills', 'job/role environment skills', and 'contingency management skills'.
- alignment of OHS performance requirements with industry, enterprise and workforce characteristics, for example, small contractors, low levels of English language literacy, isolated sites or operations, large numbers of trainees
- any impacts of the contextualisation on assessment of OHS units or OHS within units.

Incorporating Industry Specific OHS Competencies

Where developers establish the need for industry specific OHS competencies, they will need to carefully consider how to incorporate OHS into the Training Package. They could develop separate unit/s of competency or integrate OHS into other units.

For example, in a unit on workplace communication it may be appropriate to include one or more of the following:

- an element on the provision of OHS information
- a performance criterion on provision of OHS information,
- reference to OHS regulations in the range statement
- reference to knowledge of OHS information sources and effective communication of OHS in the evidence guide.

Packaging

Where generic OHS competencies are incorporated into units of competency they should be packaged into qualifications, as is normal practice.

Specific OHS units of competency covering specialist occupations, duties or particular hazards should be packaged into qualifications – as a core unit where they reflect workplace functions for all workers or as an elective or specialist unit where they reflect the needs of specialists, fewer workers or particular enterprises.

Certificates and Licences

Training Package developers need to address the performance requirements for specific industry operations that require OHS related licences or certificates in one or more jurisdictions, for example pest control, dangerous goods, asbestos removal.

Whilst there is a lot of work being undertaken to ‘harmonise’ licensing requirements across jurisdictions, there may be instances where the requirements of each state and territory vary. Training Package developers will need to take these similarities and differences into consideration when developing units of competency for these areas.

As previously noted, specific requirements, such as the competency outcomes described in the National Standard for Licensing Persons Performing High Risk Work may be incorporated into industry units of competency, in consultation with the Department of Education, Employment and Workplace Relations, to ensure that the essential safety competencies are retained.

Assessment of OHS units of competency

Assessment must be conducted by people with relevant competencies. If required by industry, Training Package developers may need to include additional advice in the Assessment Guidelines on the assessment of OHS competencies. Areas for advice may include:

- assessor requirements for assessment of OHS competencies. Note that these must not exceed the assessor competencies identified by the NQC, unless these requirements have been legislated for licensing purposes.
- assessors' and trainees' access to information regarding OHS matters relevant to the assessment process and site
- managing the OHS demands of particular assessment environments and ensuring the assessment process and site is safe
- any OHS implications for each section of the Assessment Guidelines
- any resources for guidance.

Validating OHS Units of Competency

It is recommended that Training Package developers involve industry OHS experts and other industry personnel in the validation of OHS units of competency.

OHS units of competency should be validated against both operational and legal responsibilities at levels covered by the standards, and include industry personnel with particular responsibility for OHS such as OHS representatives, supervisors, and managers.

In addition, a focus on OHS in the Training Package validation process for high risk industries and enterprises and for operations requiring licenses or certificates is recommended. Comments from relevant OHS experts and authorities may be included in the validation report. This is advised for industries with hazards or occupations covered by specific statutory regulations under State, Territory and Commonwealth OHS Acts.

OHS and Support Materials

Advice on OHS included in Training Package Support Materials should be consistent with the OHS requirements of the endorsed components of the Training Package. Advice that may assist industry and RTOs includes:

- procedures for developing, validating and updating OHS learning resources and assessment materials
- sources and types of OHS information, resources and assistance available
- any industry characteristics with particular implications for OHS training and assessment such as remote locations, particular hazards or regulations, workforce characteristics
- any OHS issues associated with particular learning pathways such as VET in Schools, Australian Apprenticeships, self paced and on-line learning

- industry OHS resources and contacts for professional development
- ensuring maintenance of OHS in training and assessment situations.

Further information

The Office of the ASCC and authorities in various jurisdictions produce a range of information, learning resources and training kits covering OHS standards, industry hazards, legislative requirements and OHS management in the workplace.

Access to ASCC publications, the national OHS library and links to all State, Territory and Commonwealth OHS Authorities is available via the ASCC internet site at www.ascc.gov.au.

10. Appendix 2: Mandatory Text

10.1 Text for the Training Package Assessment Guidelines Section

Mandatory Text for the Training Package Assessment Guidelines Section

Notes for Training Package developers on the application of this Mandatory Text:

This document provides the mandatory text for the Training Package assessment advice—the Assessment Guidelines.

All mandatory text must remain as in this document, apart from adding industry specific requirements; adding to or deleting the section on licensing and registration; adding the Industry Skills Council details; and adding any specific assessment resources where indicated.

Where text may be added and/or deleted in this document, this is highlighted in red text.

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 **[where industry specific requirements are adequately covered by the Training Package Assessment Guidelines Mandatory Text, this dot point should be deleted]**
- 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).

Industry Requirements

Where necessary, Industry requirements additional to the Training Package Assessment Guidelines can be inserted here.

This may include advice on:

- *the context in which assessment is conducted,*
- *industry workplace conditions and expectations,*
- *realistic simulated work environments that are acceptable to industry; and*
- *in general terms, of suitable/current resources and equipment.*

[NOTE: where industry specific requirements are adequately covered by the Training Package Assessment Guidelines Mandatory Text, this section should be deleted.]

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 AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

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)/courses(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

[Note: Where the developer considers that licensing and/or registration requirements for the industry or sector covered by the Training Package DO NOT APPLY, insert the following two paragraphs, delete the rest of the section on licensing/registration, then delete this italicised text.]

This section provides information on licensing/registration requirements for this Training

Package, with the following important disclaimer.

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact *[insert a contact/URL for the latest information on licensing/registration requirements – the website of the Industry Skills Council may be appropriate, then delete this text]*.

[Note: Where licensing and/or registration requirements for the industry or sector covered by the Training Package DO APPLY, delete the above two paragraphs, add in the details below, and delete this italicised text.]

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and the Department cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact *[Note insert a contact/URL for the latest information on licensing/registration requirements – the website of the Industry Skills Council may be appropriate, then delete this text]*.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS

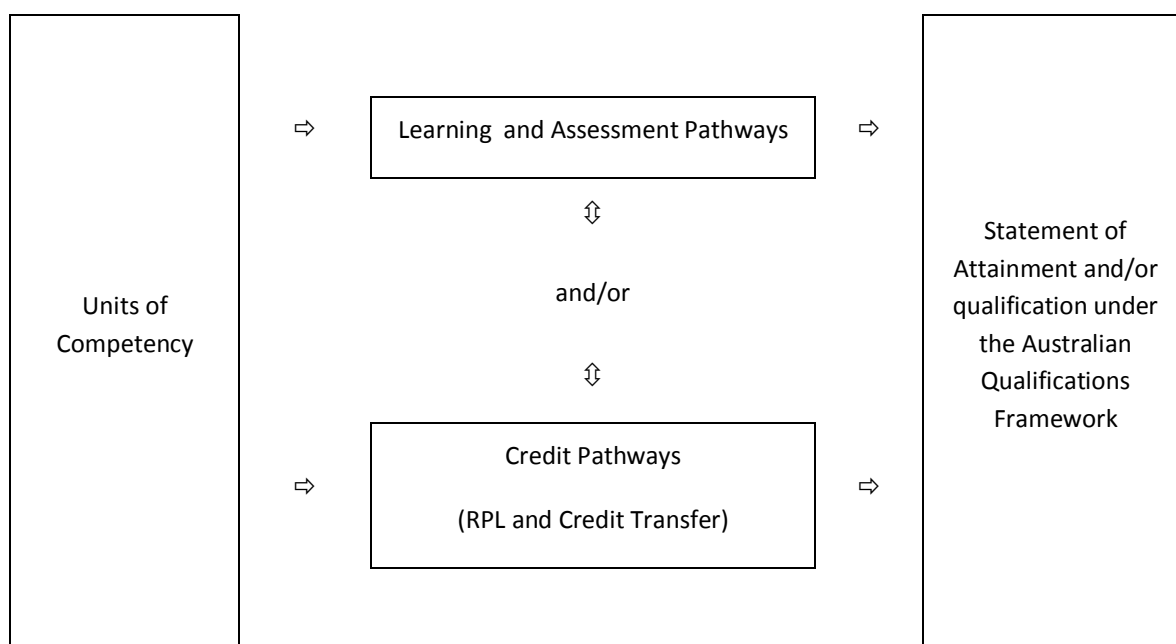
These requirements may be met through *[Note: insert relevant information detailing how these requirements may be met, including name, address and contact details of appropriate providers, then delete this italicised text].*

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.

Assessor Requirements

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 2007 *Essential Standards for Registration* follows:

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

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

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:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- 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

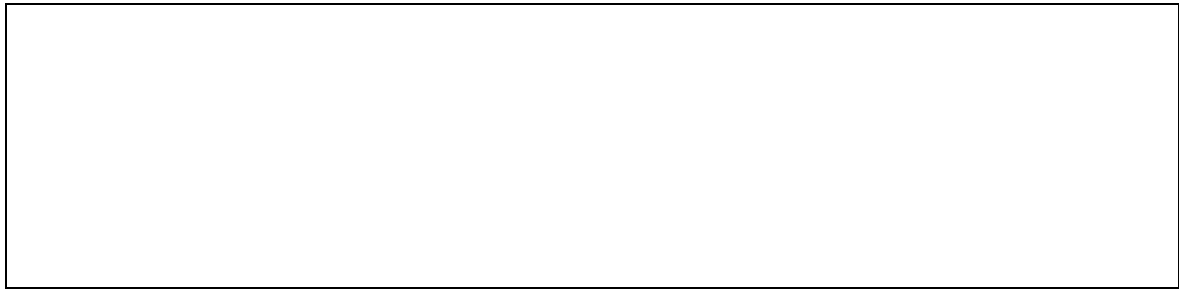
This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

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:

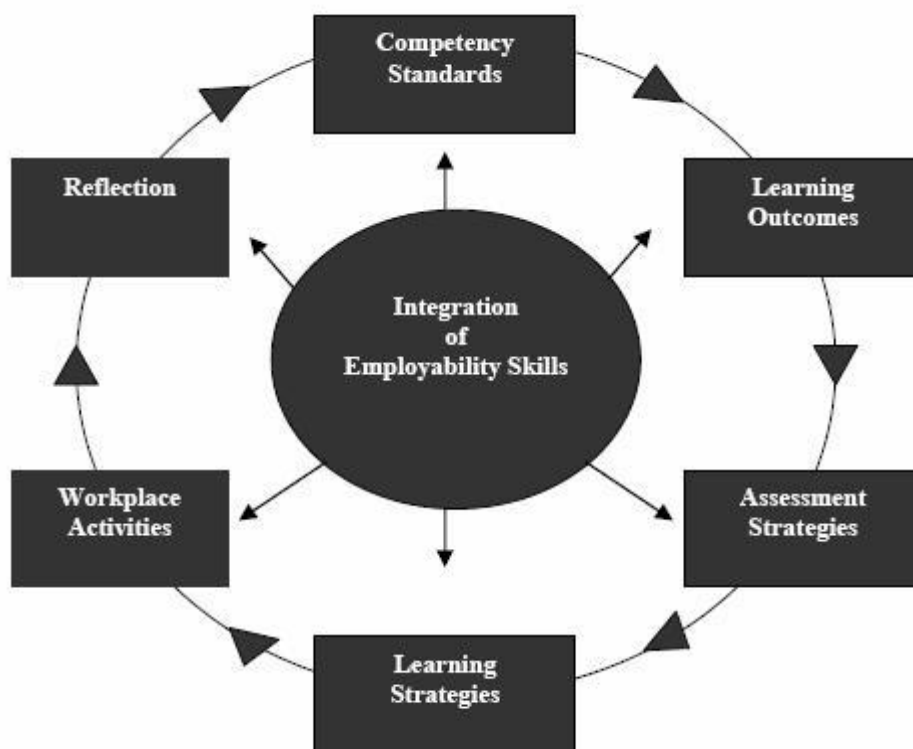
- 1.5 Assessment, including Recognition of Prior Learning (RPL):

 - a) meets the requirements of the relevant Training Package or accredited course
 - b) is conducted in accordance with the principles of assessment and the rules of evidence
 - c) meets workplace and, where relevant, regulatory requirements
 - d) is systematically validated.



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.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <<http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <<http://employabilityskills.training.com.au>>

For more information on Employability Skills in **[INSERT ISC NAME]** Training Packages go to the **[INSERT ISC NAME]** website at **[INSERT ISC WEBSITE]**.

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> "

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 <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

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

Industry Skills Council **[insert specific ISC contact]** Technical and Vocational Education and

details]

Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne VIC
3150
PO Box 12211, A'Beckett Street Post Office,
Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

*For information on the TAE10 Training and
Education Training Package contact:*

Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users' Guide to the Essential Standards for Registration –

<http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

<http://www.productservices.tvetaustralia.com.au/>

- ***[ISC Details - insert specific ISC contact details]***

10.2 Sample Imprint Page

Sample Imprint Page

The following page provides a sample of an imprint page, including the standard copyright statement and disclaimer. Develop the imprint page based on the text of this sample; all mandatory text must remain as in this Appendix. Include the imprint page on the reverse of the title page in each volume.

<insert Training Package Code and Title>

Copyright Statement

© [INSERT YEAR] Commonwealth of Australia.



With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a trade mark and where otherwise noted, all material presented in this document is provided under a Creative Commons Attribution-Non Commercial Works 3.0 Australia licence.

The details of the relevant licence conditions are available on the Creative Commons website (www.creativecommons.org.au) as is the full legal code. The document must be attributed as the [insert TP Code][insert Title of TP][insert Release Number].

Disclaimer

This work is the result of wide consultations with Australian industry participants. It is a collaborative view and does not necessarily represent the view of DEEWR or any specific body. For the sake of brevity it may omit factors which could be pertinent in particular cases.

While care has been taken in the preparation of this Training Package, DEEWR and the original developer do not warrant that any licensing or registration requirements specified here are either complete or up-to-date for your State or Territory. DEEWR and the original developer do not accept any liability for any damage or loss (including indirect and consequential loss) incurred by any person as a result of relying on the information contained in this Training Package.

The Commonwealth, through the Department of Education, Employment and Workplace Relations, does not accept any liability to any person for the information or advice (or the use of such information or advice) which is provided in this material or incorporated into it by reference. The information is provided on the basis that all persons accessing this material undertake responsibility for assessing the relevance and accuracy of its content. No liability is accepted for any information or services which may appear in any other format. No responsibility is taken for any information or services which may appear on any linked websites.

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Review Date: **<insert Review Date>**

10.3 Text for the Competency Standard Section

Text for the Competency Standard Section

Notes for Training Package developers on the application of this Mandatory Text:

This document provides an explanation about units of competency. All mandatory text must remain as in this Appendix, apart from adding to the contextualisation advice if required by industry, ensuring any added advice is consistent with the mandatory text.

In the NTIS2 templates, the text for the Competency Standards section is contained in the file with 'Template-Competency Standards' in its file name.

Text for the Competency Standards Section

Notes for Training Package developers on the application of this Appendix:

The Content Authoring Tool (CAT) User Guide (introduced from mid 2007 to facilitate the development of Training Packages for publication on the NTIS) provides instructions for adding industry-specific text into the CAT files. When the Training Package is loaded to NTIS using the CAT files, the Training Package mandatory text will be automatically included.

However, for a transition period, the Training Package 'Interim Maintenance Process' (IMP) device for making changes to Training Packages will continue. Developers are advised to seek clarification from the relevant DEEWR officer. If you are using the CAT, refer to the CAT User Guide and associated templates.

This appendix is of particular relevance to developers not using the CAT. It provides mandatory text explaining competency standards. All mandatory text must remain as in this Appendix, apart from adding to the contextualisation advice if required by industry, ensuring any added advice is consistent with the mandatory text. See section 4.8 of this chapter for further information about placement of this text, and section 4.1 for where it fits into the Training Package print sequence. In the NTIS2 templates, the text for the Competency Standards section is contained in the file with 'Template-Competency Standards' in its file name.

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 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 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.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

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	Give formal presentations and take part in meetings (Communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (Planning and organising)
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology) Modify activities depending on differing workplace contexts, risk situations and environments. (Learning)
Required Skills and Knowledge	Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. (Communication) Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:
Evidence Guide	• assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues. (Initiative and enterprise).

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.

10.4 Text for Preliminary Pages on Version Control and Summary Tables

Text for Preliminary Pages on Version Control and Summary Tables

Notes for Training Package developers on the application of this Mandatory Text:

This mandatory text cautions users to ensure they have the latest Training Package version and provides the version history, summary of qualifications, summary of units of competency, and mapping (for reviewed Training Packages). All mandatory text must remain as in this Appendix.

Preliminary Information

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 **[INSERT VERSION NUMBER]** – 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 **[INSERT NAME OF INDUSTRY SKILLS COUNCIL AND URL]** 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.

Version	Release Date	Comments

Summary of AQF qualifications in *[INSERT TITLE]* Training Package

Code	Title

Summary of Units of Competency in *[INSERT TITLE]* Training Package and their Pre-Requisite Requirements

Code	Title	Pre-Requisite

Imported Units of Competency in *[INSERT TITLE]* Training Package

Code	Title	Origin

Summary Mapping of *[INSERT CODE/TITLE]* Training Package to *[INSERT CODE/TITLE]* Training Package

Code	Relates to	Nature of Relationship

10.5 Mandatory Text for Training Package Overview:

Mandatory Text for Training Package Overview

Notes for Training Package developers on the application of this Mandatory Text:

This mandatory text provides an overview of Training Packages and their components. Do not change the mandatory text, apart from adding unit and qualification titles and codes from the specific Training Package where indicated.

In the NTIS2 templates, the text for the Training Package Overview is contained in the file with 'Template-Overview' in its file-name.

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 people's 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?

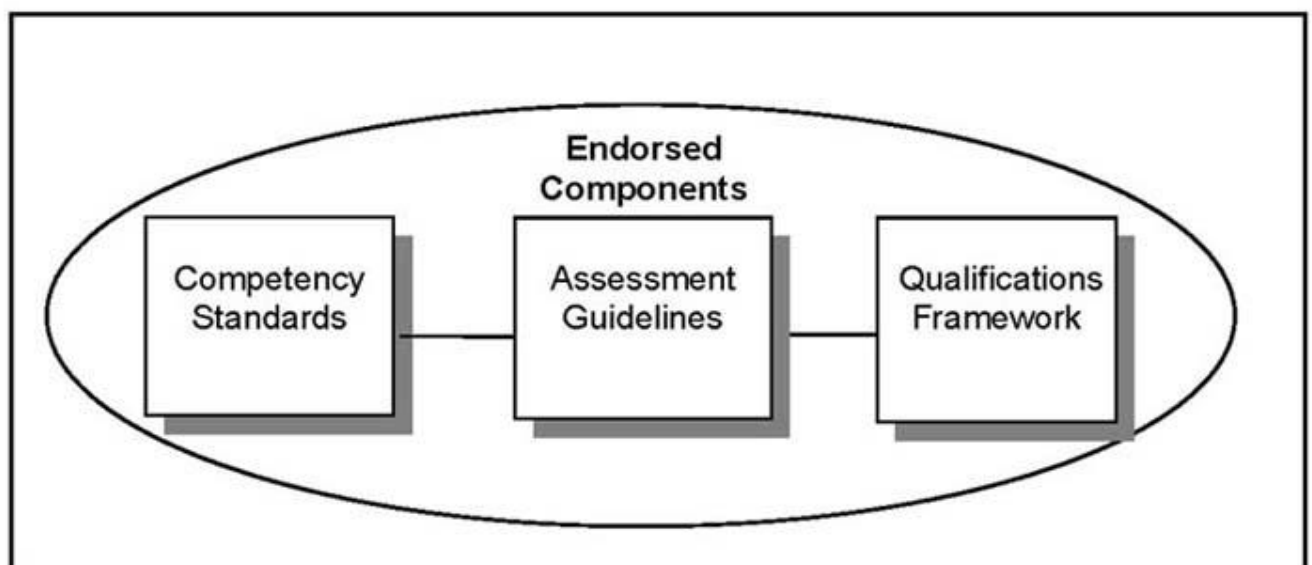
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

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.



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 XYZ10108. 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 **((INSERT EXAMPLE UNIT CODE))**;
- the first three characters signify the Training Package – **((INSERT TRAINING PACKAGE CODE AND TITLE))** – 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 (Computer Systems).

For example:

((INSERT EXAMPLE QUALIFICATION CODE AND TITLE))

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:

((INSERT EXAMPLE UNIT CODE AND TITLE))

Introduction to the ((CODE AND TITLE)) Training Package

[Note: Insert relevant information in relation to the above heading here]

10.6 Mandatory text for the Qualifications Framework Section:

Notes for Training Package developers on the application of this Mandatory Text:

This Mandatory Text explains the Australian Qualifications Framework (AQF). All mandatory text must remain as in this Appendix.

Additional Note:

a The **Qualification Pathways** charts provided in this Appendix are examples only. They are provided to show the type of information that may be included. Developers must create a qualifications pathways chart in the industry preferred style. This could be based on the samples provided. Insert the industry specific qualifications pathways chart into the Training Package before the Skill Sets section.

b The **Skill Sets** section in this Appendix contains suggested text to ensure Training Package users can clearly determine whether there are any industry identified skill sets in the particular Training Package, and if so, what these skill sets are. The text should be included at the end of the Qualifications Framework section.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

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 268

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 selection 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 269

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.

Qualifications and Packaging Rules

[Note: Insert relevant information in relation to the above heading here]

Qualification Pathways

The following pathways charts are 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 ((CONTACT DETAILS OF THE INDUSTRY SKILLS COUNCIL))

((INDUSTRY SPECIFIC CHART OR CHARTS))

Skills Sets

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 which 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 competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet *[insert skill set title or identified industry area]* need’ 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. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

This section provides information on Skill Sets within 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.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

[Note to developers: Provide advice about SkillSets including:

- advice about other requirements of regulations that may need to be met such as any requirements for Australian citizenship or evidence of a certain period of work experience***
- advice about logical clusters that may meet industry needs; this could be similar to advice in the qualification packaging rules about choice of electives for particular pathways, but should be specific to the Skill Set***
- advice about the circumstances under which Skill Sets, rather than a particular qualification, could be delivered – where this is appropriate]***

[Insert Skill Sets]

Target Group		
Units		
Pathway		
Suggested words for Statement of Attainment		

10.7 Sample Unit of Competency Layout

Sample Unit of Competency Layout

The sample on the following pages shows the sequence of components of units of competency and provides developers with advice on completing each component. The advice to developers is provided in the cells, and in the footnotes. Note also that explanatory notes are provided for users of the unit—these notes are in smaller font below the sub-heading in some cells, and should be retained in the final unit version (without the footnotes, which provide the explanations for developers only). Develop the units of competency based on the layout of this sample, and include them in the Unit of Competency section.

XXXABC203

Title of unit in sentence case (maximum of 100 characters including spaces between words) Broad description reflective of content. Do not include justification statements.

Unit Descriptor

Describe any relationships of the unit.

This unit partially covers the skills of ... (state unit code followed by title).

This unit has been contextualised and is based on ... (state unit code followed by title. If unit is contextualised advise on whether its outcomes are the same as the original and whether there is one or two way equivalence.)

Where licensing, legislative, regulatory or certification requirements exist, describe the unit's relationship. Where none exist, insert the following statement: 'No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.'

Employability Skills

The text for Employability Skills, inserted after the unit descriptor, will be as follows:

This unit contains Employability Skills.

**Pre-requisite Unit(s)
(Optional – omit if it does not apply)**

List any mandatory pre-requisite units to be completed prior to commencement of this unit. Minimise requirements for pre-requisite units and avoid units which also have pre-requisite units.

Application of the Unit

Describe unit's application within the workplace. Keep in mind that it may be imported into other qualifications for other industries so do not make it too job specific.

You may indicate various environments, complexities and situations in which the skills and knowledge may be applied.

Describe application of the unit in a way industry will find it useful for the purposes of job descriptions, recruitment advice or job analysis.

**Competency Field
(Optional – omit if it does not apply)**

Identify the industry's broad skill area. The need for this will vary between industries but essentially it classifies the units. In some cases units are classified according to Common units or according to a broad skill area such as Business Management or Agriculture. This could be further refined under Sector.

Sector (Optional – omit if it does not apply)	Identify the industry's sector. This is a further categorisation of competency field and identifies the next classification, for example an Elective, Supervision or Farming field.
--	---

ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.¹ Assessment of performance is to be consistent with the evidence guide.²

1 Use active voice³

1.1 Use passive voice⁴

1.2

1.3

2

2.1

2.2

2.3

3

3.1

3.2

3.3

¹ Where bold italicised text has not been used in the Performance Criteria, delete this sentence from the text. Use bold/italicised text and elaborate in the Range Statement. Not all Performance Criteria are limited to this approach. Additional information would also be provided under the Skills and Knowledge category.

² Include this text in 10-point font in every unit by way of explanation.

³ State the outcome required. Make statement in active voice (preferred but not mandated). That is, commence with a verb before the subject and make the statement precise and direct. For example, 'Confirm site access and conditions.' Avoid commencing with words such as 'You will be able to...' as these do not add value.

⁴ Use passive voice (preferred but not mandated). In passive voice the subject is before the verb. For example: 'Site access and conditions are confirmed.'

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit⁵.

Provide details of required skills/knowledge associated with this unit⁶.

RANGE STATEMENT⁷

⁸The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any 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.⁹

EVIDENCE GUIDE¹⁰

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.¹¹

Overview of Assessment (Optional)¹²

Provide an overview of how assessment could be undertaken, rather than what is to be assessed.¹³

⁵ Include this text in 10-point font in every unit by way of explanation.

⁶ Describe the essential skills and knowledge - either separately identified or combined. Use single column format with items bulleted not numbered. Do not use generic statements such as 'research techniques' or 'workplace procedures' as these add little value. Create a strong and clear association with the specifics of the unit and its required outcomes. Clarify the parameters of the skills and knowledge – for example by setting an upper and lower limit. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge and situations where understanding is converted into a workplace outcome. Simple words such as 'time management' are inappropriate – in that example, ask yourself 'what is time specific about performance in the competency?' – that is what needs to be described.

⁷ Show the text in the Range Statement in a two-column format – the heading in the left hand column with detail in the right hand column. Bullet, rather than number statements in the right hand column.

Include more than just an expansion of the bold italicised Performance Criteria text in the Range Statement truly reflect the options. Where bold italicised Performance Criteria text is expanded in the Range Statement, they must be in the same sequence as they appear in the Performance Criteria.

Where a range of operating conditions is defined, add specific information as to whether competent performance has to be achieved and assessed under some or all of those conditions.

Clarify how items in the Range Statement can be assessed.

⁸ Include this text in 10-point font in every unit by way of explanation.

⁹ Include the sentence above where bold italicised text has been used in the Performance Criteria and omit where it has not.

¹⁰ The Evidence Guide text is in a two-column format: the heading in the left column and detail in the right column. Statements in the right column are bulleted, not numbered.

¹¹ Include this text in 10-point font in every unit by way of explanation.

¹² An optional field - it will apply to some units but in most instances it is related to the assessment pathway.

¹³ More appropriate to use passive voice.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The critical aspects should reflect what someone competent in the workplace is able to do and what is acceptable evidence to permit an assessor to make a professional judgment. Evidence gathered is to be related to:

- information which forms the basis of the professional judgment of the assessor;
- evidence required to demonstrate consistent performance;
- how assessment may be undertaken in certain circumstances;
- whether direct observation is a requirement;
- any special requirements at the unit level in regard to assessment for licensing, regulatory, legislation or certification; and
- do not merely repeat information from the Performance Criteria.

Context of and specific resources for assessment

Include advice on the context and conditions under which assessment may take place, and suitable methodologies for conducting assessment, eg describe particular environments that may apply for a valid and reliable assessment to occur. This could include real customers or an actual production or workplace environment where this is absolutely critical.

Consider advice related to how consistency of performance can be assessed over time.

Identify the specific resources that are essential for assessing this particular unit. Essential resources identified are for the purposes of assessment rather than teaching.

Method of assessment¹⁴

Provide suggested strategies for assessment that relate directly to the content and the environment for the unit.

It should not be a standard quote applicable to all units.

Include advice on the relationship of the unit to other units including units of competency that would logically benefit from being assessed and/or delivered together (sometimes referred to

¹⁴ The method of assessment may should identify particular method of assessment that are deemed critical – for example, the competency of navigating a boat through a channel may be impossible to be assessed in a simulated situation.

as co-requisites)

Unacceptable assessment methods for the particular unit may be identified.

**Guidance information for assessment
(Optional)**

Include any other information that may assist or guide assessment. This could include case studies or exemplars.

Note: Optional fields may be omitted in some units in the Training Package but not necessarily in all units – this is a judgement call – in some cases the field will add value to the unit and in other cases it will be superfluous.

11. Appendix 3: National Quality Council Policy for the Training Package Development and Endorsement Process

PRINCIPLES, PROCESSES & KEY DOCUMENTS

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Key Principles for Training Package Development and Endorsement

Training Packages specify the skills and knowledge required to perform effectively in the workplace. They do not prescribe how an individual should be trained. Trainers and supervisors develop learning strategies - the "how" - depending on learners' needs, abilities and circumstances. The development and endorsement process for Training Packages ensures the units of competency, qualifications and Skill Sets are developed to an agreed quality standard and are highly responsive to industry's existing and future demand for new skills. The following key principles underpin the process:

- Open and inclusive industry-driven maintenance, validation and endorsement of Training Packages.
- Strong and clear key stakeholder roles with critical points of intervention and consultation.
- Continuous improvement, with full Training Package reviews where required.
- Highly responsive process capable of meeting industry's needs and priorities for new skills.
- Industry Skills Councils' responsibility and accountability for the quality and relevance of Training Packages.

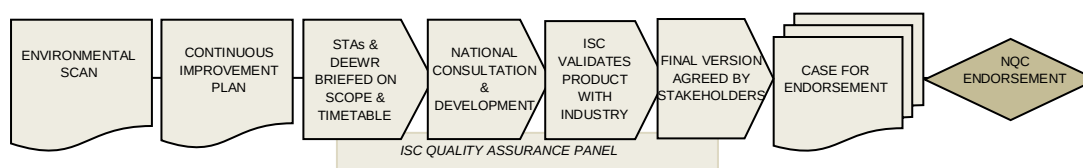
For the purpose of this Policy, an Industry Skills Council is a body contracted by the Department of Education, Employment and Workplace Relations to develop and maintain specified Training Packages. In the case of an Enterprise Training Package previously endorsed by the NQC, only the owner of that Training Package may submit changes.

Stakeholder roles

The Training Package Development and Endorsement Process involves key stakeholders with roles and accountabilities reflective of their broader role within industry and the Vocational Education and Training (VET) system. These stakeholders are:

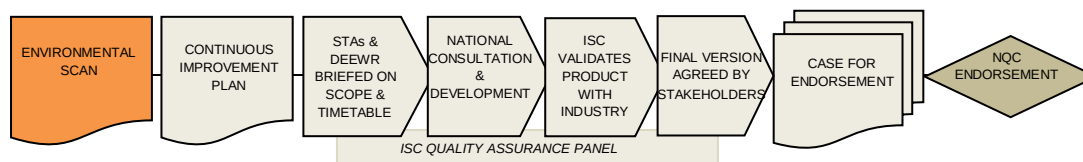
- **Industry** - Drives continuous improvement through setting the scope and timing of work. Provides Australia wide expert advice throughout the development, validation and final sign off stages.
- **National Quality Council (NQC)** - National policy leadership, conversations based on new information (Environmental Scans), endorsement of Training Packages, and a more strategic quality role.
- **Department of Education, Employment and Workplace Relations** (the Department) - Policy management and implementation. Industry Skills Council funding agreements.
- **State and Territory Training Authorities (STAs)** - Structured input from the outset of activity through to sign off as a key stakeholder.
- **National Quality Council Secretariat** – Distribute *ISC Case for Endorsement* to NQC members and collate responses. Notify NQC decision to ISCs, the Department, STAs and National Training Information System.
- **Industry Skills Councils (ISCs)** - Responsibility and accountability for quality of product including industry relevance, technical and editorial quality to publication standard. Distribution of one copy of the newly endorsed Training Package to STAs, ISCs and the Department.

The process



This document provides an explanation of the key steps involved in the National Quality Council's process for the development and endorsement of Training Packages. It provides stakeholders with an understanding of the purpose of each stage, their specific role and the required outcomes. Templates to facilitate the process have also been developed for use by ISCs.

Environmental Scan



What is it?

The *Environmental Scan* (the Scan) is a formative document which captures and analyses the most recent grass-roots industry intelligence gathered by the ISC that identifies existing and emerging skill shortages and training requirements. It is expected that this intelligence would largely be collected as part of an ISC's on-going activities throughout the preceding period. In addition to providing the NQC with this intelligence, the Scan will also provide Skills Australia with up-to-date industry information to assist in its analysis of Australia's workforce development needs. The Scan also provides the context and driving force behind the continuous improvement of Training Packages for the forthcoming year and is developed by each ISC on an annual basis.

Purpose

The Scan operates as an early warning system by alerting the NQC and Skills Australia to potentially significant issues at a product, operational and systemic level. The value of the Scan, and what sets it apart from other reports in the VET system, is that it reflects the immediacy and breadth of industry feedback gained by ISCs. The Scan encompasses real-time industry views and evidence captured from across Australia on current and emerging skill shortages and skill needs. The Scan analyses how well the VET system and Training Packages are responding to those needs and provides advice on opportunities to boost skill levels to meet identified workforce development needs. These contemporary insights are translated into an analysis of what changes are required to Training Packages in order for them to respond to this emerging environment.

Audience

The primary audience of the Scan is the NQC and Skills Australia. The Scan provides valuable industry information on which to base 'new conversations'. Its level of insight and predictive capabilities may also inform ISC Board deliberations on future direction setting and broader promotional activities.

Key characteristics

- The Scan involves a broad analysis of recent intelligence and the external environment to identify skill shortages and needs, changes and trends through a point in time snapshot. There are three primary environments within which this occurs: market, industry and the macro-environment:
 - Market ... the VET environment, VET stakeholders and peak organisations
 - Industry ... enterprises, professional and industry associations and other key stakeholders, and may include issues such as regional needs and specific occupational shortages
 - Macro-environment ... broad factors and emerging trends across and between industries, and global trends or changes which impact directly or indirectly on the need and nature of skills.
- The Scan is not a re-creation or compilation of existing data or economic analyses found elsewhere. Nor is it a strategic plan. Such reports are typically premised on future change being a continuation of past trends, which can be an unreliable approach for predicting skill needs due to the speed with which new factors impact and shape the economy.
- The Scan illustrates the impact and use of existing Training Packages within industry and across training providers, and identifies trends and statistics which fall outside of the national data collections. It will also report on the uptake of Training Packages across the delivery system, the increased flexibility being built into Training Packages, and their alignment with licensing and regulation.
- The Scan provides a 'stocktake' of physical changes made to the endorsed components of Training Packages over the preceding 12 months to reflect industry's emerging needs and address identified skill shortages and gaps. It identifies the new sectors and units of competency included and any refinements to existing content. The stocktake is presented as a simple matrix and is submitted twice a year, once as an attachment to the Scan and six months later as a standalone document.
- The following stakeholders would typically be engaged with the development of the Scan:
 - enterprises
 - employer and employee representatives
 - licensing and regulatory bodies
 - STAs
 - the Department
 - RTOs.

Content

The Scan is a concise document with an indicative length of 20 pages (excluding appendices). It will include:

- contemporary intelligence on industry skill needs, trends, barriers and implications which provides a shared understanding of what industry wants and why

- broad analysis of current and emerging skill gaps
- other issues impacting on workforce development that may require attention, such as specific skill shortages, skills needs, and regional requirements
- impact and usage of existing Training Packages
- future directions and short to medium term priorities for endorsed components of Training Packages
- continuous improvement that has occurred to Training Packages over the preceding 12 months.

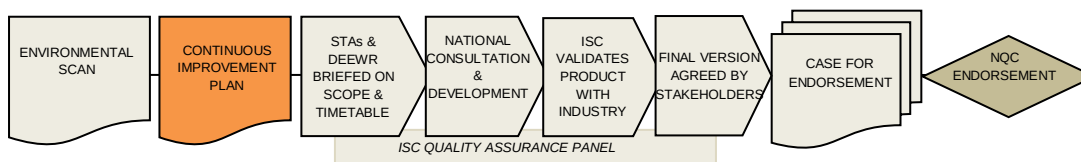
Broader applicability

The Scan will:

- inform development of an ISC's *Continuous Improvement Plan* and its focus of activity for the next 12 months
- have broader applicability as one source of information for Skills Australia on workforce development needs, and as an ISC's annual report to the Department
- have relevance as part of an ISC's promotional documentation and its communication and engagement strategies.

The Scan enables the NQC and Skills Australia to gain a more strategic understanding of existing and emerging skills shortages and the priorities for Training Packages.

Continuous Improvement Plan



What is it?

The *Continuous Improvement Plan* (the Plan) sets out the changes that need to be made to the endorsed components of Training Packages to enable them to meet the existing and emerging skill needs of industry. The principle underpinning the scheduling of changes to Training Packages is that speed to market of training products is achieved through stakeholder co-operation including acknowledgement of the workflows of stakeholders in the development, endorsement and implementation processes. The analysis undertaken for the *Environmental Scan* informs the Plan and is updated annually by an ISC as a rolling three-year plan.

Purpose

- The Plan provides an open and transparent approach to the continuous improvement of Training Packages and serves as the guiding document for ISC work on the endorsed components of Training Packages. It operates as a living document and is posted on the ISC's website.
- The Plan enables those involved in the delivery of Training Packages to commence formative planning. For example, in promoting the scope of work and its timelines for completion well

ahead of endorsement, jurisdictions will be able to plan profile delivery with individual Institutes. Course Accrediting Bodies will be able to better gauge the need for the continuation of State based courses with a clear picture of what work is underway as part of Training Package continuous improvement.

Audience

The Plan will inform:

- the negotiation of ISCs' funding agreements with the Department and provide sufficient information for the Department to monitor activities
- STAs and RTOs of timelines and scope of activities which impact on the existing delivery of Training Packages/accredited courses.

Key Characteristics

- The Plan identifies the activities for the immediate year and, as far as practicable, states the intended outcome(s) of the work and anticipated timelines for endorsement. As a three-year plan, activities for years two and three may be less well defined and subject to refinement over time as industries react to external pressures and re-prioritise their skill needs. The Plan will provide realistic goals for the resources available and prioritise competing industry demands.
- From time to time, changes to policy and regulatory environments may require ISCs to modify the Plan. The Plan must be sufficiently flexible to incorporate responses within the scope of an ISC's current resources.
- The following stakeholders would typically be engaged with the development of the Plan:
 - enterprises
 - employer and employee representatives
 - licensing and regulatory bodies
 - STAs
 - the Department
 - RTOs.

Content

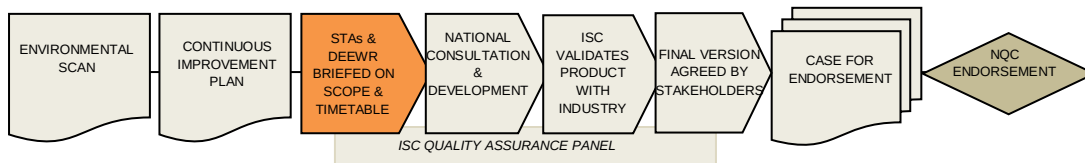
The Plan will include:

- brief title of the activity
- industry imperatives for the work and the proposed outcome
- industry, sector and occupations/skills involved
- likely qualification levels
- timelines for start and submission to the NQC.

Broader applicability

The Plan makes clear to stakeholders the work to be undertaken by an ISC through its funding agreement with the Department.

Briefing on Scope and Timetable



What is it?

This part of the process is where the ISC briefs the Department and each STA on the scope, industry imperatives and timelines for pieces of work identified in the ISC's *Continuous Improvement Plan*. The briefing also requires STAs to identify specific stakeholders in their jurisdictions who should be part of targeted consultations and for STAs to specify their further engagement in the process.

Purpose

The briefing provides a shared understanding between the Department, STAs and ISCs of the work and underpins the structured approach for consulting and updating STAs throughout the development and validation process. It will:

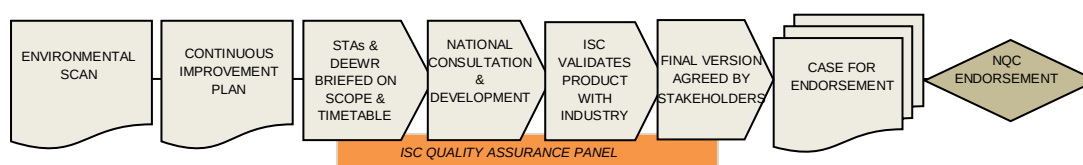
- enable STAs and the Department to be aware of the scope of imminent work, the breadth of consultation and any complexities and/or sensitivities involved
- require each STA to formally identify or confirm any specific stakeholders from its jurisdiction that need to be consulted. This advice will clearly differentiate between those to be consulted as part of the development process and those who are critical to final validation
- require each STA to confirm with an ISC the nature and extent of their engagement. It is expected that STAs will participate in the validation stage and again at final sign off as a key stakeholder. If the scope of work is of particular significance to a jurisdiction, the STA may negotiate further points of consultation
- enable the Department to monitor an ISC's progress against the *Continuous Improvement Plan*; put forward any stakeholder it wishes the ISC to consult and, depending upon the nature of the work, how or if the Department is to be engaged during the process.

Key characteristics

- The briefing must ensure:
 - a high level of personal engagement and interaction to enable meaningful dialogue between the STAs/the Department and the ISC
 - that the mode of briefing is agreeable to all parties
 - that it occurs prior to the commencement of public consultations and before planning for the activity is completed.
- Advice from STAs and the Department on their engagement throughout the work and stakeholders to be consulted must be provided within 14 calendar days of the briefing to ensure the timely commencement of work.
- From time to time, changes to policy and regulatory environments or industry priorities may require ISCs to modify the scope of timelines of the work underway. The ISC formally notifies the STAs and the Department as soon as practicable if this occurs.

- The following stakeholders are involved in the formative briefing:
 - the Department
 - STAs
 - the ISC.

Industry Skills Council Quality Assurance Panel



What is it?

The *Industry Skills Council Quality Assurance Panel* (the Panel) is an expert resource for ISCs on matters relating to equity, editing and holistic quality assurance. It enables ISC access to objective expertise to grow internal capability and for the final external quality assurance of the Training Package. ISCs may use Panel members on a rotational basis so that they gain different perspectives from the range of expertise.

Purpose

The purpose of the Panel is to provide quality assurance expertise for two separate but complementary aspects of Training Package development. These are:

1. *Mandatory quality assurance*

Prior to forwarding the submission to the NQC Secretariat, the ISC selects a Holistic quality assurance Panel member to complete a mandatory *Quality Report* on the new or revised units of competency, Skill Sets¹, qualifications or Training Package. The policy requirements in the *Training Package Development Handbook* (TPDH) and the *Training Package Quality Principles* form the basis of the *Quality Report*.

The Panel member undertaking the *Quality Report* must be independent of development and/or validation activities associated with the *Case for Endorsement*, and must not have undertaken the *Equity* and/or *Editorial Report*.

Prior to the Report being commissioned, an *Equity Report* and an *Editorial Report* will be completed by an Equity and/or Editorial Panel member, or other ISC specified person, and the ISC will provide copies to the Panel member undertaking the *Quality Report*.

ISCs are responsible for managing the timing and sequence of the equity and editorial engagement and reporting. ISCs may chose to synchronise the equity and editorial involvement throughout the development process to avoid conflicting report outcomes.

¹ Skill Sets using existing units of competency are an *ISC Upgrade* and do not require NQC endorsement. Further information on *Categories of Change* is at page 26.

The *Quality Report* and the ISC's commentary on how it has responded to the Report's recommendations form part of the *Case for Endorsement*. Finalisation of the *Quality Report* can be an iterative process based on discussions between the Holistic quality assurance Panel member undertaking the report and the ISC.

2. *General quality assurance and capability building*

Assisting and/or building ISCs' internal capability and understanding across three areas of quality (equity, editing and holistic quality assurance) that are key to achieving consistently high quality Training Packages. ISCs will draw on panel members of their choice to provide on-going advice from the outset of development through to validation. ISCs are expected to develop their own expertise and improve their processes through working with Panel members. Where an ISC decides to use non-Panel expertise to complete the *Equity* and/or *Editorial Reports*, this capability must be equivalent to the skills required of Panel members.

Panel Operations

The Panel is managed by the Department. Panel members meet selection criteria reflective of the skills and knowledge needed to meet the Training Package Quality Principles and the policy requirements of the TPDH.

The Panel has a broad range of expertise commensurate with the diversity of Training Package coverage and the services required by the different ISCs. Panel members are usually appointed for a two year period with new members added to the Panel as necessary. Panel members are required to comply with a Code of Practice. Failure to do so may result in removal from the Panel.

Consistency of Advice

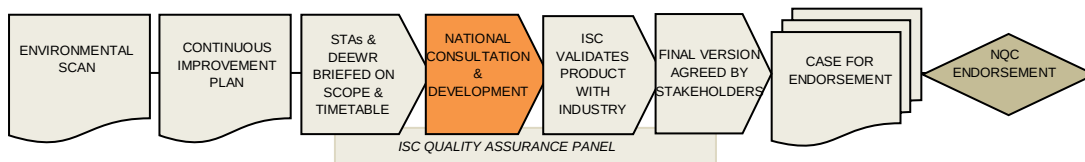
While meeting eligibility requirements, the Panel includes members with differing experience and approaches to the development of a Training Package, editing and equity. For the Panel to operate with a common understanding of 'quality' and as a coherent service, some professional development and moderation is required. Management of the Panel requires members to participate in professional development and regular moderation meetings. The meetings consider ISC feedback on the advice being provided and feedback from Panel members on the Panel's operation.

Quality Principles

The *Training Package Quality Principles* are described in the table below. The policy for the development of Training Packages is contained in the TPDH. The policy requirements in the TPDH and the *Training Package Quality Principles* are applied by the Panel and the ISCs in guiding the development of Training Packages and for making judgements on the quality of the completed Training Package. Panel members will use the TPDH and the principles in their analysis for the *Equity Report*, *Editorial Report* and *Quality Report*.

National Consultation and Development

QUALITY PRINCIPLES	KEY FEATURES <i>The endorsed components of a Training Package must ...</i>	EVIDENCE <i>How do the endorsed components of a Training Package achieve this?</i>
RESPONSIVENESS <i>Ensures to the needs of contemporary industry and its workforce</i>	1. Reflect contemporary work organisation and job profiles incorporating a futures orientation	- Open and inclusive consultation and validation commensurate with scope and impact is conducted - Other national and international standards for skills are considered
	2. Be driven by industry's needs	Clever, sustainable approaches to incorporate feedback from stakeholders
	3. Respond to government broad policy initiatives	Innovative responses to government policy initiatives
RECOGNITION <i>Enables of an individual's competence across industries and occupations</i>	4. Recognise convergence and connectivity of skills	Incorporation of cross industry units and qualifications
	5. Support movement of skills within and across organisations and sectors	- Clear and consistent packaging rules for qualifications - Qualification framework and pathways are effectively designed - Incorporation of Skill Sets
	6. Promote national and international portability	- Qualification outcomes are aligned with the Australian Qualifications Framework - Other national and international standards for skills are considered
	7. Reflect licensing and regulatory requirements	Solutions to incorporate licensing and regulatory requirements are brokered
FLEXIBILITY <i>Provides to meet individual enterprise and learner needs</i>	8. Meet the diversity of individual and enterprise needs	- Clear and consistent packaging rules for qualifications - Provide flexible qualifications that enable application in different contexts
	9. Support equitable access and progression of learners	- Provide multiple entry and exit points - Pre and co-requisite units of competency are minimised - Units of competency are clearly written and have consistent breadth and depth
	10. Support learner transition between education sectors	Advice is provided on implementation/pathways
FUNCTIONALITY <i>Ensures through ease of understanding, clever design and consistency with policy and publication requirements</i>	11. Support implementation across a range of settings	Advice is provided on implementation/pathways
	12. Support sound assessment practice	Units of competency are clearly written and have consistent breadth and depth
	13. Not impose structural barriers to implementation	- Clear and consistent packaging rules for qualifications - Compliance with the National Training Information System (NTIS)/National Register standard for loading and publication - Compliance with Training Package policy



What is it?

Training Packages must be based on quality national consultations to ensure industry relevance of, and stakeholder support for, the final product. These national consultations inform the technical development of new or revised units of competency, Skill Sets and qualifications for the Training Package.

Purpose

The purpose of national consultation and development is to ensure that the Training Package Quality Principles are applied to the work from the commencement of the development processes. An ISC will integrate its in-house expertise with that of the *Industry Skills Council Quality Assurance Panel* so that development processes ensure the quality of product.

Key characteristics

The consultation and development process includes:

- ISC consultation commensurate with the scope of work, industry's timelines for access to new skills and the ISC's resources for the work. ISCs are required to clearly specify the rationale for the breadth of consultations. Consultation must go beyond ISC sectoral advisory committees and working groups.
- ISC analysis of stakeholder views with consideration to the stakeholder status and impact of the views.
- Innovative use of the ISC website to receive and impart information to stakeholders. The website will possess a high level of functionality and currency which includes posting of the following documents:
 - key documents to support the consultation and development process, for example, discussion papers, draft units of competency and qualification structures
 - *Environmental Scan*
 - *Continuous Improvement Plan*
 - *Case for Endorsement* for each submission (for the duration of the endorsement process).
- The ISC website will also feature an *Issues Register* as a constant and formal mechanism for all stakeholders to provide feedback on a Training Package's suitability and industry relevance. The Issues Register must be intuitive and highly visible on the website to encourage feedback. Its functionality must enable users to provide comment on:
 - Training Packages, Skill Sets, qualifications and individual units of competency.
 - delivery issues, flexibility, industry trends and other aspects impacting on the relevance and effectiveness of the Package.

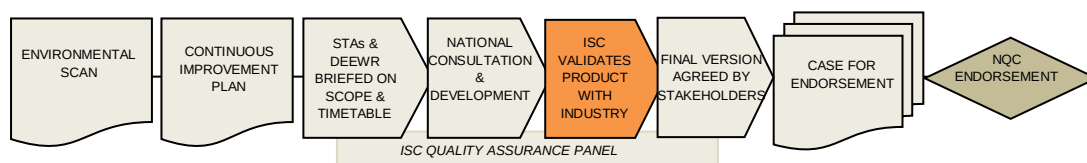
All issues are recorded and acknowledged. Feedback is progressively collected, analysed and validated by the ISC. An ISC may have one Issues Register for each Training Package under its coverage or one which spans all of its Training Packages.

- The use of a *Content Authoring Tool* to expedite the transfer of new or revised units, Skill Sets or qualifications onto the NTIS by replicating the NTIS data fields. ISCs must maintain close and regular contact with the NTIS throughout development and validation to ensure that the most current version of the off-line Content Authoring Tool is being used. The Content Authoring Tool must be used unless prior agreement has been reached between the ISC and the Department regarding an alternative method.
- The following stakeholders will typically be involved in national consultation and development processes:
 - key enterprises, subject matter experts, employer and employee representatives
 - STA and the Department identified stakeholders nominated to be part of the consultation and development process
 - licensing bodies and regulators
 - STAs and the Department in accordance with their request for engagement during the formative briefing.

Broader applicability

- National consultation provides a valuable, on-going source of industry intelligence and feedback on skill related issues broader than the immediate Training Package work. Such information is recorded and analysed for use in future *Environmental Scans*.

Industry Validation



What is it?

Validation is where the content and structure of the Training Package are confirmed as reflecting accepted industry or enterprise practice. All submissions seeking endorsement must be validated by the ISC with a representative sample of industry stakeholders.

Purpose

The primary purpose of validation is to ensure that the content and structure of new or revised units of competency, Skill Sets, qualifications or Training Package meet industry's identified needs.

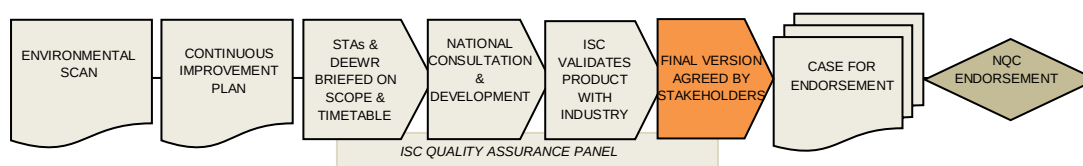
As part of validation the ISC will:

- confirm final Content Authoring Tool/NTIS requirements to ensure compatibility for loading endorsed components onto the National Register
- undertake a final equity review to ensure inclusiveness
- undertake a final editorial review to ensure format and content compliance
- develop mapping information to clearly depict the relationship between old and new units of competency, Skill Sets and qualifications
- validate the draft impact of the changes with key stakeholders for inclusion in the *Case for Endorsement*.

Key characteristics

- The following stakeholders will be involved in the industry validation:
 - key enterprises, employer and employee representatives
 - STA and the Department industry stakeholders nominated to be part of the validation process
 - licensing bodies and regulators.

Stakeholder Agreement



What is it?

Stakeholder agreement is the culmination of the consultation, development and validation processes. It ensures that the new or revised units of competency, Skill Sets, qualifications or Training Package being submitted for endorsement have met industry's identified needs and all Training Package Quality Principles.

Purpose

The purpose of stakeholder agreement is for the ISC to draw together the outcomes of the development and endorsement processes to determine final stakeholder views. It provides the evidence base for a shared understanding of the *Case for Endorsement*, Training Package quality and key implications for its implementation. The outcomes of this stage are reflected in the *Case for Endorsement*.

Key characteristics

To obtain stakeholder agreement the ISC will:

- Engage a member of the *Industry Skills Council Quality Assurance Panel* to complete the *Quality Report* on the new or revised units of competency, Skill Sets, qualifications or Training Package.
- Make any final amendments to the submission following completion of the *Quality Report*.
- Complete the 'report by exception' on stakeholder consensus. The 'report by exception' is provided to the NQC as part of the *Case for Endorsement* and flags where a stakeholder or

individual holds a significantly differing viewpoint from the majority. It gives NQC members an objective view of the issue and steps taken by the ISC to resolve the matter or that reasonable measures have been taken to respond to stakeholder concerns.

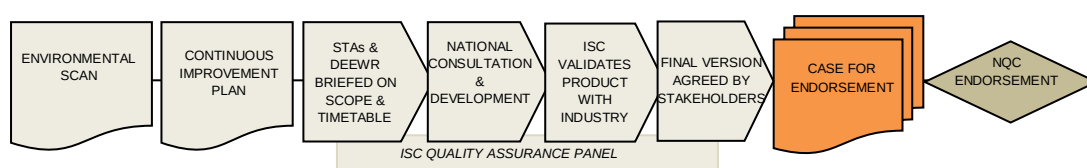
Note: 'Significant' is where the issue is of such importance that it will impact on the product's ability to be implemented. The 'viewpoint' relates directly to the content and/or structure of the draft endorsed components.

- Confirm the draft impact of changes with STAs and clarify the extent of change required to enable successful implementation by the public delivery system.
- Brief the Department and each STA on the *Case for Endorsement*. The brief will include:
 - Overview of the draft endorsed components and the skill/job outcomes
 - *Quality Report* (and evidence that identified issues have been resolved)
 - Demonstrable evidence of broad stakeholder involvement and support, representative of the industry/sector concerned.

As a key stakeholder in the process, it is expected that all STAs will be supportive of the draft endorsed components being submitted to the NQC for endorsement. In consultation with the STAs, the ISC will determine the need for an STA teleconference to resolve any outstanding issue(s) prior to a *Case for Endorsement* being finalised. Where an STA holds a 'significantly differing viewpoint' and resolution is unable to be achieved, the issue is to form part of the Department/STA briefing and be included in the 'report by exception' section of the *Case for Endorsement*.

- The following stakeholders would typically be involved in achieving agreement:
 - key industry stakeholders
 - STAs
 - the Department.

Case for Endorsement



What is it?

The *Case for Endorsement* is a comprehensive evidence-based document compiled by the ISC which has a dual purpose of: (i) informing NQC's decision in relation to endorsement of the Training Package; and (ii) telling the 'story' to a broad audience, including all users of the Training Package, about what the changes to the Training Package are, why the changes were made, and what the changes mean to them. The *Case for Endorsement* is forwarded to the NQC via the NQC Secretariat.

Purpose

The *Case for Endorsement* provides the NQC with evidence that the Training Package meets: (i) policy requirements as represented by both the *Training Package Quality Principles* and the *Training Package Development Handbook* (TPDH); (ii) the consultation and validation process has been

rigorous and transparent; (iii) there is widespread support from industry for the changes; and, (iv) the impact of changes has been considered. There is also a direct link back to the ISC *Continuous Improvement Plan*. Following endorsement, a modified *Case for Endorsement* is distributed by the ISC and STAs to stakeholders assist with implementation.

Audience

Pre-endorsement, the primary audience for *Case for Endorsement* is the NQC. Stakeholders can view the *Case for Endorsement* on the ISC's website for the period of NQC consideration.

Post-endorsement, there is a broader audience for the modified *Case for Endorsement* including STAs, RTOs, registering bodies, course accrediting bodies and jurisdictional regulators. The modified *Case for Endorsement* can be viewed on the ISCs website. STAs are responsible for distributing the modified document to relevant stakeholders in their jurisdiction.

Key Characteristics

- The *Case for Endorsement* is a document that evidences the Training Package meeting industry's needs, and the requirements of the TPDH and the *Training Package Quality Principles*. Objective, factual and 'to the point', the *Case for Endorsement* must be written as a compelling, coherent and plain English document.
- Only when industry and the ISC is satisfied that the Training Package is fit for purpose, from both a content and quality perspective, is it forwarded to the NQC Secretariat for distribution to the NQC. To manage the flow of work to the NQC, the ISC advises the NQC Secretariat of the pending submission a minimum of 14 calendar days prior to forwarding.
- The following stakeholders would typically be consulted prior to completion of the *Case for Endorsement*:
 - enterprises
 - employer and employee representatives
 - the Department
 - STAs.

Content

- The *Case for Endorsement* includes:
 - the unit titles and codes (the content of units of competency may be viewed on the ISC website and will already have been agreed by industry in the validation stage, and considered by STAs)
 - qualification titles and packaging rules
 - advice on occupational and licensing requirements or assessment specific to the units of competency, Skill Sets and qualifications being submitted for endorsement
 - mapping information between old and replacement units of competency and qualifications
 - Training Package modification history
 - advice on the impact of changes
 - 'report by exception' on stakeholder consensus (only if required).

The *Case for Endorsement* does not include text which has been approved for insertion in all Training Packages, for example, Assessment Guidelines mandated text.

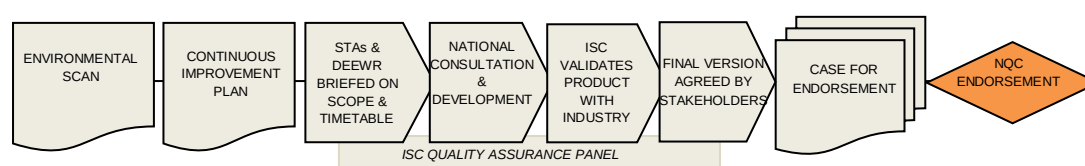
- The *Case for Endorsement* provides evidence that the units of competency, Skill Sets and qualifications meet the requirements of the TPDH; and, the *Training Package Quality Principles* of:
 - Responsiveness
 - Recognition
 - Flexibility
 - Functionality.
- To support the *Case for Endorsement* from a quality perspective (which includes editorial and equity considerations), a *Quality Report* is attached to confirm that all policy requirements including the *Training Package Quality Principles* have been met.

Where the *Quality Report* makes any comments, including identifying areas of non-compliance, the ISC will confirm that it has responded to the Report's comments and recommendations, indicating what actions have been taken and if none, the reasons.

- The *Case for Endorsement* sets out the implications of the new or revised units of competency, Skill Sets, qualifications or Training Package, and the extent of change required to enable successful implementation in various delivery environments including:
 - industry's need for the changes including the new skills, occupations or licensing/regulatory requirements in the *Case for Endorsement* and why they are needed
 - industry's priorities for implementation
 - industry's expectations of delivery pathways/assessment
 - systemic policy issues
 - RTO/enterprise delivery issues of note, including resource implications.

The *Case for Endorsement* is posted on the ISC's website when submitted to the NQC Secretariat. In addition, the complete version of the draft endorsed components being put forward for endorsement (including unit content) will be posted on the website and until such time as endorsement is confirmed.

NQC Endorsement and Publication



What is it?

The NQC is a Committee of the Ministerial Council for Tertiary Education and Employment (MCTEE) and the authorising body for the endorsement of Training Packages. Once endorsed by the NQC the Training Package is made public through its placement on the National Register.

Purpose

The NQC has 21 calendar days to consider the *Case for Endorsement*. The *Case for Endorsement* is usually dealt with out-of-session by NQC members. However, if critical issues are raised by the *Case for Endorsement*, the NQC may request an additional 10 calendar days or consider the *Case for Endorsement* at a face-to-face meeting.

The NQC will base its decision on:

- evidence of industry need and a direct link back to the *Continuous Improvement Plan*
- whether the Training Package meets the Training Package Quality Principles (based on the findings of the *Quality Report*)
- evidence that industry's involvement and that of key stakeholders has been commensurate with the scope and impact of the new units of competency, Skill Sets, qualifications or Training package
- evidence of stakeholder agreement.

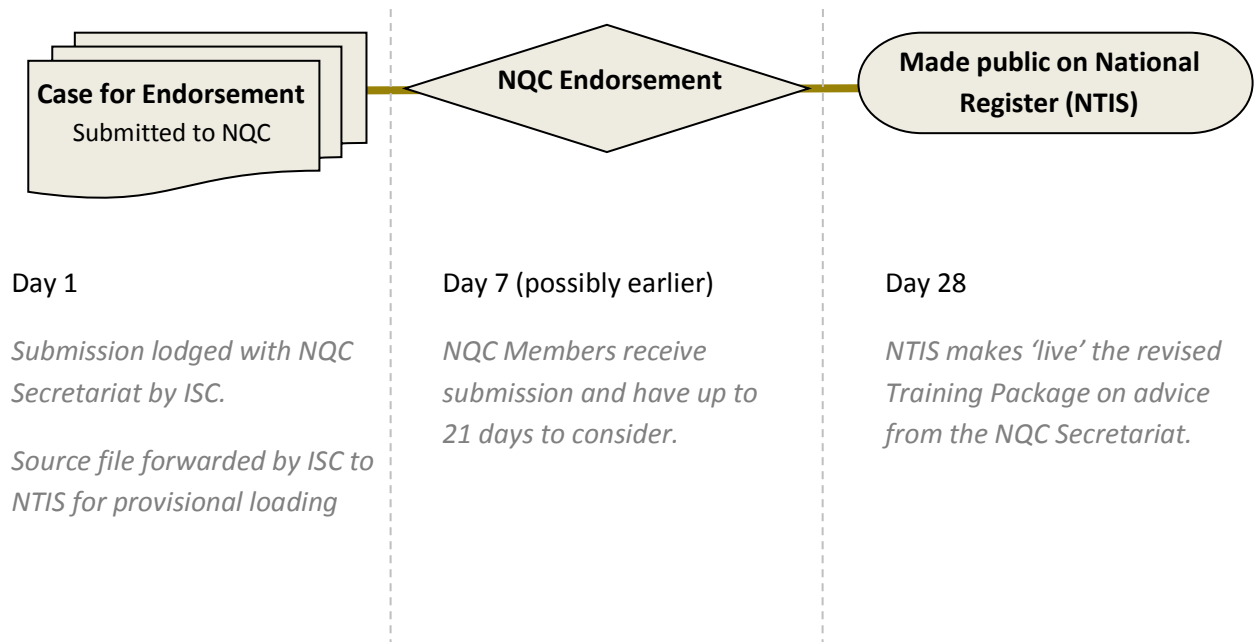
Key characteristics

- The *Case for Endorsement* is forwarded by the ISC as an electronic file to the NQC Secretariat. The NQC Secretariat is responsible for reproducing and distributing the *Case for Endorsement* to NQC members and collating responses. The NQC Secretariat will also:
 - provide formal notification to the ISC, the Department and STAs of the NQC decisions
 - provide formal notification and permission to the NTIS to make public the newly endorsed components on the National Register.
- On the same day as providing the submission to the NQC Secretariat, the ISC provides a compatible electronic source file containing the draft endorsed components to the NTIS for provisional loading. Loading is completed during the endorsement period. The NTIS is authorised to make 'live' following notification of NQC endorsement by the NQC Secretariat.
- Stakeholders will be able to view the *Case for Endorsement* on the ISC's website for the period of the NQC consideration.
- The following stakeholders are involved in the endorsement process:
 - NQC
 - NQC Secretariat
 - NTIS
 - the ISC submitting the *Case for Endorsement*.
- Within seven calendar days of notification of the NQC endorsement by the NQC Secretariat, the ISCs will distribute one electronic disc copy of the newly endorsed Training Package (or *NQC Endorsement Required* changes) to STAs and the Department.

Note: A disc copy of the Training Package is not distributed for ISC Upgrade changes. ISC Upgrade changes will be notified to the STAs, ISCs and the Department by the ISCs until the automatic notification function on NTIS is operational.

Typical timeframe

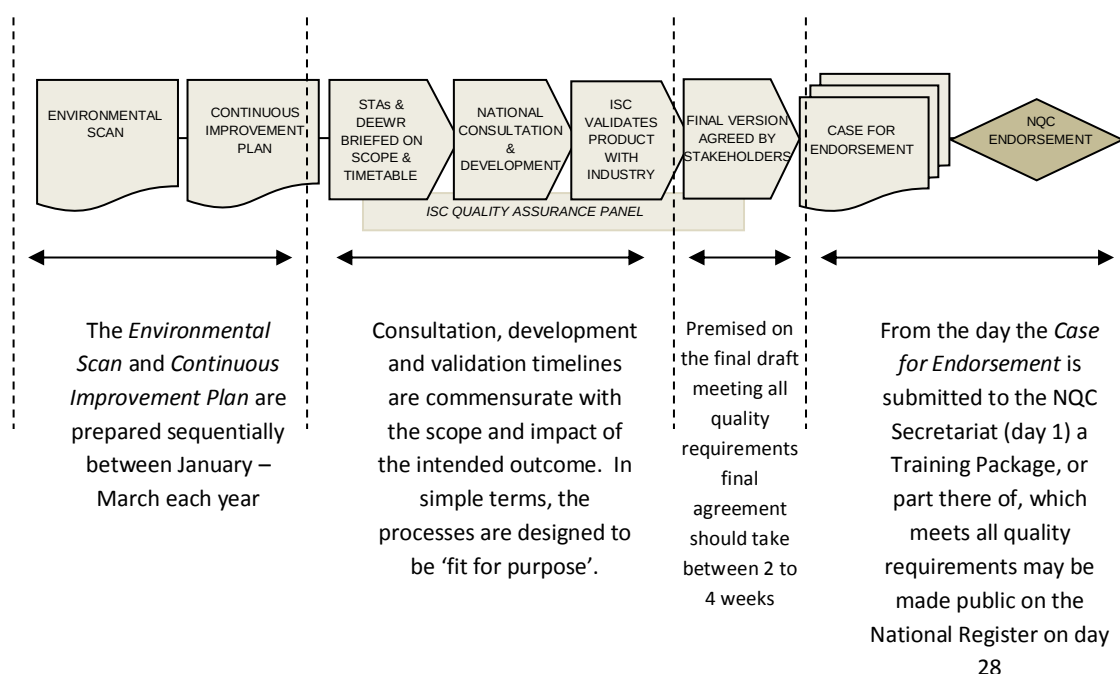
From when the ISC submits the *Case for Endorsement* to the NQC Secretariat, a typical timeframe should see the new units of competency, Skill Sets, qualifications or Training Package being made 'live' on the National Register after 43 days.



Overall timeframe

Timeframes for the overall process, and its capacity to respond to industry's priorities for new skills, are dependent upon:

- key stakeholders undertaking their role in a timely manner and in accordance with the process
- consultation, development and validation processes being 'fit for purpose' and commensurate with the scope and impact of the new units of competency, Skill Sets, qualifications or Training Package
- new units of competency, Skill Sets, qualifications or Training Package being fully compliant with the Training Package Quality Standards
- the *Case for Endorsement* providing the NQC with all the evidence required to make its decision.



Categories of change

In many instances, industry now seeks refinement of qualifications and units of competency rather than wholesale change or the formal review of a complete Training Package.

Where changes to Training Packages have a minor impact on the outcome of a qualification or unit of competency, they are not required to go through the full development and endorsement process. This level of change, known as an '*ISC Upgrade*', is made direct to the National Register, but may only be made as a result of ISC analysis and consultation commensurate with the nature of change.

Other changes, such as those resulting from continuous improvement or a formal review, are known as '*NQC endorsed*' and must follow the full development and endorsement process.

All changes (ISC Upgrade and NQC Endorsed) must be detailed in the Training Package Modification History. Changes must also be recorded in the ISC's biannual 'stocktake' of changes made to the endorsed components of Training Packages (further detail on the stocktake may be found in the section on the *Environmental Scan*).

Categories of change during the Training Package endorsement period are:

- (i) *NQC Endorsement Required*: Where any changes to a qualification and/or unit of competency that changes the outcome must be submitted to the NQC for endorsement; or,
- (ii) *ISC Upgrade*: Any changes to a qualification and/or unit of competency that do not change the outcomes are considered *ISC Upgrades* and do not have to be submitted to the NQC for endorsement.

Examples of changes are:

NQC Endorsement Required

- addition of a new industry sector or stream
- addition of a new or imported qualification
- removal or replacement of an existing qualification
- addition of new units of competency not already on the National Register (NTIS)
- updates to imported units of competency which are not equivalent
- addition or deletion of a core unit in a qualification
- amendment to an element or performance criteria of a unit of competency
- modification to the Assessment Guidelines e.g. additional requirements for assessors related to legislative requirements for licensing purposes
- changes to units of competency that have a significant impact on resources for delivery
- changes to pre-requisites for units of competency
- changes to qualification packaging rules

ISC Upgrade

- edits, deletions and enhancements to the content of existing units of competency where the structure and overall outcomes remain consistent with the original outcomes
- identification of Skill Sets using endorsed units of competency
- updates to imported units of competency where equivalent

- removal or addition of endorsed units of competency from or to elective bank with maximum of one per qualification at any one time
- addition of later versions of units of competency, for example 'A' to 'B'
- addition of employability skills

Note: *ISC Upgrades* can only be made to current endorsed components of Training Packages.

Training Packages will continue to be endorsed for a three year period. Where continuous improvement has been undertaken to maintain the currency and relevance of the Training Package during that period, the ISC will make a case for renewal of endorsement to the NQC. Only where, for example, there are major structural flaws or fundamental issues with the quality of a Training Package is it likely that stakeholders and the ISC will instigate a formal review of the whole Training Package.

NOTE: Interim arrangements are in place until 31 December 2010 to reflect the NQC resolution below.

At its 8 April 2010 meeting, NQC agreed:

- (e) to amend the Training Package Development and Endorsement Process 2008 to allow for an ISC upgrade to apply where the qualification packaging rules and qualification structure have been changed to reflect the new packaging rules for flexibility and the embedding of green skills in Training Packages;
- (f) that the amendment allows ISCs to transition qualifications to the new packaging rules for flexibility, and the embedding of green skills, where the qualification outcomes and structure have not substantially changed and where the ISC determines that there is no need to seek industry validation via a full endorsement process;
- (g) that the proposed amendment to the Training Package Development and Endorsement Process 2008 apply until 31 December 2010 to align with the end date for transition to new packaging rules for flexibility and embedding of green skills in Training Packages;
- (h) that the following communication processes will be required to support the amendment:
 - iv. ISCs notify and explain ISC upgrades to State Training Authorities and the NQC
 - v. ISCs update the Training Package version and the version modification history to explain in detail the particulars of the change
 - vi. ISCs publish the change to NTIS.

Glossary

Case for Endorsement	Provides compelling evidence of the quality, industry relevance and stakeholder support for the new units of competency, Skill Sets (if applicable), qualifications or Training Package. The <i>Case for Endorsement</i> is compiled by the ISC for each submission and is the basis on which NQC members will make their endorsement decision.
Content Authoring Tool (CAT)	Expedites the transfer of new units, Skill Sets, qualifications or Training Package onto the National Register by replicating the NTIS data fields off-line. The ISC sends completed CAT files containing the draft endorsed components to the NTIS at the same time as submitting the <i>Case for Endorsement</i> to the NQC Secretariat.
Continuous Improvement Plan	Details the changes to be made to the endorsed components of Training Packages to enable them to meet the emerging skill needs of industry. The <i>Environmental Scan</i> informs the <i>Continuous Improvement Plan</i> . It is developed annually by each ISC as a rolling three-year plan.
Environmental Scan	Captures and analyses the most recent grass-roots industry intelligence gathered by the ISC identifying existing and emerging skill shortages and training requirements. It is the formative document in the new process enabling the NQC and Skills Australia to gain a more strategic understanding of existing and emerging skill shortages. The Scan also provides the context for the continuous improvement of Training Packages for the forthcoming year. It is developed by each ISC on an annual basis.
Issues Register	Operates as a constant and formal mechanism for stakeholders to provide feedback on the suitability and industry relevance of a Training Package, qualification, Skill Sets or units of competency. Located on the ISC's website, feedback is progressively collected, analysed and validated. It forms a key input to the consultation and development process.
Quality Report	Details if the units and/or qualifications (and Skill Sets if applicable) being put forward for endorsement have met the <i>Training Package Quality Principles</i> and the policy requirements in the <i>Training Package Development Handbook</i> . Undertaken by a holistic quality assurance member of the Industry Skills Council Quality Assurance Panel, the <i>Quality Report</i> is included in the <i>Case for Endorsement</i> .
Report by exception on stakeholder consensus	Details where a stakeholder or individual holds a significantly differing viewpoint from the majority during the consultation and validation process. Provided to the NQC as part of the <i>Case for Endorsement</i> , it gives NQC members an open and impartial view of the issue and assures that all reasonable measures have been taken by the ISC to respond to stakeholder concerns.

12. Appendix 4 : Industry Skills Council Quality Assurance Panel Operations, Professional Development and Moderation

OVERVIEW

- The Industry Skills Council Quality Assurance Panel (the Panel) comprises panellists with expertise in one or more of the following three areas:
 - Holistic quality assurance
 - Equity expertise
 - Editorial expertise.
- The Panel was established through public invitation and became operational on 1 April 2008. Information on the operations of the Panel is provided at Attachment A. Details of appointed Panel members are available at:
http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/tpk/Industry_Skills_Council_Quality_Assurance.htm
- Panellists' on-going **currency** and **consistency** of knowledge will be complemented through a program of professional development and moderation activities.
- The program recognises that:
 - While panellists are required to have skills in their specific area of expertise, panellists will require briefing in relation to the contemporary Training Package environment
 - The Panel must comprise sufficient numbers to ensure that panellists are available when required by Industry Skills Councils (ISCs)
 - The Panel must operate as a coherent service through consistent interpretation of policy and role by each panellist
 - ISC staff with responsibility for equity, editing or quality assurance of Training Packages may attend the moderation and professional development program as part of their professional development and to assist in ensuring the transparency of Panel operations.

PROFESSIONAL DEVELOPMENT ... to ensure currency

- Professional development (PD) of the Panel is both a formative and on-going activity. It recognises the need for panellists' advice to reflect prevailing policy and that for most Training Packages, continuous improvement is the overriding focus.
- Longer term, PD activities will focus on ensuring panellists have a full understanding of any new or emerging policy and its implications on the Panel's scope or activities.
- While panellists are required to commit to PD as a condition of appointment, costs incurred by Panel members to participate will be minimised where possible and future meetings may involve teleconferencing/videoconferencing if the subject matter/duration permits.

MODERATION ... to ensure consistency

- Moderation of the Panel's activities ensures its members *consistently* interpret their role, and provide a consistent level of service and advice to ISCs. Moderation will also be an important mechanism in refining the overall process. It is a condition of a panellist's appointment that he or she participate in on-going moderation activities.
- Moderation meetings may be held once a critical mass of Training Package development work has started to progress under the new process. As with the PD sessions, Panel member costs to participate will be minimised where possible and teleconferencing/videoconferencing may be utilised.
- In addition to formal moderation meetings there may be ad-hoc teleconferences between panellists and the Department as issues requiring discussion and clarification arise.

Industry Skills Council Quality Assurance Panel Operations

OVERVIEW

The Industry Skills Council Quality Assurance Panel (the Panel) is an expert resource for Industry Skills Councils (ISCs) to assist in the quality assurance of Training Packages, in particular, matters relating to equity and editing.

The Panel is part of the Training Package development and endorsement processes approved by the National Quality Council (NQC) and implemented in 2008. The Panel is managed by the Department of Education, Employment and Workplace Relations (the Department) on behalf of the national vocational education and training system.

The overarching policy paper, *National Quality Council Training Package Development and Endorsement Process*, outlines the process and is supported by the online *Training Package Development Handbook* (available at:

<http://www.deewr.gov.au/Skills/Programs/TPDH/Pages/default.aspx>).

Panels which previously supported Training Package development (the Equity Evaluators, Editorial Panel and Employability Skills Panel) have been replaced by the single ISC Quality Assurance Panel.

The Panel will play an important role in providing quality assurance expertise in relation to two key aspects of Training Package development:

1. **Providing mandatory quality assurance** through a *Quality Report* on new or revised units of competency, Skill Sets¹⁶, qualifications or whole Training Packages prior to submission to the NQC. *ISCs must use Panel members for this purpose.*
2. **Assisting and/or building ISCs' internal capability** and understanding across three key areas of (a) holistic quality assurance, (b) equity and (c) editing. ISCs will choose whether to access Panel members for this purpose depending on their existing in-house expertise and the ISC's business model.

The range of services provided by the Panel recognises that different business models are in place across the ISCs, and that each will utilise the Panel in accordance with its needs.

OPERATIONS

Establishment of the Panel

Membership of the Panel was determined through an open selection process advertised nationally.

Panel members have been appointed for a two-year term. All Panel members have signed a Deed of Agreement with the Department which outlines their obligations as a Panel member and a Code of Practice.

¹⁶ Skill Sets using existing units of competency are an *ISC Upgrade* and do not require NQC endorsement. Further information on *Categories of Change* is at page 25 of the *Training Package Development and Endorsement Process 2008* paper.

ISC Engagement of Panel Members

Contact details of Panel members are available on the Department's public website (http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/tpk/Industry_Skills_Council_Quality_Assurance.htm). Engagement of individual Panel members will be a decision for each ISC in accordance with its needs and 'fit' of a Panel member's skills and knowledge with the ISC's requirements. Contractual arrangements and payment for services will be between the ISC and the relevant Panel member.

Mandatory use of the Panel

An ISC *must* use a Panel member to undertake the *Quality Report* on the draft Training Package, Skill Sets, qualifications or units of competency being submitted to the NQC for endorsement.

Completion of an *Equity Report* and *Editorial Report* on the draft Training Package, Skill Sets, qualifications and units of competency may be completed by a Panel member or otherwise as arranged by the ISC.

Note: If the ISC chooses to complete an *Equity Report* or *Editorial Report* using persons external to the Panel, that person must possess capability equivalent to the skills required of Panel members and will be required to provide such evidence as part of the relevant Report.

Currency and consistency of Panel member advice

The Deed of Agreement signed by each Panel member includes an obligation to on-going professional development and moderation activities managed by the Department. This will ensure a consistent understanding of the Panel's role, its service standards, and that advice being provided to ISCs reflects prevailing policy.

Relevant ISC staff member(s) may attend the professional development and moderation activities managed by the Department. This will ensure that internal capability keeps pace with policy developments and Panel member expertise and that, irrespective of how quality assurance is undertaken, Training Packages being forwarded for endorsement consistently meet the policy requirements of the Training Package Development Handbook (TPDH) and the *Training Package Quality Principles* (Attachment B).

HOLISTIC TRAINING PACKAGE QUALITY ASSURANCE

Holistic quality assurance experts on the Panel have three primary roles:

- A. **Mandatory quality assurance** – completion of a *Quality Report* for each submission being forwarded to the NQC through the evaluation of draft endorsed components against the policy requirements of the TPDH and the *Training Package Quality Principles*. Panel members contracted by ISCs to undertake a *Quality Report* must not have been involved in the development and/or validation activities, including undertaking the *Equity Report* and/or *Editorial Report*, for which they are completing a *Quality Report*.
- B. **General quality assurance** – ISCs may seek quality assurance expertise at any time prior to the *Quality Report*. This is more likely where a whole Training Package is being reviewed or where there are a large number of new qualifications and units of competency added to an existing Training Package.

- C. **Capability building** – Panel members may be requested by an ISC to assist in the development of their internal quality assurance capabilities. This may involve the provision of customised in-house professional development for ISC staff with the aim of raising their awareness of quality assurance issues and improving the quality of the draft product throughout the process. The scope of capability building required will be determined by an ISC based on their business model.

The Quality Report

Prior to the *Quality Report* being commissioned, the ISCs must ensure an *Equity Report* and an *Editorial Report* are both completed. Copies of both reports are to be provided to the Panel member undertaking the *Quality Report*.

The *Quality Report* and the ISC's commentary on how it has responded to the recommendations form part of the *Case for Endorsement* for the Training Package.

The templates for the *Quality Report*, *Editorial* and *Equity Reports* can be accessed online at: http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/Training_Package_Development_Endorsement_Process_2008.htm.

EQUITY EXPERTISE

Equity experts on the Panel have two primary roles:

- A. **Equity quality assurance** - Working with ISCs at strategic points in the development of Training Packages which may include:
- Identifying potential equity issues prior to the commencement of work on planned revisions or the development of new units
 - Identifying potential equity issues by examining a sample of draft units of competency, Skill Sets, qualifications and Training Packages
 - Completion of the *Equity Report* by analysis of draft units of competency, Skill Sets, qualifications and Training Packages.
- B. **Capability building** – Panel members may be requested by ISCs to assist them gain a better understanding of their responsibilities in relation to equity issues and to build their own internal equity quality assurance capabilities. This may involve the provision of customised in-house professional development for ISC staff outlining, for example, relevant legislative and regulatory requirements, latest research, current issues and particular issues/challenges facing an industry. The scope of capability building required will be determined by an ISC based on their business model.

Note: The *Training Package Quality Principles* require that a Training Package provide the level of flexibility needed to meet individual enterprise and learner needs. The online *Training Package Development Handbook* contains policy and guidelines on equity issues. ISCs may choose to contract more than one Equity Panel member to provide equity expertise across the breadth of their industry issues (for example, specialist Indigenous and disability expertise may be sought).

The focus for equity quality assurance is the content of the draft units of competency, Skill Sets, qualifications and Training Packages under examination. Delivery issues remain the responsibility of Registered Training Organisations providing training against endorsed Training Packages and are not the responsibility of ISCs to address or resolve.

The Equity Report

The ISC must provide a copy of the completed the *Equity Report* to the Holistic quality assurance Panel member undertaking the *Quality Report* on the draft endorsed components. An ISC must attach brief documentation or commentary on any negative findings and/or provide succinct reasons why a recommendation/s has not been fully actioned.

The templates for the *Equity Report*, *Editorial* and *Quality Reports* can be accessed online at: http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/Training_Package_Development_Endorsement_Process_2008.htm.

EDITORIAL EXPERTISE

Editorial experts on the Panel have two primary roles:

- A. **Editorial quality assurance** – Panel members will primarily undertake an *Editorial Report* of a final draft Training Package.
- B. **Capability building** – Panel members may be requested by an ISC to assist it to develop its internal editorial capabilities. This may involve the provision of customised in-house professional development for ISC staff with the aim of raising their awareness of editorial issues and improving the editorial quality of the draft product throughout the process. Panel members may also work directly with an ISC employee/s on professional development where, for example, that person/s has relevant skills or training but limited practical experience. The scope of capability building required will be determined by an ISC based on their business model.

Note: The editorial requirements for Training Packages changed with the introduction of the Content Authoring Tool (CAT) for the National Training Information Service. These arrangements automate editorial aspects of Training Packages, requiring a less comprehensive edit than was previously the case. A full copy of the draft endorsed components (as they would appear post endorsement on the National Register and including both automated text and the text unique to the relevant Training Package) may therefore be of most benefit to the editor. To obtain a copy, the ISC must first submit draft CAT files to the National Training Information Service and then request a 'working copy'.

The online *Training Package Development Handbook* contains policy and guidelines on editorial issues.

The Editorial Report

The ISC must provide a copy of the completed the *Editorial Report* to the Holistic quality assurance Panel member undertaking the *Quality Report* on the draft endorsed components. An ISC must attach brief documentation or commentary on any negative findings and/or provide succinct reasons why a recommendation/s has not been fully actioned.

The templates for the *Editorial Report*, *Equity* and *Quality Reports* can be accessed online at: http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/Training_Package_Development_Endorsement_Process_2008.htm.

QUALITY PRINCIPLES	KEY FEATURES <i>The endorsed components of a Training Package must ...</i>	EVIDENCE <i>How do the endorsed components of a Training Package achieve this?</i>
RESPONSIVENESS <i>Ensures to the needs of contemporary industry and its workforce</i>	Reflect contemporary work organisation and job profiles incorporating a futures orientation	- Open and inclusive consultation and validation commensurate with scope and impact is conducted - Other national and international standards for skills are considered
	Be driven by industry's needs	Clever, sustainable approaches to incorporate feedback from stakeholders
	Respond to government broad policy initiatives	Innovative responses to government policy initiatives
RECOGNITION <i>Enables of an individual's competence across industries and occupations</i>	Recognise convergence and connectivity of skills	Incorporation of cross industry units and qualifications
	Support movement of skills within and across organisations and sectors	- Clear and consistent packaging rules for qualifications - Qualification framework and pathways are effectively designed - Incorporation of Skill Sets
	Promote national and international portability	- Qualification outcomes are aligned with the Australian Qualifications Framework - Other national and international standards for skills are considered
FLEXIBILITY <i>Provides to meet individual enterprise and learner needs</i>	Meet the diversity of individual and enterprise needs	- Clear and consistent packaging rules for qualifications - Provide flexible qualifications that enable application in different contexts
	Support equitable access and progression of learners	- Provide multiple entry and exit points - Pre and co-requisite units of competency are minimised - Units of competency are clearly written and have consistent breadth and depth
	Support learner transition between education sectors	Advice is provided on implementation/pathways
FUNCTIONALITY <i>Ensures through ease of understanding, clever design and consistency with policy and publication requirements</i>	14. Support implementation across a range of settings	Advice is provided on implementation/pathways
	15. Support sound assessment practice	Units of competency are clearly written and have consistent breadth and depth
	16. Not impose structural barriers to implementation	- Clear and consistent packaging rules for qualifications - Compliance with the National Training Information System (NTIS)/National Register standard for loading and publication - Compliance with Training Package policy

13. Appendix 5: Code of Practice for members of the Quality Assurance Panel

All members appointed to the Quality Assurance Panel for the provision of services to Industry Skills Councils (ISCs) are duty bound to observe this Code.

Professional conduct

Panel members must act in a professional and ethical manner. In doing so, panel members must be objective, independent, honest, constructive and diligent. Panel members must respect and protect the rights of the relevant ISC.

Panel members must carry out their quality assurance of Training Packages to a high professional standard.

Conflict of interest

Panel members must disclose in advance any information that could limit their capacity to make unbiased quality assurance judgements.

Confidentiality

Panel members must not discuss or disclose any information relating to quality assurance services except where they are reporting to the ISC which has engaged them to do this work, the Department of Education, Employment and Workplace Relations, and/or other panellists for the purpose of moderation.

Intellectual property

Panel members must take all reasonable steps to protect ownership of intellectual property and any commercial-in-confidence material or information disclosed in the course of the quality assurance activity.

Responsibility to be informed

Panel members must understand and remain up to date with current Training Package Development Handbook policy and advice as it relates to their role in the quality assurance of Training Packages. This includes participation in moderation processes established by the Department of Education, Employment and Workplace Relations as required.

Client focus

Panel members must ensure that prior to formally commencing work, there is a clear understanding and agreement of the scope of services required by the ISC, the timeframe for completion and the methodology to be used. In observing a client focus, panel members will be polite, respectful, considerate and non-discriminatory.

Accountability

Panel members must not act in any way that could prejudice the reputation of the Quality Assurance Panel or the services it is established to provide. Panel members must fully cooperate with a Department of Education, Employment and Workplace Relations inquiry into any alleged breach of this Code.

14. Appendix 6: Templates

14.1 Template - Environmental scan

REMEMBER ...

- The Scan is not a re-creation or compilation of existing data or economic analyses found elsewhere. Nor is it a strategic plan. Its focus, and what sets it apart from other reports in the VET system, is its capacity to operate as an early warning system by alerting the ISC, NQC and Skills Australia to potentially significant issues at a product, operational and systemic level. This level of immediacy is its key characteristic and relies on real-time industry views and evidence captured from across Australia. It is expected that this intelligence would largely be collected as part of an ISC's on-going activities throughout the preceding period.
- Developed annually by the ISC, the Scan enables the NQC and Skills Australia to gain a more strategic understanding of existing and emerging skill shortages, and provides the context and driving force behind the continuous improvement of Training Packages for the forthcoming year. It should leave readers with a clear understanding of the factors currently shaping and impacting on workforce development and how Training Packages, and the system more broadly, are currently responding.
- The primary audience for the Scan is the NQC and Skills Australia. It must therefore be written as a concise, readable document with an indicative length of 20 pages (excluding appendices). Its level of insight and predictive capabilities may also inform ISC Board deliberations on future direction setting and broader promotional activities.
- In developing the *Environmental Scan*, it is likely that the following stakeholders will be involved: enterprises, employer and employee representatives, licensing and regulatory bodies, STAs and RTOs.
- Further information on the *Environmental Scan* and its role may be found in the policy document – *National Quality Council Policy for the Training Package Development and Endorsement Process - Principles, Processes & Key Documents*.

Template

COVER

INDEX

SECTION 1 - LATEST INTELLIGENCE

- Based on recent intelligence gathered by the ISC, provide a broad analysis of changes, evolving trends and new factors in the three primary environments which impact and shape workforce development in the industry:
 - a. Market ... the VET environment, VET stakeholders and peak organisations.
 - b. Industry ... enterprises, professional and industry associations and other key stakeholders. This should include emerging cross industry trends and synergies.
 - c. Macro-environment ... broad factors and emerging trends across and between industries, and global trends or changes which impact directly or indirectly on the need and nature of skills.

Note: This section may be presented as a sector by sector analysis or as a 'whole of coverage' analysis. The chosen approach should be that which most coherently conveys the ISC's intelligence to the NQC.

- Provide an analysis on how well Training Packages and the VET system are currently responding to these emerging trends and factors.

SECTION 2 - IDENTIFIED WORKFORCE DEVELOPMENT NEEDS

- Based on recent intelligence gathered by the ISC, provide a broad analysis of current and emerging skill gaps. A comprehensive analysis is not required but where specific skill shortages, skills needs, and regional requirements are identified these should be supported by available data. Other regional or local analysis may be supported by less comprehensive data or anecdotal information.
- Provide advice on opportunities for boosting skill levels to meet identified skill shortages.

SECTION 3 - CURRENT IMPACT OF TRAINING PACKAGES

- Provide an insight into how Training Packages are currently being used to enable readers to fully appreciate the impact of the existing units of competency and qualifications. This should consider activity within the publicly funded delivery system, but also illustrate the broader uses of Training Packages by industry, such as job design or recruitment. It may also provide an insight into the extent of activity within the non-publicly funded delivery system if such information is readily available and does not entail the ISC undertaking primary data collection.
- Provide advice on how existing Training Packages are being used in the broader workforce development agenda by industry and across the training system but which fall outside of the national data collections. Outline the increased flexibility being built into Training Packages and their alignment with licensing and regulation.

- Provide advice, where appropriate, on the changing profile of the learner. For example, if formal training of existing workers is becoming an increasing priority for the industry or if certain sectors are seeking to recruit and train mature aged workers.
- Provide a summary on the uptake of Training Packages across the delivery system using the national data collections.

SECTION 4 - FUTURE DIRECTIONS FOR ENDORSED COMPONENTS OF TRAINING PACKAGES

- Provide an insight into how Training Packages and the VET system need to respond to industry's workforce priorities.
- Provide directions (short and medium term priorities) for the endorsed components of Training Packages in response to the latest intelligence and analysis in Section 3.
- Identify other key directions for VET at an operational and systemic level (including any major barriers) considered critical in responding to the latest intelligence and analysis in Section 3.

APPENDIX A - REPORT ON PREVIOUS CONTINUOUS IMPROVEMENT ACTIVITY

- Provide a 'stocktake' of physical changes made to the endorsed components of Training Packages over the preceding 12 months. Identify any new sectors and units of competency that have been endorsed and any refinements made to existing content through *ISC Upgrades*. Provide advice on where stakeholders may access more detailed information on these changes. Present the information as an attachment (using the matrix at Figure 1.) to allow its submission twice a year, once as part of the Scan, and six months later as a standalone document.

TRAINING PACKAGE	(Title and code)			
BRIEF SUMMARY OF CHANGE	INDUSTRY IMPERATIVES/ RATIONALE FOR CHANGE	DATE SUBMITTED TO NQC SECRETARIAT	DATE ENDORSED BY NQC/ or ISC UPGRADE	DATE MADE PUBLIC THROUGH NTIS
For example, addition of qualifications in XX,				
For example, enhancement of units of competency covering XX				
<i>Repeat rows as required</i>				
TRAINING PACKAGE	(Title and code)			
BRIEF SUMMARY OF CHANGE	INDUSTRY IMPERATIVES/ RATIONALE FOR CHANGE	DATE SUBMITTED TO NQC SECRETARIAT	DATE ENDORSED BY NQC/ or ISC UPGRADE	DATE MADE PUBLIC THROUGH NTIS
TRAINING PACKAGE	(Title and code)			
BRIEF SUMMARY OF CHANGE	INDUSTRY IMPERATIVES/ RATIONALE FOR CHANGE	DATE SUBMITTED TO NQC SECRETARIAT	DATE ENDORSED BY NQC/ or ISC UPGRADE	DATE MADE PUBLIC THROUGH NTIS

Figure 1. Template for Attachment A of the Case for Endorsement

14.2 Template – Continuous Improvement Plan

Template - Continuous Improvement Plan

REMEMBER ...

- Developed by the ISC and updated annually, the *Continuous Improvement Plan* sets out the work to be undertaken on the endorsed components of Training Packages to meet the existing and emerging skill needs of industry. The deliberative process and authorising environment for finalisation of the Plan is a matter for each ISC's Board and business processes, however, it must ensure that the Plan provides realistic goals for the resources available and prioritises competing industry demands.
- The Plan is informed by findings of the *Environmental Scan*. It is a three-year plan although years two and three may be less well defined and subject to refinement over time as industries react to external pressures and re-prioritise their skill needs.
- It will also inform STAs and RTOs of timelines and scope of activities which is likely to impact on the existing delivery of Training Packages/accredited courses. The Plan must be posted on the ISC's website.
- Analysis undertaken for the *Environmental Scan* informs the Plan. In development of the *Continuous Improvement Plan*, it is likely that the following stakeholders will be involved: enterprises, employer and employee representatives, licensing and regulatory bodies, STAs, the Department and RTOs.
- The Plan must incorporate sufficient information on the immediate year's activities to assist negotiation of the ISC's funding agreement with the Department and provide the Department with sufficient information to monitor activities. This level of detail must be balanced with the need for the Plan to be sufficiently flexible so as to incorporate responses to industry's evolving needs.
- Further information on the *Continuous Improvement Plan* and its role may be found in the policy document – *National Quality Council Policy for the Training Package Development and Endorsement Process - Principles, Processes & Key Documents*.

Template

Clearly set out each piece of work so that it informs the reader and does not presume prior knowledge of the issue. Provide the information using the matrix at Figure 2. Where pieces of work are large in scale and not readily expressed through a single line entry, use the table as appropriate bearing in mind its audience and intent. For example, an ISC could depict a large piece of work in logical stages similar to the project plan or timescale for the activity. Where the piece of work will not result in its submission to the NQC, such as a scoping project, simply insert 'not applicable' where the column heading is irrelevant.

TRAINING PACKAGE _____ (Title and code)		BRIEF TITLE OF THE ACTIVITY _____		
No	SCOPE OF WORK, INDUSTRY, SECTOR AND OCCUPATIONS/SKILLS INVOLVED	INDUSTRY IMPERATIVES FOR THE WORK	LIKELY QUALIFICATION LEVELS AFFECTED	TIMELINES FOR START OF WORK & SUBMISSION TO NQC
1.0				
1.1	<i>Repeat rows as required</i>			
TRAINING PACKAGE _____ (Title and code)		BRIEF TITLE OF THE ACTIVITY _____		
No	SCOPE OF WORK, INDUSTRY, SECTOR AND OCCUPATIONS/SKILLS INVOLVED	INDUSTRY IMPERATIVES FOR THE WORK	LIKELY QUALIFICATION LEVELS AFFECTED	TIMELINES FOR START OF WORK & SUBMISSION TO NQC
2.0	<i>Repeat rows as required</i>			
TRAINING PACKAGE _____ (Title and code)		BRIEF TITLE OF THE ACTIVITY _____		
No	SCOPE OF WORK, INDUSTRY, SECTOR AND OCCUPATIONS/SKILLS INVOLVED	INDUSTRY IMPERATIVES FOR THE WORK	LIKELY QUALIFICATION LEVELS AFFECTED	TIMELINES FOR START OF WORK & SUBMISSION TO NQC
3.0	<i>Repeat rows as required</i>			

Figure 2. Template for Continuous Improvement Plan

14.3 Template – Equity Report

Template - Equity Report

REMEMBER ...

- The purpose of the *Equity Report* is to confirm that the draft endorsed components being submitted to the National Quality Council have met the agreed requirements for equity set out in the Equity Checklist at Appendix A.
- The *Equity Report* may be completed by a member of the ISC Quality Assurance Panel (the Panel) or an Industry Skills Council (ISC) specified person where the person's capability is equivalent to the skills required of Panel members. However, the ISC should consider the benefits derived from using a Panel member if the equity considerations to date have been made in-house.
- The ISC must provide the completed *Equity Report* to the Panel member undertaking the *Quality Report* on the draft endorsed components. Where the *Equity Report* has been prepared by a Panel member, the ISC must attach brief documentation or commentary on any negative findings and/or provide succinct reasons why a recommendation has not been fully actioned.
- ISCs are responsible for managing the timing and sequence of the equity and editorial engagement and reporting. ISCs may choose to synchronise equity and editorial involvement throughout development to avoid conflicting report outcomes.
- Further information on the *Equity Report* and its role may be found in the policy document – *National Quality Council Policy for the Training Package Development and Endorsement Process - Principles, Processes & Key Documents*.

COMPLETING AN EQUITY REPORT

The *Equity Report* (Appendix A) comprises two sections. Section 2 is the Equity Checklist

The Checklist provides a transparent and consistent approach across the Panel and ISCs.

A full copy of the draft endorsed components (as they would appear post endorsement on the National Register) may be of most benefit to the equity specialist.

APPENDIX A – EQUITY REPORT TEMPLATE FOR DRAFT TRAINING PACKAGE**Template SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE****COMPONENTS**

INFORMATION REQUIRED	DETAIL
Training Package title and code	
Number of new or revised qualifications or total number if a whole Training Package review	
Number of new or revised units or total number if a whole Training Package review	
Sampling size of units ¹⁷	
Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2	
Person completing the Equity Report and organisation. ¹⁸	
Date completed	

¹⁷ The size of sample should be commensurate with the number of units of competency being put forward for endorsement and be drawn from the breadth of qualifications involved in the submission. Typically, this should mean that where there are: less than 10 units of competency – sample all units; between 10 – 100 units of competency – sample a minimum of 10 units; between 100 – 250 units of competency – sample 10% of units; greater than 250 units of competency – sample 5% - 10% of units. The exact number of units to be sampled must be confirmed with the ISC before commencing the work.

¹⁸ Persons not a member of the Panel are required to provide the following additional information: demonstrated experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; demonstrated commitment by the person to ongoing professional development; details of relevant qualifications and/or professional membership(s).

SECTION 2 – EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
Endorsed components of a Training Package must ... reflect contemporary work organisation		
1.	Is there clear information on: - the nature of the workforce, including public and private sector, full and part time workers, permanent and casual staff, age breakdowns? - the cultural diversity of the workforce and under-represented groups?	
2.	Is there evidence that the consultation and validation processes included under-represented groups? <i>For example, through lead agencies, individuals and groups in workplaces.</i>	
Endorsed components of a Training Package must ... meet the diversity of individual and enterprise needs		
3.	Are the units of competency written clearly and concisely so that they can be correctly and consistently interpreted by users?	<i>[Undertake sampling in accordance with template guidance]</i>
4.	Can the content of the units of competency easily be made culturally appropriate ?	<i>[Undertake sampling in accordance with template guidance]</i>
5.	Are the Performance Criteria inclusive of other concepts of 'organisation' or 'workplace'? <i>For example, a not-for-profit organisation, community-based organisation or business services (for people with a disability).</i>	<i>[Undertake sampling in accordance with template guidance]</i>

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
<i>Endorsed components of a Training Package must ... support equitable access and progression of learners</i>		
6.	If competency standards include stand-alone communication units, have they been developed for use at a range of qualification levels? <i>For example, it is unlikely the same communication unit would be appropriate for a Certificate II and a Diploma qualification.</i>	
7.	Has the wording in the units of competency been written to ensure inclusivity of equity groups where possible? <i>For example:</i> ▪ <i>Using the word 'lift' in a competency can discriminate against people with a disability. The word could be substituted for 'shift' and may enable a person with a disability to perform the competency with assistance</i> ▪ <i>Allowing alternative communication (such as interpreters or assistive technology) may enable a person with English as a second language to perform the competency.</i>	<i>[Undertake sampling in accordance with template guidance]</i>
8.	Are the language, literacy and numeracy skills required to complete the workplace tasks described and appropriate for the qualification outcome?	<i>[Undertake sampling in accordance with template guidance]</i>
9.	Does the language, literacy and numeracy content in the units of competency reflect the level of importance/centrality of those competencies to the workplace task?	<i>[Undertake sampling in accordance with template guidance]</i>
10.	Are the items specified in the Required Skills and Knowledge section clear and necessary to achieve the unit outcomes?	<i>[Undertake sampling in accordance with template guidance]</i>

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
	<i>For example:</i> ▪ <i>Does ‘Understand, interpret and apply technical information’ need to be more specific about the type of technical information by stating ‘read graphs, tables and charts’?</i> ▪ <i>Is it accurate that a person need ‘understand’, ‘interpret’ and ‘apply’ the technical information to achieve the unit outcome?</i>	
11.	Are the Performance Criteria specific enough to convey meaning? <i>For example, references to ‘as appropriate to the workplace’ or ‘in accordance with organisational requirements’ can make a unit of competency vague and difficult to interpret.</i>	<i>[Undertake sampling in accordance with template guidance]</i>
12.	Do the units of competency make clear whether a person needs to read and comprehend workplace documentation or whether the issue is one of awareness of its existence relevant to the job role and where it can be sourced?	<i>[Undertake sampling in accordance with template guidance]</i>
Endorsed components of a Training Package must ... support implementation across a range of settings		
13.	Are all the critical terms and phrases in the Performance Criteria (written in bold and italics) further defined in the Range Statement? <i>For example ‘Workplace documentation may include: shift reports, hazard forms, leave applications, service checklists...’ ‘Written tasks may include: note taking for orders, production reports, maintenance requirements, operating and breakdown details, work instructions.’</i>	<i>[Undertake sampling in accordance with template guidance]</i>

EQUITY REQUIREMENTS		COMMENTS
		<i>Provide brief commentary on the whether the draft endorsed components meet each of the Equity Requirements</i>
14.	Does the Range Statement cater for reasonable adjustment by allowing for different work environments and situations that may affect performance?	<i>[Undertake sampling in accordance with template guidance]</i>
<i>Endorsed components of a Training Package must ... support sound assessment practice</i>		
15.	Is the suggested Method of Assessment in the Evidence Guide an appropriate way to assess performance for the Unit of Competence? <i>For example, a written test or report would be inappropriate if the unit does not require any writing competence.</i>	<i>[Undertake sampling in accordance with template guidance]</i>
16.	Does the suggested Method of Assessment in the Evidence Guide provide flexibility suitable for equity groups, in particular Indigenous people, people with a disability, inclusive of gender and other cultures?	<i>[Undertake sampling in accordance with template guidance]</i>

14.4 Template - Editorial Report

Template - Editorial Report

REMEMBER ...

- The purpose of the *Editorial Report* is to confirm that the draft endorsed components being submitted to the National Quality Council have met the agreed requirements for editing set out in the *Editorial Report* at Appendix A.
- Prior to undertaking *Editorial Report*, the ISC must ensure that the draft endorsed components have been **proof read** and **edited**. This may be done in-house by the ISC or by contracting a member of the ISC Quality Assurance Panel (the Panel). **Only when the draft endorsed components have been proof read and edited may an *Editorial Report* be undertaken.**
- The *Editorial Report* may be completed by a member of the Panel or an ISC specified person where the person's capability is equivalent to the skills required of Panel members. However, the ISC should consider the benefits derived from using a Panel member if the editing process to date has been undertaken in-house.
- The ISC must provide the completed *Editorial Report* to the Panel member undertaking the *Quality Report* on the draft endorsed components. Where the *Editorial Report* has been prepared by a Panel member, the ISC must attach brief documentation or commentary on any negative findings and/or provide succinct reasons why a recommendation has not been fully actioned.
- ISCs are responsible for managing the timing and sequence of the equity and editorial engagement and reporting. ISCs may choose to synchronise equity and editorial involvement throughout development to avoid conflicting report outcomes.
- Further information on the *Editorial Report* and its role may be found in the policy document – *National Quality Council Policy for the Training Package Development and Endorsement Process - Principles, Processes & Key Documents*.

COMPLETING AN EDITORIAL REPORT

The *Editorial Report* (Appendix A) comprises two sections. Section 2 is the Editorial Checklist.

The Checklist ensures a transparent and consistent approach across the Panel and ISCs.

The Checklist is completed using:

- sampling of units of competency (for the purposes of efficiency)
- direct checking of nominated aspects of the draft components
- discussion with developers.

A full copy of the draft endorsed components (as they would appear post endorsement on the National Register) may be of most benefit to the editor.

APPENDIX A – EDITORIAL REPORT TEMPLATE FOR DRAFT TRAINING PACKAGE

Template SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	
Number of new or revised qualifications or total number if a whole Training Package review	
Number of new or revised units or total number if a whole Training Package review	
Sampling size of units ¹⁹	
Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2	
Person completing the Editorial Report and organisation. ²⁰	

¹⁹ The size of sample should be commensurate with the number of units of competency being put forward for endorsement and be drawn from the breadth of qualifications involved in the submission. Typically, this should mean that where there are: less than 10 units of competency – sample all units; between 10 – 100 units of competency – sample a minimum of 10 units; between 100 – 250 units of competency – sample 10% of units; greater than 250 units of competency – sample 5% - 10% of units. The exact number of units to be sampled must be confirmed with the ISC before commencing the work.

²⁰ Persons not a member of the Panel are required to provide the following additional information: demonstrated experience in editing technical and industry publications, preferably including education and/or training; demonstrated commitment by the applicant to ongoing professional development; details of relevant qualifications and/or professional membership(s).

Date completed

SECTION 2 – EDITORIAL CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EDITORIAL REQUIREMENTS	COMMENTS <i>Provide brief commentary on the whether the draft endorsed components meet each of the Editorial Requirements</i>
GENERAL INFORMATION	
1. Draft endorsed components have been proofread and edited against Training Package Development Handbook policy by the ISC/developer prior to the formal Editorial review.	
2. Draft components are compliant with the most recent CAT template OR are in the format agreed between the developer and the Department (check confirmation of agreement if the latter)	
3. Training Package information is sequenced correctly and is complete	
4. Training Package code (and review date if NQC Endorsement Required) is included and confirmed with ISC as being correct	

EDITORIAL REQUIREMENTS	COMMENTS <i>Provide brief commentary on the whether the draft endorsed components meet each of the Editorial Requirements</i>
5. Preliminary pages and 'Introduction' include a. information on changes from the previous Training Package and transition information ie. mapping table b. A modification history c. A description of specific Training Package industry coverage	
6. Information on qualifications suitable for VET in schools is included in the Qualification Framework section	
7. Information on Australian Apprenticeships is included in the Qualification Framework section	
ASSESSMENT GUIDELINES	
8. Has any additional industry specific information/ examples been added to the mandatory Assessment Guidelines text? Is this consistent with the mandatory text?	
UNITS OF COMPETENCY	

EDITORIAL REQUIREMENTS	COMMENTS <i>Provide brief commentary on the whether the draft endorsed components meet each of the Editorial Requirements</i>
9. Unit codes and titles are consistent with Training Package Development Handbook policy, and are accurately cross-referenced throughout the mapping documents, packaging rules, Index and any reference to pre or co-requisite units	<i>[Undertake sampling in accordance with template guidance]</i>
10. Units of competency and their content are inserted in full , including any imported units of competency	<i>[Undertake sampling in accordance with template guidance]</i>

EDITORIAL REQUIREMENTS	COMMENTS <i>Provide brief commentary on the whether the draft endorsed components meet each of the Editorial Requirements</i>
11. Units of competency have all necessary components, including: • Unit descriptor (including licensing/regulatory advice) • Employability skills • Pre-requisite units (optional) • Application of the competency • Competency field (optional) • Sector (optional) • Elements of competency • Performance criteria • Required skills and knowledge • Range statement • Evidence guide, including: • Critical aspects of evidence and assessment; • Conditions under which competency may be assessed; • Relationship to other units, including co-requisites; • Resource implications.	<i>[Undertake sampling in accordance with template guidance]</i>
12. If not using the CAT template, the unit of competency elements and performance criteria are consistent with numbering conventions.	<i>[Undertake sampling in accordance with template guidance]</i>

QUALIFICATIONS	
13. Qualification codes and titles are consistent with Training Package Development Handbook policy, and are accurately cross referenced throughout the Training Package and index	
14. Packaging rules and contextualisation advice are consistent with Training Package Development Handbook policy	
15. A qualification pathways chart is inserted	
SKILL SETS	
16. Skill Sets have been noted in the qualifications framework where applicable	
17. Skill Sets do not purport to be qualifications or contain electives	
18. Skill Sets clearly identify licensing/regulatory advice where applicable	

14.5 Template – Quality Report

Template - Quality Report

REMEMBER ...

- The purpose of the *Quality Report* (the Report) is to confirm that the draft endorsed components being submitted to the National Quality Council (NQC) meet the policy requirements in the Training Package Development Handbook (TPDH) and the *Training Package Quality Principles*. The *Quality Report* must be undertaken by a holistic quality assurance member of the ISC Quality Assurance Panel (the Panel).
- The Panel member selected to undertake the *Report* must be independent of development or validation activities associated with the draft endorsed components being put forward for endorsement, and must not have undertaken the *Equity* and/or *Editorial Report*.
- Prior to commencement of the *Report*, the ISC must ensure that the *Editorial Report* and *Equity Report* have been completed.
- The *Quality Report* must be completed in accordance Appendix A which details the *Training Package Quality Principles* and their key features. It also lists the evidence that should be present in the draft endorsed components for them to meet the Quality Principles. The Panel member *must* consider the draft endorsed components, *Editorial* and *Equity Reports*, and broader advice provided by the ISC in the *Case for Endorsement* when making this judgement.
- While the preliminary audience for the *Report* is the ISC, the key audience is the NQC. As a key part of the *Case for Endorsement*, NQC members will look to the Report to give an assurance of the quality of the draft endorsed components being considered. It is therefore essential that in writing the Report the Panel member ensures it is concise and readable.
- Further information on the *Quality Report* and its role may be found in the policy document – '*National Quality Council Policy for the Training Package Development and Endorsement Process - Principles, Processes & Key Documents*'.

COMPLETING A QUALITY REPORT

In completing the *Report*, the ISC must provide the Panel member with copies of:

1. final *Editorial Report*
2. final *Equity Report*
3. final draft of the *Case for Endorsement*
4. final draft endorsed components (this includes all content of units of competency, qualification advice and Assessment Guidelines as it will appear in the new or revised Training Package).

The Panel member must, as a minimum, examine all four documents when gathering the information to make an informed judgement on how well the draft endorsed components meet the *Training Package Quality Principles*.

Specifically, the Panel member will use:

- sampling of units of competency (for the purposes of efficiency);
- direct examination of nominated aspects of the draft components;
- full scrutiny of the *Case for Endorsement* (which provides valuable information on 'how' the work was undertaken and its responsiveness to the needs of contemporary industry and its workforce - the first of the four Training Package Quality Principles); and
- advice from the *Equity* and *Editorial Reports*

A full copy of the draft endorsed components (as they would appear post endorsement on the National Register) may be of most benefit to the Panel member.

Template SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	
Number of new or revised qualifications or total number if a whole Training Package review	
Number of new or revised units or total number if a whole Training Package review	
Sampling size of units ¹	
Summary of comments including a definitive statement on whether the draft endorsed components meet the Training Package Quality Principles in Section 2 and the policy requirements in the Training Package Development Handbook	
Panel member completing Quality Report	
Statement confirming Panel member has not been involved in the development or validation activities associated with this Training Package	
Date completed	

¹ The size of sample should be commensurate with the number of units of competency being put forward for endorsement and be drawn from the breadth of qualifications involved in the submission. Typically, this should mean that where there are: less than 10 units of competency – sample all units; between 10 – 100 units of competency – sample a minimum of 10 units; between 100 – 250 units of competency – sample 10% of units; greater than 250 units of competency – sample 5% - 10% of units. The exact number of units to be sampled must be confirmed with the ISC before commencing the work.

SECTION 2 – COMMENTS ON HOW THE DRAFT TRAINING PACKAGE COMPONENTS MEET THE QUALITY PRINCIPLES

QUALITY PRINCIPLES	KEY FEATURES <i>The endorsed components of a Training Package must ...</i>	EVIDENCE <i>How do the endorsed components of a Training Package achieve this?</i>	COMMENTS <i>Provide brief commentary on the whether the draft endorsed components meet the Quality Principles with specific reference to the evidence provided</i>
RESPONSIVENESS <i>Ensures to the needs of contemporary industry and its workforce</i>	11. Reflect contemporary work organisation and job profiles incorporating a futures orientation	1.1 Open and inclusive consultation and validation commensurate with scope and impact is conducted	•
		1.2 Other national and international standards for skills are considered	•
	12. Be driven by industry's needs	2.1 Clever, sustainable approaches to incorporate feedback from stakeholders	•
	13. Respond to government broad policy initiatives	3.1 Innovative responses to government policy initiatives	•
RECOGNITION <i>Enables of an individual's competence across industries and occupations</i>	14. Recognise convergence and connectivity of skills	4.1 Incorporation of cross industry units and qualifications	•
	15. Support movement of skills within and across organisations and sectors	5.1 Clear and consistent packaging rules for qualifications	•
		5.2 Qualification framework and pathways are effectively designed	•
		5.3 Incorporation of Skill Sets	•
	16. Promote national and international portability	6.1 Qualification outcomes are aligned with the Australian Qualifications Framework	•
		6.2 Other national and international standards for skills are considered	•
	17. Reflect licensing and regulatory requirements	7.1 Solutions to incorporate licensing and regulatory requirements are brokered	•

<i>Provides ...</i> FLEXIBILITY <i>... to meet individual enterprise and learner needs</i>	18. Meet the diversity of individual and enterprise needs	8.1 Clear and consistent packaging rules for qualifications	•
		8.2 Provide flexible qualifications that enable application in different contexts	•
	19. Support equitable access and progression of learners	9.1 Provide multiple entry and exit points	•
		9.2 Pre and co-requisite units of competency are minimised	• <i>[Undertake sampling in accordance with template guidance]</i>
		9.3 Units of competency are clearly written and have consistent breadth and depth	• <i>[Undertake sampling in accordance with template guidance]</i>
	20. Support learner transition between education sectors	10.1 Advice is provided on implementation/pathways	•
<i>Ensures ...</i> FUNCTIONALITY <i>... through ease of understanding, clever design and consistency with policy and publication requirements</i>	17. Support implementation across a range of settings	a. Advice is provided on implementation/pathways	•
	18. Support sound assessment practice	a. Units of competency are clearly written and have consistent breadth and depth	• <i>[Undertake sampling in accordance with template guidance]</i>
	13. Not impose structural barriers to implementation	13.1 Clear and consistent packaging rules for qualifications	•
		13.2 Compliance with the National Training Information System (NTIS)/National Register standard for loading and publication	•
		13.3 Compliance with Training Package policy	•

14.6 Template – Case for Endorsement

Template - Case for Endorsement

REMEMBER ...

- The *Case for Endorsement* is a comprehensive evidence-based document that has a dual purpose of: (i) informing NQC's decision in relation to endorsement of the Training Package; and (ii) telling the 'story' to a broad audience, including all users of the Training Package, about what the changes to the Training Package are, why the changes were made, and what the changes mean to them.
- Developed by the ISC for each submission, the *Case for Endorsement* must evidence that the Training Package meets: (i) policy requirements as represented by both the *Training Package Quality Principles* (the Quality Principles) and the *Training Package Development Handbook* (the TPDH); (ii) the consultation and validation process has been rigorous and transparent; (iii) there is widespread support from industry for the changes; and (iv) the impact of changes has been considered.
- The requirements in the TPDH and Quality Principles form the basis of the *Quality Report*, which is attached as Appendix B to every *Case for Endorsement*. The ISC is required to: (i) respond to any areas in which the *Quality Report* has identified that the draft endorsed components have not met the Quality Principles; and (ii) respond to any other comments made in the *Quality Report*, indicate what actions have been taken and if none, the reasons.
- Objective, factual and 'to the point', the *Case for Endorsement* must be written as a compelling, coherent and plain English document. It must also demonstrate: (i) a direct link back to the ISC *Continuous Improvement Plan*; (ii) that industry's needs have been met; and (iii) industry's involvement in the consultation and validation process has been commensurate with the impact and need for the new units of competency, skill sets, qualifications or Training Package.
- For the period of NQC/Ministerial consideration, the *Case for Endorsement* must be posted on the ISC's website. The full units of competency (all content), qualifications, skill sets or Training Package must also be posted on the website during this time. Following endorsement, appendices A and B are removed and the modified *Case for Endorsement* made available to all stakeholders by: the ISC posting the modified document on its website; and STAs distributing the modified *Case for Endorsement* to registering bodies, course accrediting bodies, jurisdictional regulators and appropriate RTOs within their jurisdiction.
- Only when industry and the ISC is satisfied that the draft units of competency, qualifications or Training Package is fit for purpose from both a content and quality perspective, is it forwarded to the NQC Secretariat for distribution to the NQC. The ISC must advise the NQC Secretariat of the pending submission a minimum of 14 calendar days prior to forwarding.
- Further information on the *Case for Endorsement* and its role may be found in the policy document – *National Quality Council Policy for the Training Package Development and Endorsement Process Principles, Processes & Key Documents*.

Template

COVER

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OVERVIEW

- Provide a short overview of the submission being put forward for endorsement by the NQC. This should be no more than two pages and give NQC members and stakeholders a comprehensive picture of what is being put forward for endorsement and its importance to industry. It should also identify any issues of importance regarding the submission.
- The Overview section will form part of the modified Case for Endorsement document to be made publicly available to all stakeholders post-endorsement. Some issues that could be raised in this section (e.g. reference to a 'report by exception', issues raised in the Quality Report) will be addressed as part of the endorsement process and may not be appropriate for inclusion in the post-endorsement public document. ISCs should be mindful of the dual purpose nature of the Case for Endorsement during drafting. In some instances, ISCs may need to revisit text in the body of the Case for Endorsement before finalising the post-endorsement public version.

Note on transition: The *Case for Endorsement* requirements in this template apply to all new Training Package development work from 1 January 2010, and development work already in train that had not reached the stakeholder agreement stage at 1 January 2010. In all other cases ISCs may lodge a *Case for Endorsement* using the former template until 31 March 2010 but are strongly encouraged to comply with the new requirements earlier where possible.

SECTION 1— RESPONSIVENESS & RECOGNITION QUALITY PRINCIPLES

- Provide evidence that the units of competency, skill sets²², qualifications or Training Package being put forward for endorsement:
 - reflect contemporary work organisation and job profiles
 - are driven by industry's needs
 - respond to government broad policy initiatives
 - recognise convergence and connectivity of skills
 - support movement of skills within and across organisations and sectors
 - promote national and international portability
 - reflect licensing and regulatory requirements.
- Provide a 'report by exception' (only if required) on stakeholder consensus to flag where a stakeholder or individual holds a significantly differing viewpoint²³ from the majority. It

²² Skill sets using current endorsed units of competency are an *ISC Upgrade* and do not require NQC endorsement. Further information on *Categories of Change* is in the *Training Package Development and Endorsement Process* document.

should provide an objective view of the issue and steps taken by the ISC to resolve the matter or that reasonable measures have been taken to respond to stakeholder concerns. Note: Issues raised in a 'report by exception' will be addressed as part of the endorsement process. ISCs may wish to remove a 'report by exception' prior to finalising the post-endorsement public version.

SECTION 2 — FLEXIBILITY & FUNCTIONALITY QUALITY PRINCIPLES

- Provide evidence that the units of competency, skill sets²⁴, qualifications or Training Package being put forward for endorsement:
 - meet the diversity of individual and enterprise needs
 - support equitable access and progression of learners
 - support learner transition between education sectors
 - support implementation across a range of settings
 - support Sound Assessment Practice
 - do not impose structural barriers to implementation.
- Attach a copy of the *Quality Report* completed by a holistic quality assurance member of the ISC Quality Assurance Panel (the Panel) at Appendix B.
- If the *Quality Report* has identified areas where the draft endorsed components have not met the Training Package Quality Principles, the ISC must confirm that it has responded to the recommendations. Where the ISC has not adopted a recommendation, it must provide commentary and full justification, either in the body of the *Case for Endorsement* or in a separate attachment to Appendix B. ISCs will be guided on the seriousness of the issues raised, keeping in mind that evidence the draft endorsed components meet the *Training Package Quality Principles* is a key element for NQC considerations.

Note: Issues raised in a *Quality Report*, and the ISC's response, will be addressed as part of the endorsement process. ISCs may wish to remove text regarding a *Quality Report* from the body of a *Case for Endorsement* prior to finalising the post-endorsement public version.

SECTION 3 – IMPACT OF CHANGES

- Set out the implications of the new or revised units of competency, skill sets, qualifications or Training Package in various delivery environments, and the extent of change required to enable successful implementation.
- Briefly state industry's imperatives and timelines for implementation of the components.
- Note any overarching expectations industry has of the delivery/assessment of the components.

²³ 'Significant' is where the issue is of such an importance that it will impact on the product's ability to be implemented. The 'viewpoint' relates directly to the *content* and/or *structure* of the draft endorsed components.

²⁴ Skill sets using current endorsed units of competency are an *ISC Upgrade* and do not require NQC endorsement. Further information on *Categories of Change* is in the *Training Package Development and Endorsement Process 2008* document.

- Provide advice on the extent of change and key implications for the following environments/stakeholders as a result of the newly endorsed products:
 - Public/private training and assessment services (include delivery issues/resource implications)
 - Enterprises
 - Licensing and regulatory environments
 - Policy environment (this includes but is not necessarily limited to the VET environment. For example, the ISC should be aware of policy implications of broader government and industry policy).
- Identify systemic issues that need to be addressed to ensure successful implementation.
- While of interest to NQC members, the primary audience for Section 3 are those stakeholders critical to successful implementation, such as STAs and RTOs. ISCs will typically gather information throughout the consultation and validation process including from enterprises, licensing and regulatory bodies, RTOs, employer and employee representatives, the Department and STAs.

APPENDIX A: COMPONENTS FOR ENDORSEMENT

Provide a copy of:

- Qualification titles and packaging rules
- Unit titles and codes (do not provide the content of the units of competency. This will already have been agreed by industry during the validation stage and considered by State/Territory Training Authorities (STAs).
- Advice on occupational and licensing requirements or assessment specific to the units of competency and qualifications being submitted for endorsement
- Mapping information between old and replacement units of competency and qualifications
- Training Package modification history.

Note: When submitting the draft endorsed components, *do not* provide text which has been approved for insertion in all Training Packages, for example, Assessment Guidelines mandated text.

Note: Appendix A is to be removed following NQC endorsement.

APPENDIX B: QUALITY REPORT

Note: Appendix B is to be removed following NQC endorsement.