Australian Government

Department of Education, Science and Training

Training Package Development Handbook

November 2006

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This document replaces the Handbook for Training Package Development, ANTA, 2004.

The *Training Package Development Handbook* is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

This *Training Package Development Handbook* has been produced on behalf of the national training system. It was funded under the National Programs administered by the Australian National Training Authority until 30 June 2005 and subsequently the Commonwealth Department of Education, Science and Training from that date.

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www.dest.gov.au

How to use this Handbook

This document, the *Training Package Development Handbook*, is designed to provide a wide range of information for developers of nationally endorsed Training Packages to ensure the quality, consistency and relevance of Training Packages. It is primarily designed to be accessible from the DEST website from where it can be read and downloaded by users and updated by DEST as required.

The Handbook is arranged into five Parts plus this Introduction. Each Part has chapters covering related themes, each with its own preliminary pages including a detailed table of contents.

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Training Package Development Handbook

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- Style Manual for Training Package Endorsed Components
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- Process for the Review of Training Packages

Part 1 provides advice about the sequence, layout and format of endorsed Training Package components including mandatory text, and requirements for development, endorsement, publication and review

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Part 2

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Part 2 assists developers to choose a research methodology, develop sound units of competency and qualification frameworks and incorporate the Employability Skills and language, literacy and numeracy

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Part 5 provides information about various legislative and regulatory requirements and occupational licensing

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Department of Education, Science and Training

Training Package Development Handbook

Part 1 Style and Requirements

Chapter 1
Style Manual for Training Package Endorsed Components & Appendices

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 1 of Part 1 of the Training Package Development Handbook DEST 2005.

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VERSION MODIFICATION HISTORY

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1 INTRODUCTION

1.1 Purpose of this Manual

This manual provides the sequence, requirements, conventions and mandatory text for Training Packages endorsed by the National Training Quality Council (NTQC). It applies to all endorsed Training Packages, whether they are new or reviewed.

The use of this manual ensures that Training Packages have all the required information, in the right sequence. Users of Training Packages are diverse, and are often involved with more than one Training Package. They include: stakeholders concerned with Training Package development and endorsement; Government agencies; industry; Registered Training Organisations (RTOs); trainers and assessors; people learning and being assessed; and auditors confirming the quality of processes underpinning that learning and assessment.

All these diverse users have a need for consistency and clarity to ensure they can participate effectively with Training Packages. The quality of Training Packages enhances their uptake and acceptance as users can readily locate information regardless of the industry concerned. The correct use of Training Packages helps to ensure that skill formation and recognition processes, and the outcomes for individuals and industry, meet requirements.

For these reasons endorsed Training Packages must conform to the advice in this manual. Training Packages can only be developed, reviewed and otherwise modified with Department of Education Science and Training (DEST) written approval.

1.2 How to use this Manual

This manual has five sections and seven appendices. The sections provide the sequence, requirements and conventions you must follow in developing and reviewing endorsed Training Packages. The appendices contain the mandatory text you must include in Training Packages and sample layouts.

1.2.1 Summary of Sections in this Manual

- Section 1 is this Introduction.
- Section 2 provides the general document requirements for Training Packages, including the software and document settings you must use, and the requirements for volumes, drafts and editing.

- Section 3 provides the conventions for codes and titles for Training Packages and their component qualifications and units of competency, together with information about the maintenance of codes.
- Section 4 provides details on the Training Package components in the sequence in which they appear in printed endorsed Training Packages, commencing with a summary of that sequence.
- Section 5 provides the endorsement and publication requirements including handover requirements, Training Package evaluation and endorsement processes, advice on Publishing and Marketing Agreements and a checklist for the final draft.
- Summary of Appendices in this Manual
- Appendix 1 contains mandatory text regarding version control for inclusion in the Training Package preliminary pages.
- Appendix 2 contains mandatory text introducing Training Packages, and information on coding conventions, for inclusion in the Training Package Introduction.
- Appendix 3 contains mandatory text for inclusion in the Training Package Qualifications Framework section.
- Appendix 4 contains mandatory text for inclusion in the Training Package Assessment Guidelines section.
- Appendix 5 contains mandatory text for inclusion in the Training Package Competency Standards section.
- Appendix 6 contains a sample of the layout of an imprint page, including the text of a standard copyright notice and a disclaimer.
- Appendix 7 provides a sample of the layout of a unit of competency.

2 GENERAL TRAINING PACKAGE DOCUMENT REQUIREMENTS

2.1 Software

2.1.1 Word Processing Software

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

2.1.2 Graphics Software

Where you use graphics, 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.

2.2 Document Settings

2.2.1 Page Setup

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

Use mirror margins, and margins of 2.54 cm.

2.2.2 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.

b Body text in 12 point Times New Roman regular font, aligned left with single line spacing.

c Heading 1 in 16 point Times New Roman bold font.

d Heading 2 in 14 point Times New Roman bold font.

e Heading 3 in 12 point Times New Roman bold font.

f Table Text in Times New Roman in a font size to suit the table.

g Headers in 8 point Times New Roman bold font.

h 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.

2.2.3 Bullet and Number Lists

Where you need to separate and define information, use bulleted lists with circular standard MS Word bullets. For an example of bullets used, see the sample unit of competency layout at Appendix 7.

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

2.2.4 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 (as shown in the sample unit of competency layout at Appendix 7 of this manual).

f Page numbering in the body of the Training Package.

g Numbers in Training Package codes, qualification codes and unit of competency codes.

2.2.5 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 the 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 page number 1.

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

Run the pages of Appendices sequentially from the text.

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

2.2.6 Headers

As shown in the sample unit of competency layout at Appendix 7, 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.

2.2.7 Footers

As shown in the sample unit of competency layout at Appendix 7, 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 2005.

b The Training Package code.

c To be reviewed by … ***[the review date will be inserted when known by ATP]***.

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.

2.3 Volumes

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

2.3.1 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.

2.3.2 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.

2.3.3 Adding New Industry Sector Volumes

Where you are developing new industry sectors to extend the coverage of an endorsed Training Package during its period of endorsement, 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 from Australian Training Products (ATP) and, when working with an earlier version of the Training Package, use the MS Word 'Track Changes' tool for development and consultation purposes.

2.4 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.

2.5 Editing

Involve an approved editor early in the Training Package development to ensure that the final draft Training Package submitted to the NTQC for endorsement consideration complies with this manual. You can get a list of editors from the DEST website.

The Training Package must be edited before submission to DEST and an editor's report must accompany the endorsement submission (see 5.1 for a summary of typical NTQC endorsement submission documentation and 5.2 for the Editor's checklist).

2.6 Equity Review

Seek advice from a DEST designated equity advisor during development of the Training Package, so that equity issues can be addressed. You can get the list of equity advisors from DEST.

3 CONVENTIONS FOR CODES AND TITLES

3.1 Codes

The national coding system, as described in this section, provides for the identification of endorsed Training Packages, and the qualifications and units of competency they contain. Ensure codes conform to these conventions, and are accurate in the Training Package.

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

3.1.1 Training Package Codes

Each industry Training Package has a unique five-character national code assigned when it is endorsed, for example THH97. In Training Package codes, the:

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

Note:

- Enterprise Training Packages always have 'Z' as their first letter, for example ZPO99 P&O Ports Training Package.
- If a new industry sector or 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.

3.1.2 Qualification Codes

Each Training Package qualification has a unique eight-character code, for example ICT50302. In qualification codes, the:

- first three characters are letters identifying the Training Package;
- fourth character is a number reflecting the AQF level for the qualification (the example is a Diploma qualification – noting that this number convention is for use in codes only – in titles, roman numerals are used);
- fifth and sixth characters are numbers identifying the position in the sequence of qualifications at that level (in the example, this is the third Diploma qualification); and
- seventh and eighth characters are numbers identifying the year in which the qualification was endorsed.

The following additional conventions apply to codes:

- where qualifications are added after endorsement of the Training Package, the last two numbers may differ from the other Training Package qualifications (as they reflect the year in which those particular qualifications were endorsed); and
- where a Training Package is reviewed, the last two digits of qualifications in that Training Package reflect the year of the review (not the Training Package initial endorsement) and generally retain the rest of the code sequence.

3.1.3 Unit of Competency Codes

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.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in THHBFB023A. As in this example the:

- first three characters signify the Training Package;
- next group of characters identify the industry sector, function or skill area (up to eight alpha characters or numbers can be used); and
- last character is always a letter which is a unit of competency version identifier (the ‘A’ in the example above indicates this is the original unit of competency).

3.1.4 Codes and Titles of Imported Units of Competency

Where a unit of competency is imported unchanged from another Training Package, use its original code and title (and use the latest version of the unit of competency).

Units that are in draft form in other Training Packages, cannot be imported until these units have been endorsed in the originating Training Package. They should not be imported and recoded and subsequently coded the same as the originating Training Package.

3.1.5 Qualification Code Maintenance

If you add qualifications to a Training Package during its period of endorsement, insert the year the qualification was endorsed in the qualification code, and increment the number sequence at that qualification level by one (to ensure codes do not have the potential to be the same after the Training Package review, when all year identifiers will be the same).

For example, if the following qualifications at Certificate III in a particular industry sector in the 'XYZ' Training Package were endorsed in 2002:

XYZ30102

XYZ30202

XYZ30302

XYZ30402

XYZ30502

and if a new Certificate III qualification was added in 2003, its code would be

XYZ30603.

If the requirements for a particular qualification change after endorsement, retain the original title and the same qualification code except for the last two digits which must reflect the year of endorsement of that changed qualification. However, if this happens in the same year as the original endorsement, reword the title and give the qualification a new code.

3.1.6 When to Apply a New Code to a Qualification

During the life cycle of a qualification amendments may need to be made to meet licensing or legislative requirements, or just to incorporate the latest work practices. In some cases these amendments to qualifications will require changes to codes. Guidance on the application of new codes in a range of scenarios is provided below.

- Addition/deletion of one or more endorsed units to the electives – code and title remain the same.
- Units within a qualification updated to a later version – code and title remain the same.

- Addition/deletion of one or more endorsed core units – code has a changed version identifier with title remaining the same, for example, XXX30199 becomes XXX30103.
- Addition of a new stream to a qualification (which could include a number of new units) – code has a changed version identifier with title remaining the same, for example XXX40399 becomes XXX40303.
- Change in the number of units required for a qualification – this is considered a substantial change resulting in the qualification title remaining the same with the code changing to reflect the new version, for example XXX12199 becomes XXX12103.

3.1.7 Unit Code Maintenance

Where, as part of the maintenance of an endorsed Training Package, you make any changes to units of competency during the endorsement period, the following applies:

- for minor typographical changes do not change the code;
- for minor changes, such as amended or additional wording in the range statement or evidence guide that does not change outcomes, increment the version identifier by one, for example unit of competency code PDFCOM024A becomes PDFCOM024B; and
- for changes that alter the outcome, assign a new code, and change the title.

If, after initial endorsement, a new industry sector is added to the Training Package, retain the code of the original units of competency.

Where an unchanged unit of competency is used in a reviewed Training Package, do not change its code or title (to avoid having two identical units with a different code and title).

In a reviewed Training Package, keep the sequence of the qualification codes from the original Training Package, but change all the year identifiers (the last two characters of the code).

3.1.8 Conventions for Codes

Use the following conventions when writing and using codes for Training Packages, qualifications and units of competency.

a Always use the code in full, followed by the title.

b Do not have spaces between any characters in the code.

c Use uppercase letters.

d Use arabic figures.

e Do not use ampersands, full stops or slashes.

f 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.

3.2 Titles

3.2.1 Training Package Titles

The following conventions 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 by special permission from DEST.

3.2.2 AQF Qualification Titles

Use the following conventions in writing and using qualification titles.

a Ensure each title is unique; do not duplicate titles within or between Training Packages.

b Use no more than 100 characters in the qualification title (including spaces between words).

c Always identify the qualification by its full code and title.

d Use the following sequence and wording:

- identify the qualification as Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma;
- follow this with the words 'in' for Certificates I to IV, and 'of' for Diploma and Advanced Diploma; and
- add the industry descriptor, for example Telecommunications, then if applicable, add the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- ICT40302 Certificate IV in Telecommunications (Computer Systems)
- FNB50802 Diploma of Financial Services (General Insurance)

3.2.3 Unit of Competency Titles

Use the following conventions in writing and using unit of competency titles.

1. Concisely describe the unit of competency outcome in the title.
2. Do not include justification statements, such as 'to ensure safe operation', in the title.
3. Use no more than 100 characters including spaces between the words.
4. Use sentence case (with capitalised proper nouns if applicable).
5. Ensure each unit of competency title is unique.
6. Always identify the unit of competency by full code and title, with the code preceding the title.

For example:

- ICTCC252A Resolve customer complaints
- FNBLIF29A Undertake risk assessment

4 PRINTED TRAINING PACKAGE COMPONENT REQUIREMENTS

4.1 Sequence of Printed Training Packages

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

a Cover and Spine

b Preliminary Information (in all volumes)

- Title page
- Imprint page
- Contents page
- Mandatory text, commencing with 'Important Note to Users'
- Version modification history table
- List of AQF qualifications, in a table
- List of units of competency, in a table
- Summary mapping to previous Training Package, in table format (only in reviewed Training Packages)

c Overview of Training Packages

- Mandatory text, commencing with 'What is a Training Package?' (in Volume I)

d Introduction to the (***code/title***) Training Package

- Introduction to the specific Training Package (or industry sector in component volumes)

e Qualifications Framework

- Mandatory text, commencing with 'The Australian Qualifications Framework' (in Volume I)
- Qualifications and Packaging Rules (overview in Volume I and detail in each component volume)
- Qualification Pathways Charts

f Assessment Guidelines

- Mandatory text, commencing with ‘Assessment System Overview’ and including any industry specific assessment requirements (in Volume I)

g Competency Standards

- Mandatory text, commencing with ‘Competency and Competency Standards’ (in Volume I)
- Units of Competency (common in Volume I, and others in relevant volumes)

h Training Package Appendices (optional, and at the back of Volume I, where there are multiple volumes).

4.2 Cover and Spine

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

4.2.1 Cover and Spine 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.

4.2.2 Cover Details

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

a DEST logo.

b Training Package code (in large bold font).

c Training Package title.

d Volume title or specific industry sector (if a component volume).

e Volume number (if the Training Package is in multiple volumes, indicating the number of volumes, as in Volume I of III).

f Statement that the document comprises the endorsed components (or part thereof, if a component volume).

g Training Package endorsement month and year.

h Training Package review date.

i 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.

j Industry Skills Council logo if desired (no larger than the DEST logo).

k If required by the DEST-nominated publisher, a stock code or barcode.

4.2.3 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.

a Volume number if the Training Package is in multiple volumes, indicating the number of volumes (as in Volume I of III).

b Volume title or specific industry sector if it is a component volume, and if space permits.

4.3 Preliminary Information

The preliminary pages provide summary information for the specific Training Package.

4.3.1 Title Page

The title page should be set up as a right-hand page immediately following the cover.

Include the items in the list below on the title page of the Training Package, and on each title page, where the Training Package is in multiple volumes.

a The endorsed Training Package code and title.

b A statement that the document comprises the Training Package endorsed components, or part thereof if in multiple volumes.

c The volume number, indicating the number of volumes, for example Volume I of III.

d The volume title or specific industry sector coverage.

e 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.

f A list of the titles of all associated volumes, including reference to the Assessment Guidelines, and any common units of competency, in Volume I.

g The Training Package review date.

4.3.2 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.

a © Commonwealth of Australia 2005.

b 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).

c Name and contact details of publisher.

d Month and year of first publication.

e Stock code or barcode if applicable.

f ISBN Number.

g Name of printer.

h Standard DEST Copyright statement and disclaimer. If applicable, also include any agreed copyright arrangements or acknowledgements such as a statement acknowledging the copyright of other parties.

i Version number and date (do not confuse this with the Training Package code).

A sample of the layout of the imprint page, including the standard copyright statement and disclaimer, is at Appendix 6.

4.3.3 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.

4.3.4 Preliminary Information – Important Note to Users

Insert the mandatory text titled ‘Preliminary Information’ and commencing with ‘Important Note to Users’ from Appendix 1, adding Industry Skills Council details as applicable and completing the 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.

4.3.5 Version Control

It is critical that users of the Training Package can see how and where versions have changed. Changes are classified as Category 1 or Category 2 under the following principles. See section 3.1.7 of this chapter.

a Category 1 changes do not affect the Training Package version number. They include minor changes such as:

- correcting typographical, spelling, grammatical or coding errors;
- including or deleting one additional endorsed non-core unit of competency to a qualification, with maximum of one per qualification at any one time;
- including later versions of units of competency, for example 'A' to 'B', or replacing an imported unit of competency with its later version;
- amending the content of a unit of competency where the structure and overall outcomes remain consistent with the original outcomes; and
- adding information for clarification to support interpretation of units of competency or the Training Package itself (without imposing additional restrictions).

b Category 2 changes result in a changed Training Package version number and include any changes that may have a significant impact on delivery and/or resourcing such as:

- additions or deletions to the requirements for a qualification involving core units of competency;
- addition of multiple endorsed units of competency to a qualification;
- deletion of multiple units of competency from a qualification;
- amendments to the content of existing units of competency, resulting in a change in outcome, and hence a different unit of competency code and title;
- splitting or combining existing units of competency;
- any modification to the Assessment Guidelines that affects qualifications;
- addition of an entire new industry sector resulting in new units of competency and qualifications;
- addition of new qualifications;
- replacement of existing qualifications;
- inclusion of an imported qualification to replace an existing qualification;
- changes to units of competency that have an effect on resources for delivery;
- changes to pre-requisites or co-requisites for units of competency; and
- addition of completely new units of competency.

c Reviewed Training Packages are treated as new Training Packages and should show mapping of the new Training Package information against the previous endorsed Package – see Part 1, Chapter 1, section 4.3.9 for how to do this.

4.3.6 Version Modification History

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

Use the following conventions when assigning version numbers and adding information to the table.

a Place the most recent information at the top of the table.

b Identify the primary release Training Package as Version 1.

c Make subsequent amendments to the version number, in line with the categories as detailed in 4.3.5 above.

d List any new, imported and deleted qualifications by code and title.

e List any new, imported and deleted units of competency by code and title.

f Reference any changes to the qualification packaging rules to the relevant page, and/or section and volume of the Training Package.

g Reference any inserted additional text to the relevant page, and/or section and volume of the Training Package.

h Do not separately identify typographical errors or reference them to a page number.

i Identify a reviewed Training Package as a new primary release, naming it Version 1.

j 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 you 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 BSBCMN308A – 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 fertilisers, 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. Certificate IV in Greening (Watering Mechanisms) retitled to Certificate IV in Greening (Watering Options), pages 126-9 (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)

Version	Release Date	Comments
		Changes to Section 3: Competency Standards Introduction: • Addition of Appendix E List of Pre-requisites and Co-requisites for Nursery Competency Standards, page 124 (Vol II); and • Addition of Section 3 Part C Nursery Sector Competencies, page 45 (Vol I).
1	July 2000	Primary Release

4.3.7 List of AQF Qualifications

Insert a table 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, list all the Training Package qualifications in Volume I, and all the qualifications for each industry sector in relevant component volumes, showing their relationship to other sectors if applicable.

4.3.8 List of any identified industry skill sets

Provide details of any identified industry skill sets using the mandatory text in Appendix 3.

4.3.9 List of Units of Competency

Insert a table 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.

4.3.10 Mapping to Previous Training Package

Where the Training Package has been reviewed, 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, 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. See section 4.5 of this chapter.

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

Insert summary mapping data in a table in line with the level of detail in the samples below, showing relationships between new units and superseded or replaced units.

List all units in this iteration of the Training Package in the left hand column in code order. Do not include any units deleted from the previous Training Package in the left hand column – show how they relate to the new units in the middle and right hand column. (You could change wording 'previous iteration…' to the former Training Package code to help clarity.)

Unit Code	**Relationship**	**Comment in relation to the previous iteration 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		
YYYXXX12344C	New to this Training Package	Unit imported from YYY Training Package and has equivalent status. Unit contextualised for this Training Package

Mapping of Qualifications

List all qualifications included in the Training Package in code order and show 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	

4.4 Overview of Training Packages

Commence the general Training Package introductory text on a right hand page. Insert the mandatory text titled 'Overview of Training Packages' and commencing with 'What is a Training Package?' from Appendix 2 of this manual. Do not alter the mandatory text although you may change the sample qualifications in the sub-sections *Training Package, Qualification and Unit of Competency Codes/Titles* to codes and titles from the Training Package being developed.

4.5 Introduction to the (Specific) Training Package

Commence the specific Training Package introductory text on a right hand page. Insert the Training Package specific text, setting the scene for the Training Package and 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.

a 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.

b Provide the Training Package coverage by industry or sector. You may include some information on its significance, including the industry or sector's contribution to the Australian economy or social fabric.

c Provide the background to the Training Package development, including a concise reference to consultation and validation processes, or support for the Training Package.

d Refer, as relevant, to State and Federal industrial awards, licensing or other regulatory arrangements. Show how the units of competency and qualifications accommodate them.

e Use sub-headings to separate points.

4.6 Qualifications Framework

Commence the Qualifications Framework section on a right hand page. Insert the Qualifications Framework mandatory text into Volume I, commencing with 'The Australian Qualifications Framework', from Appendix 3 of this manual. Do not alter the mandatory text apart from adding the Industry Skills Council contact details.

After the mandatory AQF text, insert clear details of the qualifications within the Training Package, 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 *AQF Implementation Handbook*, 3rd Edition 2002*,* or its replacement. 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, include the Qualifications Framework for each industry sector in the relevant component volume and an overview showing all qualifications in Volume I.

In developing the Qualifications Framework you must fulfil the following requirements.

a Include any general information pertaining to the qualifications such as any weighting of units of competency, imported units of competency or flexibility in packaging.

b Provide the code and title for each qualification.

c Advise on entry points to each qualification including any prerequisites and co-requisites.

d 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.

e Link each unit of competency in the Training Package to one or more of its qualifications.

f Use standardised language when grouping units of competency within a qualification, identifying and grouping units of competency to clearly show core, elective and specialisation.

g Provide explicit and unambiguous details of the core, elective and stream-specific units of competency for each qualification.

h Refer to any qualifications not available through a New Apprenticeships pathway, along with industry advice as to why this is the case.

i Provide any information related to licensing arrangements in each State or Territory.

j Provide industry advice on which qualifications are suitable for delivery through VET in schools programs.

k Insert a clear one-page chart clarifying the pathways to all qualifications including any New Apprenticeships pathways at the end of the section – you may choose from the examples provided in Appendix 3 or create your own style.

4.7 Assessment Guidelines

Commence the Assessment Guidelines on a right hand page. Insert the mandatory Assessment Guidelines text from Appendix 4 of this manual. Do not change the mandatory text. However, you may add industry specific examples to the text as long as it remains consistent with the mandatory text. Do not insert any additional industry specific requirements. Add to or delete the section on licensing/registration as applicable, insert the Industry Skills Council details and add any specific assessment resources.

Where the Training Package contains imported units of competency do not include the Assessment Guidelines from other endorsed Training Packages. Where imported units of competency require special licensing or regulatory requirements, include only the relevant extract of the Assessment Guidelines. Where any other special conditions apply to the assessment of imported units of competency, 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.

4.8 Competency Standards

Commence the Competency Standards section on a right hand page. Insert the mandatory Competency Standards text into Volume I, commencing with 'Competency Standards', from Appendix 5 of this manual.

Insert the codes and titles for all the Training Package units of competency in a table in Volume I. Include all of the units of competency in the Training Package, including imported units of competency and, where the Training Package is in multiple volumes, specify the volume in which they are located.

You can organise the list in any way, for example by industry sector, by qualifications or sequentially by code, as long as it is clear to users. Create a relevant list for each volume.

4.8.1 Contextualisation of Units of Competency

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.

4.8.2 Units of Competency Not Packaged Against a Qualification

All units of competency contained within a particular Training Package are required to be packaged within one or more of its qualifications.

Where workplace outcomes described in a unit of competency cannot be directly related to a particular qualification, and yet need to be reflected within the endorsed Training Package for training and recognition purposes, these units can be offered as elective units within one or more qualifications.

Where the developer considers that units should not be aligned to a particular level of qualification or are beyond the Advanced Diploma qualification, they may be included in the Training Package for training and recognition purposes if developers:

- fully justify why the units are necessary in a workplace context;
- provide specific evidence that the units have been validated by industry;
- provide evidence that State and Territory Training Authorities have been consulted about the non aligned units;
- provide an explanation as to why it is inappropriate that the units are aligned to one or more qualifications;
- make a case in the NTQC submission about the circumstances in which the units would be in demand, and industry expectations on their delivery (for example that they meet a regulatory/licensing requirement; provide a combination to be offered as a program; meet requirements for funding for delivery; provide pre-requisite skills); and
- specifically identify the units in the Training Package as being non aligned to a qualification.

4.8.3 Components of Units of Competency

Insert all the units of competency into their appropriate volumes. Use a consistent format for units of competency based on a table format with no lines showing between the cells as in the sample layout at Appendix 7.

a Unit Descriptor

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.

Start each unit descriptor with consistent wording, for example with the words 'This unit describes the outcomes required to…'. Follow this with a brief statement defining the focus of the unit of competency.

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

Where the unit is contextualised, provide advice on whether the outcomes are the same as the original, whether there is one or two way equivalence, and add any negotiated arrangements for equivalence. You could do this 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 the outcomes of the unit of competency are unchanged, retain the original code and title. Where outcomes have changed, assign a new code and title. See section 3.1.7 of this chapter.

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.'

b Employability Skills

The following statement is to be included after the unit descriptor

'The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements.'

Detailed information about the Employability Skills is included at Part 2 Endorsed Components, Chapter 5 Employability Skills.

c Pre-requisite Units (Optional)

List any mandatory pre-requisite units to be completed prior to commencement of the unit. Minimise pre-requisite units and avoid importing units which also have pre-requisite units where possible.

d Application of the Unit

Complete this sub-section to flesh out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how the competency applies in 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. In providing this additional information, you may reduce the capacity for misinterpretation by readers.

e Competency Field (Optional)

Insert the industry sector or competency field. You can develop the wording for the competency field 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, Business Marketing. This could be further refined under Sector.

f Sector (Optional)

Insert the industry's sector. This is a further categorisation of the Competency Field and identifies the next classification for example an Elective, Supervision or Farming field.

g Elements of Competency

Number the elements of competency in sequence using arabic figures as shown in the sample unit of competency layout at Appendix 7. Use active voice for elements (preferred but not mandated).

h Performance Criteria

You 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. If you do highlight critical terms and phrases this way, use judgement as you may not be able to select every term or phrase. Use passive voice for performance criteria (preferred but not mandated).

Number the performance criteria in sequence using arabic figures, with each commencing with the number of the element of competency to which it relates, as shown in the sample unit of competency layout at Appendix 7.

i Required Skills and Knowledge

Describe the essential skills and knowledge required - either separately identified or combined. Use a single column format with items bulleted rather than 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 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.

j Range Statement

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.

Provide 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 may have been highlighted in the performance criteria with bold italicised font). Take care to use the same terms or phrases in both, and ensure the text applies specifically to that unit of competency – not to units of competency in general.

Where necessary provide further, clear explanation. By using bullet points, you may be able to provide quite detailed, yet concise information.

k Evidence Guide

Include a statement referring to the assessment context covering any relationships to other units of competency, the conditions under which assessment takes place, and suitable methodologies for conducting assessment.

Include any variables related to the evidence context such as the environment, conditions or equipment and any resource implications.

Add an overview of assessment if this applies, complete the critical aspects for assessment, evidence required to demonstrate competency in the unit, context of and specific resources for assessment, method of assessment (optional) and guidance information for assessment (optional).

Where necessary, use bullet points to provide information.

4.9 Training Package Appendices

Appendices are optional. Create them where you have 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 the following.

a A list of organisations and individuals supporting the Training Package.

b A contact point and/or mechanism for user feedback.

5 ENDORSEMENT AND PUBLICATION REQUIREMENTS

5.1 Handover Requirements and Pre-endorsement Process

Once the draft Training Package is completed after consultation and validation with all the relevant parties, the Training Package developer's Steering Committee approves the draft Training Package and the submission to NTQC.

On approval by the Steering Committee the developer ensures the Training Package documentation is consistent with DEST's requirements for endorsement by the National Training Quality Council (NTQC). This involves the following steps:

a Developer ensures the draft Training Package is edited and is consistent with requirements set out in this manual, and prepares NTQC submission documentation (comprising documents such as covering letter to NTQC; details of Training Package background, rationale, scope, development processes, relationships with other Training Packages, consultation and validation processes, stakeholders involved; and copies of letters of support).

b Developer enters the Training Package units of competency on the National Training Information Service (NTIS) (but they cannot be seen by the public until after the endorsement process is finalised).

c Developer corrects any errors or anomalies in the Training Package resulting from entering information on the NTIS.

d Developer sends the draft Training Package and NTQC submission documentation to DEST as follows:

- Provide a ‘readme’ file. This must give the person responsible for publishing the build sequence necessary to print the Training Package. For example it must provide information such as how many volumes make up the Training Package, the relationship between the electronic files and volumes, and whether there are tabbed inserts or not. If you wish to have dividers printed, provide the tab (section) title and sequence.
- Submit the cover and spine design on a single A3 landscape page hard copy without bleed as well as in digital format with full software details.
- Submit separate files for any embedded graphics, together with full software details to allow for editing if required.
- Submit units of competency for an industry sector or volume within one logical file (not separate files for each unit of competency).
- Provide details of the version of MS Word and graphics software.
- Provide the source electronic files for the endorsed Training Package on CD including the ‘readme’ file.
- Provide the completed Checklist for Steering Committee Approved Final Draft (see 5.2) and editor’s report.

e DEST advises Australian Training Products (ATP) that the final draft Training Package is being evaluated.

f DEST evaluates the draft Training Package against the NTQC Quality Criteria using the Checklist for Steering Committee Approved Final Draft from the Style Manual for Training Package Endorsed Components.

g DEST forwards the evaluated draft Training Package electronic files, NTQC submission and the completed Checklist for Steering Committee Approved Final Draft from the Style Manual for Training Package Endorsed Components to ATP.

h ATP checks draft against DEST’s publishing requirements and reports to the developer for any corrections or amendments.

5.2 STA Evaluation Process

Prior to submission to the NTQC for endorsement consideration, the Training Package is evaluated by State and Territory Training Authority (STA) evaluators and a Commonwealth Department of Education, Science and Training (DEST) advisor. This provides an opportunity to raise issues prior to submission to the NTQC and involves the following steps:

a DEST and ATP agree a date for distribution of the draft Training Package and endorsement submission for evaluation, to ensure timelines can be met.

b DEST develops an evaluation paper.

c ATP sends electronic source files of the quality assured complete draft Training Package and NTQC submission to the STA evaluators, DEST advisor and developer.

d DEST distributes the evaluation paper to the STA evaluators and the developer.

e DEST arranges the evaluation teleconference involving, STA evaluators, DEST advisor and the developer.

f DEST facilitates the evaluation teleconference, prepares feedback notes and distributes these to STAs and the developer.

g DEST and the developer negotiate any suggested changes consistent with the outcomes of the teleconference.

h Developer amends draft Training Package and NTQC submission source files with tracked changes showing (using the electronic source files provided by ATP, not the developer's final version.

i Developer sends revised source files with tracked changes to DEST for approval.

j DEST checks changes and, on accepting these, forwards revised submission and draft Training Package to ATP.

k ATP checks files for compliance with DEST requirements and quality assures the draft Training Package (for example by checking the page numbering, table of contents and completeness of sections).

l DEST and ATP agree a date for sending draft Training Package and endorsement submission to the NTQC, to ensure timelines can be met.

m DEST finalises the covering paper and forwards it to the NTQC.

n ATP forwards a revised copy of draft Training Package and submission to NTQC members and STAs that are not members of the Council, plus 3 copies to DEST (22 copies in total).

o ATP forwards draft Training Package to Implementation Guide developers.

5.3 Endorsement Process

The NTQC endorsement process involves the following steps:

a NTQC considers draft Training Package for a maximum of 21 days.

b NTQC members may provide feedback to DEST, which DEST in turn conveys to developer.

c If the NTQC requires any changes, developer incorporates these into ATP-produced source files and forwards them to DEST. DEST forwards the files to ATP and advises the NTQC that the changes have been satisfactorily incorporated.

d Training Package is endorsed by NTQC.

e DEST clears Training Package for publication subject to Commonwealth, State and Territory Training Ministers' approval.

f DEST sends letter outlining any NTQC endorsement conditions to Ministers for their consideration.

g Ministers have 14 days to agree to place the Training Package on the NTIS.

5.4 Post Endorsement Process

After NTQC endorsement the process for the release Training Package and its publication involves the following steps:

a Where Ministers agree, NTIS information is released for public access.

b DEST formally tells the developer about the NTQC and Ministers decisions and outcomes including any conditions of endorsement.

c ATP provides source files to developer for printing where a Publishing and Marketing Agreement has been signed between DEST and the developer.

d DEST, ATP and developer advise users of the availability of the Training Package.

5.5 Publishing and Marketing Agreements

To ensure version control and the quality of endorsed Training Packages the following publishing and marketing arrangements apply.

a The only organisations or individuals authorised to publish and market endorsed Training Packages are those holding a formal Publishing and Marketing Agreement with DEST or equivalent. Failure to comply with this point will be treated as a breach of the Copyright Act 1968.

b Australian Training Products Ltd (ATP) holds the source files for all endorsed industry Training Packages.

c These source files are the only files from which endorsed industry Training Packages are to be printed. ATP will supply the source and printer master files for the purposes of extension or approved amendments to licensed bodies only upon receipt of a written (e-mail) request from the nominated DEST manager.

The publishing of endorsed Training Packages using any files other than the master files held by ATP will seriously jeopardise the Publishing and Marketing Agreement or equivalent between DEST and the licensed body.

5.6 Checklist for Steering Committee Approved Final Draft

REQUIREMENTS	STYLE MANUAL SECTION		DEVELOPER	DEST	EDITOR
Cover/spine supplied, includes all required text, consistent with formatting and display requirements and uses approved software	2.1 4.2 5.1 (a) (d)		☐	☐	
Draft copy has the word 'DRAFT' as required. Draft removed after STA evaluation and before submitting to the NTQC	2.2.7(e) 2.4 5.2 (h)		☐		☐
Title page complies with requirements and appears on each volume with appropriate volume reference	4.3.1		☐		☐
Preliminary pages, including title page, imprint page, contents, mandatory text and review date comply with requirements, including correct copyright statement, in each volume	4.1b, 4.3.2 Appendix 6		☐		☐
Correct version number on imprint page, in footer and in version modification history table	2.2.7 4.3.2 4.3.5 4.3.6		☐	☐	☐
Mandatory text *Important Note to Users* in Volume I	4.3.4 Appendix 1		☐		☐
Mandatory text *Version Modification History* inserted with *Version Modification History Table* in Volume I	4.3.5		☐		☐
Review date in footer and correct, including for imported units of competency	2.2.7(c) & 'Note'		☐	☐	☐
Graphics conform to requirements	2.1.2 5.1(d)		☐		☐
Training Package information is sequenced correctly	4.1		☐		☐
Multiple volumes meet requirements, including for navigation and inclusion of information in Volume I and identification on Training Package cover	2.3 4.2.2(d),(e) 4.2.3(c)		☐	☐	☐
Statement on title page indicating that volumes are not to be used in isolation inserted and all associated volume titles listed on title page of each volume	4.3.1 4.3.1(e)		☐		☐
List inserted showing all qualifications, and titles and codes comply with conventions, including not exceeding 100 characters	4.3.7 3		☐	☐	☐
List inserted showing all units of competency, and titles and codes comply with conventions	4.3.8 3		☐	☐	☐
Chart showing qualification pathways inserted and qualification codes and titles accurate	4.6(k) Appendix 3		☐	☐	☐
Version Modification History Table inserted where Category 2 changes have been approved	4.3.6		☐	☐	
Contents page inserted in each volume and is automatically generated from heading levels	4.3.3		☐		☐
Description of specific Training Package industry coverage in introduction	4.5(b)		☐	☐	

REQUIREMENTS	STYLE MANUAL SECTION		DEVELOPER	DEST	EDITOR
Reviewed Training Package provides information in the preliminary pages and Introduction on changes from its predecessor, the consequences and transition information (mapping table and text)	4.3.5(c) 4.3.9 4.5(a)		☐		☐
Mandatory text Overview of Training Packages commencing with *What Is a Training Package* inserted	4.4 Appendix 2		☐		☐
Mandatory Qualifications Framework text inserted	4.6 Appendix 3		☐		☐
Statement on Qualifications suitable for VET delivery in schools	4.6(j)		☐	☐	
New Apprenticeships information inserted	4.6(h),(k)		☐	☐	
Mandatory Assessment Guidelines text inserted, any industry specific examples are consistent with the mandatory text, and no additional requirements	4.7 Appendix 4		☐		☐
Assessment Guidelines information relative to imported units of competency inserted	4.7		☐	☐	
Mandatory text on Competency Standards inserted	4.8 Appendix 5		☐		☐
Packaging rules and contextualisation advice, consistent with mandatory text, inserted in Competency Standards section	4.8.1 Appendix 5		☐	☐	
Units of Competency and their detail inserted in full, including any imported units of competency, with correct footers/headers, and in correct sequence	4.7 2.2.6 2.2.7		☐	☐	☐
Units of Competency are consistent with the layout of the sample layout at Appendix 7	4.8.3 Appendix 7		☐	☐	☐
Units of competency have all required components, including: Unit Descriptor Employability Skills Pre-requisites (optional) Application of the competency Competency field (optional) Sector (optional) Elements of competency Performance criteria Required skills and knowledge Range statement Evidence guide	4.8.3 Appendix 7		☐	☐	☐
National codes for Training Packages, qualifications and units of competency meet requirements	3.1		☐	☐	
Title for each unit of competency meets requirements	3.2		☐		☐
Units of competency have numbered elements and performance criteria	2.2.4 Appendix 7		☐		☐
Document settings accurate for page setup, styles and text formatting including font and font size	2.2.1 to 2.2.3		☐		☐
Header information is inserted and correct	2.2.6		☐		☐
Footer information is inserted and correct	2.2.7		☐		☐
Number styles are consistent with conventions	2.2.4(a) to (g)		☐		☐

REQUIREMENTS	STYLE MANUAL SECTION		DEVELOPER	DEST	EDITOR
Page numbers are inserted, begin with number 1 in the body of each volume and are continuous either side of dividers	2.2.5		☐		☐
Editor has edited draft and provided report and equity advisor has reviewed draft	2.5				
Handover requirements for electronic and hard copy are met	5.1		☐	☐	

APPENDIX 1

Text for Preliminary Pages on Version Control and Summary Tables

The following mandatory text becomes the preliminary pages of Volume I. It cautions users to make sure 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).

Insert the mandatory text after the contents page.

See section 4.3 of this chapter for further information about placement of this text and section 4.1 for where it fits into the Training Package sequence.

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*** (***insert 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).

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 XXX Training Package

Code	Title

Summary of Units of Competency in XXX Training Package and their Pre-Requisite Requirements

Code	Title	Pre-Requisite

Imported Units of Competency in XXX Training Package

Code	Title	Origin

Summary Mapping of XXX Training Package to XXX Training Package

Code	Relates to	Nature of Relationship

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.

APPENDIX 2

Text for Training Package Overview

The following mandatory text introduces Training Packages. Insert the text in Volume I after the Preliminary Information and before the specific Training Package Introduction.

Do not alter the text, although you can change unit and qualification titles and codes to titles and codes from the specific Training Package, if you think this is useful.

See section 4.4 of this chapter for further information about placement of this text, and section 4.1 for where it fits within the Training Package sequence.

Overview of Training Packages

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; and
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Training Quality Council (NTQC).

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?

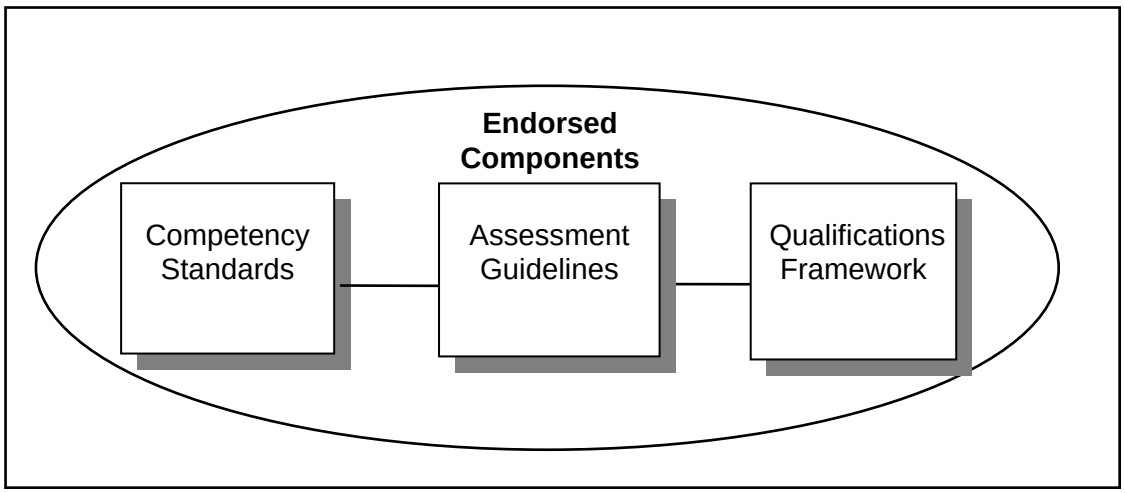
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF *Standards for Registered Training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

Training Package Components

Training Packages are made up of mandatory components endorsed by the NTQC, 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 *Standards for Registered Training Organisations*. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

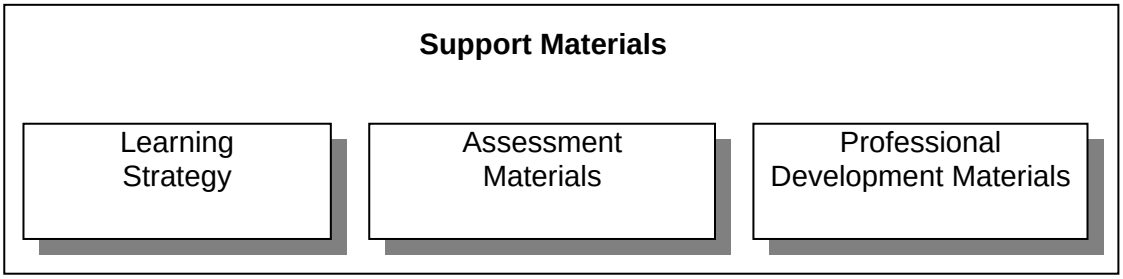
Qualifications Framework

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.

Where such materials have been quality assured through a process of 'noting' by the NTQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability (*www.ntis.gov.au*).

It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

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 title always following the code.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example THH97. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement. See section 3.1.1 of this chapter.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example ICT50302. The first three letters identify the Training Package; the first number identifies the qualification level (noting that arabic numbers are not used in qualification titles themselves); 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.) See section 3.1.2 of this chapter.

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. The 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.

A typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in THHBFB023A. The first three characters signify the Training Package (THH97 Hospitality Training Package 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. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually 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. Where changes are made that alter the outcome, a new code is assigned and the title is changed. See section 3.1.3 of this chapter.

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 Package's broad industry coverage. See section 3.2.1 of this chapter.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma;
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma and Advanced Diploma;
- then the industry descriptor follows, for example Telecommunications; and
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

- ICT40302 Certificate IV in Telecommunications (Computer Systems)
- FNB50802 Diploma of Financial Services (General Insurance).

See also section 3.2.2 of this chapter.

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:

- ICTCC252A Resolve customer complaints
- FNBLIF29A Undertake risk assessment.

See also section 3.1.2 of this chapter.

APPENDIX 3

Text for the Qualifications Framework Section

The following mandatory text explains the Australian Qualifications Framework (AQF).

Insert it at the front of the Qualifications Framework section of the Training Package, in Volume I. **Do not alter the text.**

The last three pages of this Appendix provide information about charts clarifying pathways to Training Package qualifications. The explanatory text is not mandatory text, but is provided to assist you in developing an industry preferred qualifications pathways chart. Develop the qualifications pathways chart for the specific Training Package, using the industry preferred style, and insert it at the end of the Qualifications Framework section.

See section 4.6 of this chapter for further information about the Qualifications Framework text and section 4.1 for where it fits into the Training Package sequence.

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, 3rd Edition 2002*. You can download it from the Australian Qualifications- Framework Advisory Board (AQFAB) website (*www.aqf.edu.au*) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

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 six AQF qualifications.

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training sector under certain conditions – see the *AQF Implementation Handbook* for details.

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 Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, 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; and
- 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; and
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range

of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

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

Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts;
- apply solutions to a defined range of unpredictable problems;
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas;
- identify, analyse and evaluate information from a variety of sources;
- take responsibility for own outputs in relation to specified quality standards; and
- 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 judgement 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; and
- 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; and
- demonstrate accountability for personal and group outcomes within broad parameters.

Qualification Pathways

Insert the qualifications pathways chart into the Training Package at the end of the Qualifications Framework section.

The following sample qualifications pathways charts are provided for developers, to show the type of information that may be included. (They are simplified versions of existing Training Package qualifications pathways charts.) Developers must create a qualifications pathways chart in the industry preferred style. This could be based on the samples provided, or on any of the other of many Training Package qualifications pathways charts to be found on the DEST website at *www.dest.gov.au*. Add contact details of the Industry Skills Council into the chart for enquiries about pathways and qualifications.

NATIONAL COMMUNITY RECREATION INDUSTRY TRAINING PACKAGE

Sport and Recreation Qualifications

Certificate I in Sport and Recreation

↓

Certificate II in Sport and Recreation

↓

Certificate IV in Sport and Recreation

↓

Diploma of Sport and Recreation

↓

Advanced Diploma of Sport and Recreation

Community Recreation Qualifications

Certificate I in Community Recreation

↓

Certificate II in Community Recreation

↓ ↓

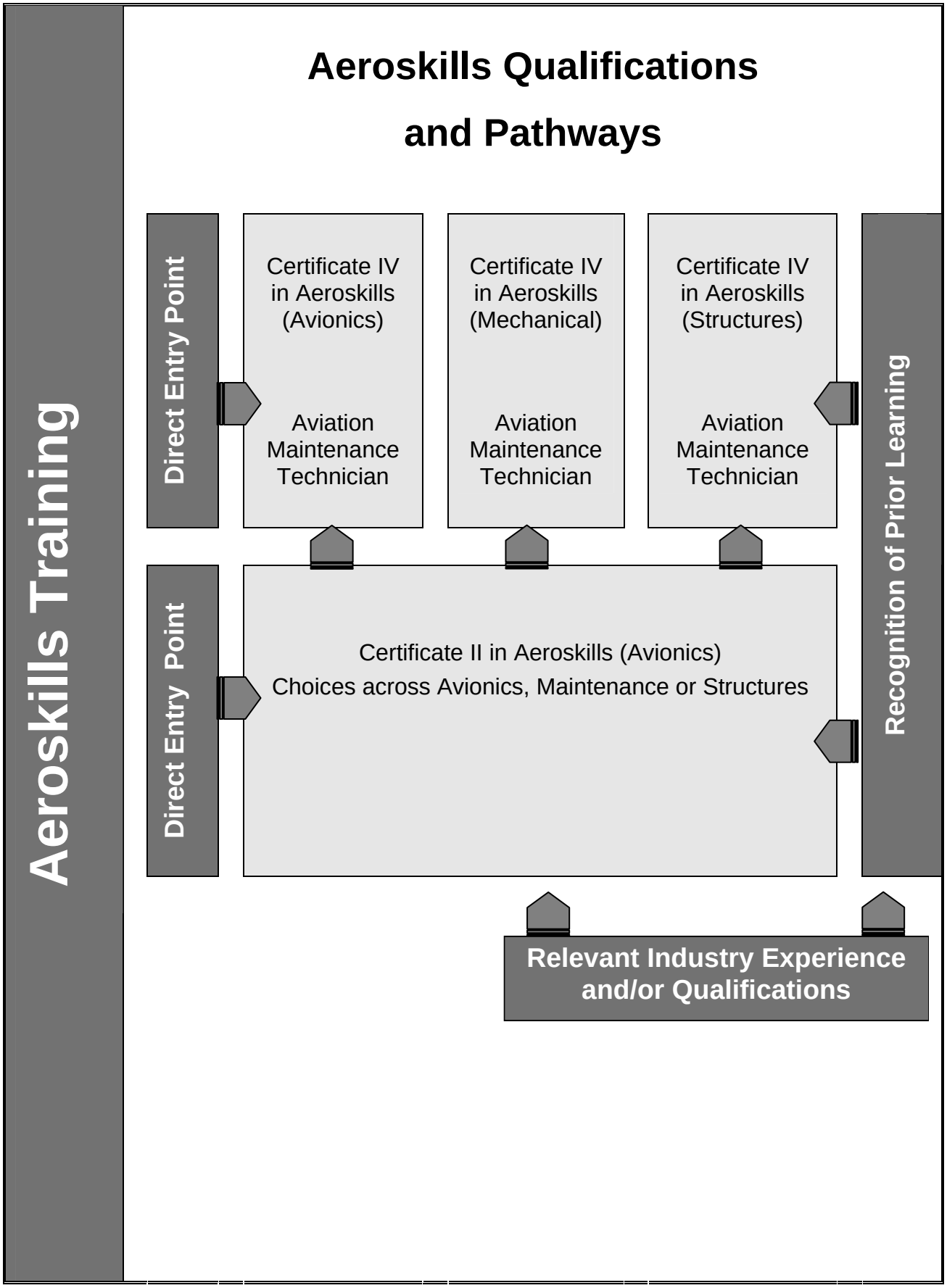
Certificate III in Community Recreation | **Certificate III in Community Recreation (Instruct)**

↓ ↓

Certificate IV in Community Recreation

↓

Diploma of Community Recreation


Aeroskills Training
Aeroskills Qualifications and Pathways
Direct Entry Point
Certificate IV in Aeroskills (Avionics)
Aviation Maintenance Technician
Certificate IV in Aeroskills (Mechanical)
Aviation Maintenance Technician
Certificate IV in Aeroskills (Structures)
Aviation Maintenance Technician
Direct Entry Point
Certificate II in Aeroskills (Avionics)
Choices across Avionics, Maintenance or Structures
Recognition of Prior Learning
Relevant Industry Experience and/or Qualifications

Skill Sets

The section below contains suggested text for Training Packages to ensure that they make reference to skill sets so that it is easy for a user of the Package to determine whether there are any industry identified skill sets and if so, what these identified skill sets are. The text should be included at the end of the Qualifications section, after qualifications found in the package have been listed.

[Note: Where the developer considers that there are no specific skill sets which the industry wishes to recognise at a national level, insert the following two paragraphs, delete the rest of the section on skill sets, then delete this italicised text.]

This section provides information on skill sets identified for this Training Package. The developers of this Training Package consider that no skill sets need be identified by the national Industry Skills Council. The developers encourage RTOs to package units to meet the needs of specific users of the Package using the flexibility provided for in this Package.

[insert a contact/URL for the latest information on skill sets requirements – the website of the Industry Skills Council may be appropriate, then delete this text].

[Note: Where skill sets requirements for the industry or sector covered by the Training Package DO APPLY, delete the above paragraph, add in the details below, and delete this italicised text.]

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.

Types of skill sets provided for in this Training Package

Developers should provide clear advice about skill sets. Skill sets can be

a. a group of units of competency identified as **meeting a requirement set by a licensing or regulatory authority**. In this case each Skills Set should be set out as in the example below

Example Name of skill set – Marriage Celebrant

Target Group	Those wishing to gain registration as an authorised marriage celebrant by the Attorney General's Department of the Australian Government.	
Units	CHCMCEL401A	Plan, conduct and review a marriage ceremony
Pathway	The Community Services Training Package offers a Certificate IV in Marriage Celebrancy. This unit also contributes to a number of other Community Services qualifications.	
Suggested form of words for Statement of Attainment	This competency from the Community Services Training Package (code) meets the regulatory requirement of the Attorney General's Department competency requirements for registration as a Marriage Celebrant.	

The developer should also provide advice about other requirements that may need to be met. For instance, in many regulatory environments it is necessary to have Australian citizenship or evidence of a certain period of work experience.

b. a group of units of competency which meet an identified need or industry outcome.

Developers should provide advice to users of the Package about logical clusters that may meet industry needs. This is similar to advice provided in the qualification packaging rules about choice of electives for particular pathways but should be specific to a skill set.
An example may be worksite induction requirements. There may be a requirement in some instances for these units to be completed before starting work at a particular site. Skill sets should be set out as in the example below:

Name of skill set: Rouseabout Off Shore Oil and Gas skill set

Note: This sample skill set is not endorsed as a skill set within a Training Package currently. The detail below is provided only to illustrate how skill sets may be defined and marketed.

Target Group	Those beginning work on an Off shore oil or gas platform	
Units	RIIDOG201A	Assist with the health and safety of the working environment
	RIIDOG202A	Assist in maintaining rig safety and emergency procedures
	RIIDOG203A	Assist in establishing and maintaining effective working relationships
	RIIDOG204A	Carry out equipment and basic rig maintenance
	RIIDOG210A	Carry out deck operations
	RIIDOG211A	Handle and store cargo
Pathway	These units provide credit towards a Certificate II in Drilling	
Suggested form of words for Statement of Attainment	These competencies from the Drilling Training Package (code) meet the industry requirements for induction for Off shore oil and gas work.	

Text about the circumstances under which skill sets should be delivered rather than a particular qualification may also need to be added where appropriate.

APPENDIX 4

Text for the Training Package Assessment Guidelines Section

The following mandatory text provides the Training Package assessment advice. Insert it in the Assessment Guidelines section of the Training Package in Volume I.

Do not alter the text apart from adding industry specific requirements; adding to or deleting the section on licensing/registration; adding the Industry Skills Council details; and adding any specific assessment resources.

See section 4.7 of this chapter for further information about placement of this text and section 4.1 for where it fits into the Training Package sequence.

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) *Standards for Registered Training Organisations*. 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/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training 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.

In the areas of work covered by this Training Package, 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).

Australian Quality Training Framework Assessment Requirements

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 *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at *www.dest.gov.au* or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisation*s.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment Requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *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 where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

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 DEST, 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 DEST 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]***.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet the additional requirements detailed in the following chart.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS

Requirements for Candidates

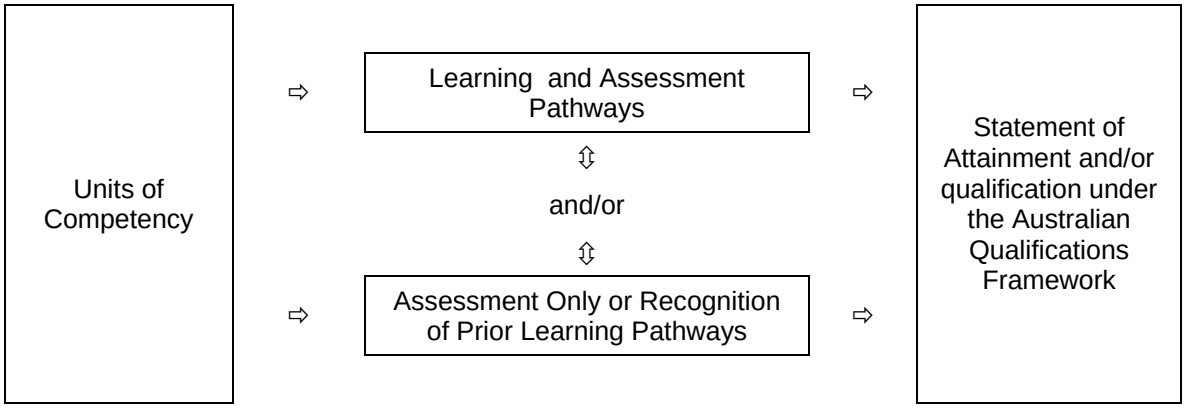
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package. These additional requirements are ***[Note: Insert any additional requirements for licensing or delete if none, 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, an assessment-only or 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 *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment 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 New 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.

Assessment-Only or Recognition of Prior Learning Pathway

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 achieved.

In an assessment-only or 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, such as in the compilation

of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* 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, and work samples. 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).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies;
- 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.

Combination of Pathways

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 mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

> 7.3 **a** The RTO must ensure that assessments are conducted by a person who has:
>
> i the following competencies[1] from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
>
> a TAAASS401A Plan and organise assessment;
>
> b TAAASS402A Assess competence;
>
> c TAAASS404A Participate in assessment validation;
>
> ii relevant vocational competencies, at least to the level being assessed.
>
> **b** However, if a person does not have all of the competencies in Standards 7.3 **a** (i) and the vocational competencies as defined in 7.3 **a** (ii), one person with the competencies listed in Standard 7.3 **a** (i), and one or more persons who have the competencies listed in Standard 7.3 **a** (ii) may work together to conduct assessments.

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

[1] A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to

this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (*http://www.ntis.gov.au*). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

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 as required under 9.2i of the *Standards for Registered Training Organisations*; and
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop Assessment Tools*.

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 Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

8. RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1. The RTO must ensure that assessments (including RPL):

i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

iii. are valid, reliable, fair and flexible;

iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

v. where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and

ix. provide for reassessment on appeal.

8.2. a The RTO must ensure RPL is offered to all applicants on enrolment.

b The RTO must have an RPL process that:

i. is structured to minimise the time and cost to applicants; and

ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access & 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.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good

practice assessment methods with sensitivity and flexibility.

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 details]

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: *www.atpl.net.au*
Email: sales@atpl.net.au

Innovation and Business Skills Australia
Level 2, Building B, 192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources

Refer to *http://antapubs.dest.gov.au/publications/search.asp* to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, *aqf.edu.au*

Australian Quality Training Framework (AQTF) – for general information go to: *www.dest.gov.au/sectors*

Australian Quality Training Framework (AQTF) – for resources and information go to: *www.dest.gov.au*

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from *www.dest.gov.au*

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).
National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – *www.ntis.gov.au*
Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at *www.dest.gov.au*

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by ANTA with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of *www.dest.gov.au*. Go to *www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm*
Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

1. Training Package Assessment Materials Kit
2. Assessing Competencies in Higher Qualifications
3. Recognition Resource
4. Kit to Support Assessor Training
5. Candidate's Kit: Guide to Assessment in New Apprenticeships
6. Assessment Approaches for Small Workplaces
7. Assessment Using Partnership Arrangements
8. Strategies for ensuring Consistency in Assessment
9. Networking for Assessors
10. Quality Assurance Guide for Assessment

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

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests – Guidelines for designing knowledge based tests for Training Packages*.
Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.
Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.
Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing

Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program – learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional* Development, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package – Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project – assessment systems and processes, OTFE Victoria*.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

APPENDIX 5

Text for the Competency Standards Section

The text below provides mandatory text explaining competency standards, units of competency. Insert it at the beginning of the Competency Standards section in Volume I.

Do not alter the mandatory text, 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 sequence.

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 Organisation (RTOs) may contextualise units of competency to reflect local

outcomes required. 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 endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria;
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes;
- may make amendments and additions 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;
- may add detail to 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.

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

Employability Skills Replacing Key Competency from 2006

Progressively released from 2006, the Key Competency information in Training Packages will be replaced by the Employability Skills Framework. In May 2005 the National Training Quality Council

endorsed the approach to embed Employability Skills within Training Package qualifications and units of competency.

Background to Employability Skills

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

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the 'Employability Skills for the Future' report in 2002 in consultation with other peak employer bodies. Funding was provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA), with the report officially released by Dr Nelson, Minister for Education, Science and Training, on 23 May 2002. Copies of the report are available from the DEST website at: *http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.*

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies framework that was developed in the early 1990s. The report featured an 'Employability Skills Framework' which identified eight Employability Skills[2]:

- communication;
- teamwork;
- problem solving;
- initiative and enterprise;
- planning and organising;
- self-management;
- learning; and
- technology.

The report demonstrates how Employability Skills can be further described for particular occupational and industry contexts by sets of facets[3]. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important. These facets were seen by employers as being dependent both in their nature and priority within an enterprise's business activity.

[2] Personal attributes that contribute to employability were also identified in the report but are not Employability Skills.

[3] Facets were originally referred to as 'elements' but were subsequently changed to avoid confusion with the already established terminology used in units of competency.

Employability Skills Framework

The following table contains the Employability Skills 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
Team work that contributes to productive working relationships and outcomes	• Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • 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

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)
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

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)
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g. learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology that 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

Employability Skills Summary

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.

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

The following table contains examples of embedded Employability Skills for each component of a unit of competency:

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)
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).

Incorporating Employability Skills into learning and assessment strategies

Employability Skills are an integral part of competency. Units of competency have been developed to ensure relevant Employability Skills facets have been embedded within competency components rather than 'bolted on'. This approach more accurately describes Employability Skills within the context of work outcomes.

Trainers and assessors are required to analyse and 'unpack' each unit of competency to develop learning and assessment strategies that include the application of Employability Skills. This includes implementing learning and assessment strategies that meet learners' needs and reflect industry requirements.

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

APPENDIX 6

Sample Imprint Page

The text on the following page provides a sample of the components of the imprint page, including the standard copyright statement and disclaimer. Develop the imprint page based on the text of this sample, and include the imprint page on the reverse of the title page in each volume.

See section 4.3.2 of the *Style Manual* for further information about placement of this text and section 4.1 for where it fits into the Training Package sequence.

XYZ Training Package

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Branch Manager,
Technology and Information Services Branch,
Industry Skills Development Group,
Department of Education, Science and Training,
GPO Box 9880 Canberra City, ACT, 2601.
Website:www.dest.gov.au

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APPENDIX 7

Sample Unit of Competency Layout

The sample unit of competency layout in the following pages of this appendix is included to show the layout of units of competency in Training Packages, and to provide writers with tips about completing sections.

Develop the units of competency based on the layout of this sample, and include them in the Competency Standards section.

Advice is provided in italicised text in the sample and in footnotes – also see section 4.8 of this chapter for further information about placement of units of competency and section 4.1 for where they fit into the Training Package sequence. Section 4.8.3 of this chapter provides information on how to complete the sub-sections of the unit of competency.

XXXABC03	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 will be as follows after the unit descriptor: The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements.
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	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	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.[4] Assessment of performance is to be consistent with the evidence guide.[5]
1 Use active voice[6]	1.1 Use passive voice[7]
	1.2
	1.3
2	2.1
	2.2
	2.3
3	3.1
	3.2
	3.3

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit[8].

Details of required skills/knowledge associated with this unit [9]

[4] 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.
[5] Include this text in 10-point font in every unit by way of explanation.
[6] 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.
[7] Use passive voice (preferred but not mandated). In passive voice the subject is before the verb. For example: 'Site access and conditions are confirmed.'
[8] Include this text in 10-point font in every unit by way of explanation.
[9] 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?' – this is what needs to be described.

RANGE STATEMENT[10]

[11]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 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. [12]

EVIDENCE GUIDE[13]

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. [14]

Overview of Assessment (Optional) [15]	Provide an overview of how assessment could be undertaken rather than what is to be assessed.[16]
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.

[10] 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. Identify essential items - if they are not essential, they should not be mentioned in the Range Statement.
[11] Include this text in 10-point font in every unit by way of explanation.
[12] Include the sentence above where bold italicised text has been used in the Performance Criteria and omit where it has not.
[13] 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.
[14] Include this text in 10-point font in every unit by way of explanation.
[15] An optional field - it will apply to some units but in most instances it is related to the assessment pathway.
[16] More appropriate to use passive voice.

Context of and specific resources for assessment	Describe any particular environment 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. 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 assessment (Optional) [17]	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. Units which are complementary and suitable for assessment by a more holistic approach may be suggested. 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.

[17] The method of assessment may not apply to every unit. This field should only be included where a particular method is deemed critical – for example, the competency of navigating a boat through a channel may be impossible to be assessed in a simulated situation.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 1 Style and Requirements

Chapter 2
Process for the Review of Training Packages

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 2 of Part 1 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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VERSION MODIFICATION HISTORY

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 2 of Part 1 of the *Training Package Development Handbook*. It outlines the review process for Training Packages endorsed by the National Training Quality Council (NTQC).

It is written for Training Package developers and reviewers who should read it together with Chapter 1, Part 1 of the Handbook, which provides the sequence, requirements, conventions and mandatory text for all endorsed Training Packages.

1.2. Overview of the Review Process

Training Packages are not static documents; they are reviewed periodically to ensure their currency and quality. The review of a Training Package usually occurs within a three year cycle and is conducted by the Industry Skills Council with coverage of that specific Training Package, under contract to the Department of Education, Science and Training (DEST).

The review of a Training Package is conducted in two phases. Phase 1 involves research, analysis and the development of a report and recommendations. Phase 2 involves redevelopment of the Training Package to address Phase 1 findings, validation by stakeholders, and re-endorsement by the NTQC.

1.3. Aims and Outcomes of the Review

In the review process, an endorsed Training Package is considered, reviewed and modified as applicable. The review seeks to provide a Training Package that meets the needs of small, medium and large organisations within the industry or sector; is capable of being implemented in a range of workplaces and institutional settings; and is consistent with current national quality criteria and requirements. The review also provides a submission for re-endorsement of the Competency Standards, Assessment Guidelines and Qualifications Framework to the National Training Quality Council (NTQC).

2. PHASE 1: RESEARCH AND REPORTING

2.1. Summary of Phase 1

In summary, Phase 1 involves:

- evaluating whether the Training Package endorsed components meet current and anticipated future vocational training and skills recognition needs
- identifying any barriers or gaps affecting the full implementation of the Training Package including considering implementation in a range of workplaces and institutional settings
- determining whether the Training Package support materials are adequate, appropriate and consistent with the NTQC quality criteria, and
- developing a detailed report with recommendations.

2.2. Key Research Tasks of Phase 1

Phase 1 key research tasks include:

- consultation with a wide range of enterprises and peak industry groups, to determine the level of industry acceptance and uptake of the Training Package, and whether the units of competency and qualifications meet current and anticipated future industry needs;
- consultation with DEST, all State and Territory Training Authorities (STAs), and relevant regulatory and licensing authorities to identify issues that have arisen in the Training Package implementation and, as applicable, determine how they can be resolved;
- consultation with Registered Training Organisations (RTOs) that are delivering and assessing against the Training Package to gather information about implementation and determine if the Training Package needs amendment, and if so, how this can be done consistent with the industry defined outcomes;
- analysis of the Training Package endorsed components for consistency with any documentation provided by DEST, and the following key documents:
    - *Training Package Development Handbook*, DEST 2005.
    - Australian Quality Training Framework *Standards for Registered Training Organisations*, ANTA 2005.
    - Australian *Qualifications Framework Implementation Handbook*, Third Edition 2002, AQFAB 2002. (Note that in 2005, two new qualifications were added to the Australian Qualifications Framework. See *www.aqf.edu.au*).

2.3. Research Issues to be Addressed in Phase 1

Phase 1 is required to address the following specific issues.

- Consistency of the Training Package endorsed components with the requirements of Chapter 1 of this Handbook, the *Style Manual for Training Package Endorsed Components*.
- The structure and user-friendliness of the Training Package.
- Level of uptake and industry support for the Training Package.
- The Training Package's capacity to meet current and future industry skill needs.
- The suitability of the available units of competency including:
  - their technical content and structure;
  - the capacity for valid, reliable and fair assessment and training especially regarding the evidence guide and range of variables within each unit of competency;
  - their size, capacity for implementation and any capacity for improved clarity, design and documentation;
  - any issues around the breadth or narrowness of the unit of competency details
  - any gaps in the available units of competency;
  - any issues around portability including the implications of any changes;
  - the potential for incorporation of units of competency from other Training Packages to reduce duplication, increase delivery efficiency, and assist labour market mobility;
  - any implications arising from already imported units of competency in the light of any changes to their source Training Packages; and
  - the potential for inclusion of units of competency which directly relate to working in a small business in the industry.
- The suitability of the available qualifications including:
  - any gaps in qualifications;
  - relationships between qualifications;
  - ease of determining requirements for qualifications;
  - accuracy of the Australian Qualifications Framework (AQF) alignment;
  - any potential for incorporation of qualifications from other Training Packages;
  - any implications arising from already imported qualifications in the light of any changes to their source Training Packages; and
  - flexibility and relevance of qualification packaging advice in relation to enterprise needs across large, medium and, particularly, small organisations.
- Flexibility and relevance of contextualisation advice in relation to enterprise needs across large, medium and, particularly, small organisations.
- Incorporation of Employability Skills and/or generic skills and OHS.
- Whether language, literacy and numeracy needs are addressed and are appropriate to the needs and requirements of the workplace and qualifications.

- The existence of any bias or potentially unfair discriminatory aspects or requirements.
- Identification, and potential for incorporation of, international or national technical or other standards, including from International Standards Organisation (ISO) and Standards Australia (SAA).
- Analysis of the Training Package in terms of mutual recognition with New Zealand and meeting any relevant international standards.
- The capacity for implementing the Training Package in small businesses and schools.
- Identification of any general issues related to industrial awards including the industrial coverage for New Apprenticeships and their pathways to qualifications in the Training Package.
- Identification of, and strategies for removing, any barriers to implementation.

2.4. Research of Support Materials in Phase 1

Phase 1 is required to analyse the support materials for the Training Package in terms of their adequacy, appropriateness and presentation, including the following tasks.

- Mapping existing publicly available resources directly supporting the Training Package implementation.
- Identifying the extent of any other resources supporting the range of pathways available to achieve unit of competency and qualification outcomes.
- Analysing the publicly available resources to identify:
  - their capacity to support flexible, valid, reliable, consistent and fair assessment;
  - their capacity to support training delivery and meet industry expectations including the needs of small businesses;
  - their support for access and successful participation by under-represented groups particularly Aboriginal and Torres Strait Islander people, women in certain industries and people with disabilities;
  - the extent and availability of sample training programs to assist learners and employers select training options, particularly under New Apprenticeships; and
  - any critical gaps in resources and any existing resources that could be modified to improve implementation.

2.5. Phase 1 Reporting and Deliverables

Phase 1 is required to provide the following deliverables.

- A comprehensive report including:
  - summary details of the Training Package under review;
  - Steering Committee details;
  - an executive summary clearly identifying the recommendations of the review;

- details of the research and findings of Phase 1;
- details of the methodology including data collection, feedback and consultation processes and validation activities;
- an assessment of how the Training Package meets the needs of industry;
- specific issues identified in relation to the Training Package such as the extent of industry and enterprise support and usage; appropriateness for small business; and credibility of training and qualification outcomes;
- how any conditions set by the NTQC for the initial Training Package have been met;
- experience and issues in the implementation of New Apprenticeships with the Training Package, including any statistics on New Apprenticeships take-up;
- analysis of data obtained and findings of the review;
- details of, and rationale for, any proposed changes to the Training Package;
- findings of the analysis of Training Package support materials;
- recommendations for Phase 2 work; and
- evidence of support for the review's findings and recommendations from key stakeholders including STAs.

- A proposal for the conduct of Phase 2.

3 PHASE 2: DEVELOPMENT, VALIDATION AND ENDORSEMENT

3.1 Summary of Phase 2

In line with the findings of Phase 1, and agreement with DEST, Phase 2 generally involves redeveloping and improving the existing endorsed components; developing new units of competency and seeking re-endorsement of the redeveloped Training Package by the NTQC.

3.2 Key Tasks of Phase 2

Phase 2 includes the following key development, validation and endorsement activities.

- Revision of the endorsed components of the Training Package as identified in the recommendations from Phase 1 and agreed to by DEST in consultation with STAs.
- Development of strategies to address any identified impediments to the implementation of the Training Package.
- Documented validation of the revised Training Package by relevant industry groups, organisations, enterprises and individuals.

3.3 Phase 2 Deliverables

Phase 2 is required to provide the following deliverables.

- A Final Report that identifies:
  - the methodology used for the review, including details of consultation and validation;
  - changes made to the Training Package submitted for re-endorsement and a rationale for those changes;
  - a map of the units of competency included in the original Training Package against the revised Training Package;
  - any barriers affecting the implementation of the Training Package, including any relating to New Apprenticeships, which could not be resolved in the Training Package revision, and strategies to address these barriers; and
  - the recommended transition period between endorsement and implementation of the revised Training Package in the context of the level of change from the previous version and its impact on RTOs.
- A submission to the NTQC for re-endorsement of the Training Package.
- A print version consistency with the *Style Manual for Training Package Endorsed Components* Section 5 Handover for Publication, while still allowing for subsequent amendments to meet any conditions of the NTQC endorsement.
- Delivery of the reviewed Training Package being consistent with any documentation provided by DEST, and the following key documents:
  - Chapter 1, Part 1 of this Handbook, the *Style Manual for Training Package Endorsed Components*.
  - *Training Package Development Handbook*, DEST 2005.
  - Australian Quality Training Framework *Standards for Registered Training Organisations*, ANTA 2005.
  - *Australian Qualifications Framework Implementation Handbook*, Third Edition 2002. AQFAB 2002. (Note that in 2005, two new qualifications were added to the Australian Qualifications Framework. See *www.aqf.edu.au*).
- Endorsed components in the National Training Information Service (NTIS) template provided by DEST, including appropriate coding.

4 PROJECT MANAGEMENT ROLES AND RESPONSIBILITIES

4.1 Steering Committee Role

The review of a Training Package must 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; and
- there is appropriate consultation with all relevant stakeholders.

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

From a quality perspective, the Steering Committee usually would agree to the final version of the Training Package or review report prior to submission to DEST. 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.

Steering Committee secretariat functions are generally carried out by the Industry Skills Council as part of its contractual obligations in the review.

4.2 Steering Committee Membership

Steering Committee membership must be confirmed prior to finalising the contract to avoid unnecessary delays. Membership must be broadly based, have an industry based chairperson and 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 public and/or private RTO;
- at least one STA; and

- DEST (observer).

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

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

4.3 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 have a broad understanding of the National Training Framework in addition to 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.

4.4 Selection and Role of STA Steering Committee Members

Through a process coordinated by DEST, States and Territories provide a single Steering Committee nominee for each Training Package 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 New Apprenticeships, covered by the Training Package; and
- 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, nor are they 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 has a specific RTO representative.

4.5 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 vocational education and training (VET) qualifications in the industry area and higher education, and
- 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.

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

4.7 Consultation

Consultation is critical to the success of the review of a Training Package and must be undertaken on a national and individual State and Territory level. Consultation is required 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; and
- 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.

5 TENDERING PROCESS

5.1 Tendering Overview

The review of the Training Package is contracted by DEST with the relevant Industry Skills Council (in this section referred to as the 'Grantee').

Training Package components can be directly developed by the Grantee, or they can be contracted out if required. Tendering of components can be undertaken in a variety of ways to meet the particular circumstances of the Grantee and the project. However, the Grantee must produce the outcomes and products agreed in the contract with DEST, while achieving value for money; this primarily involves quality, cost and timeliness.

Note: While the Grantee can be flexible in its approach to tendering, provided it achieves value for money, DEST requires that the process is consistent with the following four principles and associated outcomes. The Steering Committee Chair and Executive Officer of the Grantee must provide a jointly signed letter to DEST, within 7 days of signing the contract between the Grantee and a tenderer, confirming that these principles and outcomes have been followed.

5.2 Principle 1: Clear Tender Specification

Tender documents clearly specify:

- the desired outcomes and if appropriate, details of the products being put to tender;
- any particular processes that will be required such as consultation or validation with a particular range of organisations or people;
- responsibilities of the tenderer in relation to the specified officer in the Grantee and the Steering Committee;
- required timelines for production of products;
- quality control mechanisms and quality criteria to be applied to the outcomes;
- project milestones including reporting and auditing requirements;
- intellectual property and copyright requirements in accordance with the contract with DEST; and

- any action resulting from non-performance.

5.3 Principle 2: Open and Effective Competition

Specifications and processes ensure that the tender:

- is open and made public to a wide range of potentially interested parties;
- involves at least one national newspaper advertisement, as well as direct contact with potential contractors;
- could involve calling for expressions of interest, followed by a selective invitation to submit a detailed tender;
- is not provided to any organisation or group under preference;
- involves maximum competition by potential contractors to achieve value for money, with criteria including price, methodology, timeline, quality, and quantity of outcomes or products;
- involves a methodology that seeks to minimise cost while maximising quality and timeliness of outcomes;
- involves open, ethical and documented negotiation with tenderers, for example through selecting a tenderer and then negotiating changes in such a way that it is still clearly the same project as advertised; and
- could also involve negotiation with a range of non-selected tenderers to get them to a level where a decision to engage them could be made.

5.4 Principle 3: Ethical and Transparent Process

Specifications and processes ensure that:

- tenderers are clearly informed about processes for considering and treating proposals;
- the Training Package review Steering Committee assesses proposals and decides on the tenderer;
- conflict of interest is avoided through documented processes to ensure full and proper disclosure of potential or actual conflict of interest, including any organisational or personal links between tenderers, Steering Committee members and the Grantee or its staff;
- where there is a potential or actual conflict of interest between Steering Committee members and a tenderer, others can be co-opted to assess proposals, make the selection and recommendation to the Steering Committee; and
- the tenderer declares any potential or actual conflicts of interest, and has processes to deal with potential or actual conflict of interest in all its internal operations.

5.5 Principle 4: Appropriately Structured Projects

The contract with the selected tenderer clearly specifies:

- the project stages, with clear associated performance indicators and project deliverables such as reports, products and outcomes;
- a budget with clear costs for each key activity to be undertaken;
- the payment schedule;
- personnel who will undertake the work;
- copyright requirements in accordance with the contract with DEST and including obtaining clearance for use of material where ownership is held by others, including the use of any material identifying any person or organisation;
- consultation and validation processes within the tendered work;
- quality criteria for products and quality assurance mechanisms for their development; and
- responsibilities of the Steering Committee and any specified officer in the Grantee.

6 VERSION CONTROL, ENDORSEMENT AND PUBLICATION

As detailed above, the Training Package must conform to the requirements in Chapter 1 of this Handbook, the *Style Manual for Training Package Endorsed Components*, DEST 2005, including those for version control, endorsement and publication.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 2 Endorsed Components

Chapter 1
Research Methodologies

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 1 of Part 2 of the Training Package Development Handbook DEST 2005.

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1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this document

This document is Chapter 1 of Part 2 of the *Training Package Development Handbook*. It provides advice and information to Training Package developers to assist them in choosing and using sound research methodologies and techniques in Training Package development or review.

It commences with an overview of the stages of research in developing Training Packages and then provides information about research techniques that may be used. The choice of methodology depends on a range of variables; this document will assist the Training Package developer in choosing the most appropriate.

2. OVERVIEW OF RESEARCH STAGES

2.1. Planning

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; and
- processes for stakeholder communication and engagement.

2.2. 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 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; and
- future directions including technology and skill requirements.

2.3. Information Search

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 New 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; and
- position descriptions and role statements, especially where these include more than just task performance.

2.4. Development Methodology

2.4.1. Choosing the 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; and
- 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.

2.4.2. Including Industry Expertise

Industry expertise should be sought for initial 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; and
- 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.

An Issues Register should be maintained throughout the development and validation processes to ensure issues are recorded and progressively addressed.

See the *Style Manual for Endorsed Components*, Part 1 of this Handbook for the requirements for the Project Steering Committee for the development of Training Packages.

2.5. Validation

All draft Training Packages must be validated before submission for endorsement; a process ensuring 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 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; and
- 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; and
- 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.

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.

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 Training Quality Council (NTQC). An explanation should be provided on actions taken to resolve the matter and reasons for the final position.

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.

3. RESEARCH TECHNIQUES

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

3.1. 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.

3.2. 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.

3.3. 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.

3.4. Group Processes

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, knowledge and attitudes needed to perform the tasks.

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.

3.5. 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.

3.6. 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 establishment of competency standards 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.

3.7. 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 competency standards 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.

3.8. 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 competency standards 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; and
- undertake a large number of observations over a long period of time.

3.9. 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; and
- 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 competency standards, they do not cover the process of developing units of competency and packaging them into qualifications.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 2 Endorsed Components

Chapter 2
Developing Units of Competency

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 2 of Part 2 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 2 of Part 2 of the *Training Package Development Handbook*. It provides detailed advice and examples to support the development of units of competency within Training Packages endorsed by the National Training Quality Council (NTQC).

Training Package developers should read this document together with Chapter 1, Part 1 of this Handbook, which provides the sequence, requirements, conventions and mandatory text for all endorsed Training Packages available from the DEST website on *http://www.dest.gov.au/*.

The appendices in the Chapter 1, Part 1 of this Handbook provide the mandatory text for all Training Packages, giving readers an overview of where competency standards fit within endorsed Training Packages. Appendix 5 is of particular relevance as it contains the mandatory text for the Competency Standards components of endorsed Training Packages. Appendix 7 is also relevant in that it contains a sample layout of a unit of competency.

1.2. Overview

The Australian vocational education and training system is based on the concept of 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 in this context is far more than the skills an individual is able to perform in an industry or enterprise; it is equally about the knowledge that an individual brings to the application of those skills. This approach encourages multi-skilling and the ability to transfer competency to new situations leading to improved portability of skills across the workforce.

In summary, units of competency within endorsed Training Packages must:

- cover the four primary components of competency;
- task skills;
- task management skills;
- contingency management skills;
- job/role environment skills;
- be drafted to avoid any direct or indirect bias or discrimination;
- support participation by a diverse workforce; and
- encourage successful outcomes.

The competency standards component of endorsed Training Packages must be developed through an extensive consultation process using sound development methodologies and the units of competency must be validated by key stakeholders, both from within and outside the industry for which they are developed.

Training Packages can only gain national endorsement if the units of competency they contain meet nationally agreed quality criteria in terms of their content, format, and process for development. The following sections of this document cover these criteria, together with examples of good practice.

2. CONTENT OF UNITS OF COMPETENCY

Units of competency must:

- be consistent with the agreed national definition of competency;
- include the four components of competency;
- relate to realistic work practices;
- be expressed as outcomes;
- be clear and precise;
- be relevant to current and future industry skills needs;
- include knowledge and understanding;
- reflect industry values and attitudes;
- allow for the needs of people with disabilities;
- include explicit skills covering language, literacy and numeracy;
- provide for environmental matters, regulation and licensing as applicable; and
- include advice on contextualisation.

The above points are dealt with separately in the following subsections.

2.1. Competency Defined

Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Units of competency define the various competencies required for effective workplace performance.

This definition of competency focuses on what is expected of an employee in the workplace rather than on the learning process, and as such embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Units of competency are concerned with what people are able to do, for example 'maintain and use networks' and with the ability to do this in a range of contexts, for example 'maintain and use networks of suppliers and government agencies'. They emphasise outcomes and the application of skills and knowledge, not just their specification.

2.2. Including the Four Components of Competency

The concept of competency includes all aspects of work performance, not only narrow task skills. The four components of competency are:

- task skills;
- task management skills;
- contingency management skills; and
- job/role environment skills.

It is critical that methodologies used in developing units of competency successfully capture all four components. These components of competency may appear in the different parts of the unit of competency – in the elements, performance criteria, and/or the range statement.
While not every unit of competency will contain all four components, they should be covered in a group of related units.

2.2.1. Task Skills

Task skills involve the capacity to perform required workplace tasks.

EXAMPLE

The following performance criteria deal with tasks.

- Boxes or kennels are cleaned and bedding replaced in accordance with stable/kennel routine.
- Pyrotechnics are executed on cue.
- Pre-start, start-up, park-up and shutdown procedures are carried out in accordance with manufacturer's instructions and site procedures.

2.2.2. Task Management Skills

Task management skills involve the requirement to manage a number of different tasks, capturing the skills people use as they plan and integrate a number of potentially different tasks to achieve a complete work outcome.

EXAMPLE

The following elements of competency deal with task management.

- Plan and use race tactics.
- Identify sources of contamination, cross-contamination and spoilage.
- Plan and prepare for operations.

2.2.3. Contingency Management Skills

Contingency management skills cover the requirement to respond to irregularities and breakdowns in routine, encompassing the skills used in day-to-day employment and allowing for dealing with irregularity, imperfections, and the unknown.

EXAMPLE

The following performance deal with contingency management.

- Relevant safety systems information is accessed, analysed and used to assist in or confirm hazard identification.
- Results of evaluation are used to guide further training, where required.
- Following presentation, feedback on design concept(s) is sought from the appropriate personnel. Final design concept is agreed and modifications determined and incorporated.

2.2.4. Job/Role Environment Skills

Job/role environment skills are those skills we use in dealing with the responsibilities and expectations of work environment and in working with others. This can include interacting with people from within and outside the enterprise such as colleagues, customers, clients, and the public. The capacity to work with others and to adapt to different situations and the varied demands of employment across enterprises is central to successful performance.

EXAMPLE

The following performance criteria deal with job/role environment.

- Notification of shift availability, or non-attendance for shift, is given without undue delay and according to store policies and procedures.
- Rehearsal is monitored and conducted in accordance with the director's requirements, rehearsal schedule, organisational policies and procedures and production budget.
- Information on defined process changes and enhancements is made available to those responsible for control processes.

2.3. Relating Competency to 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. ✓

2.4. Expressing Competency as Outcomes

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. ✓

2.5. Ensuring the Clarity of Units of Competency

Units of competency must be able to be read and understood by those who use them – for example trainers, assessors, employers, employees and supervisors. This relates not only to their content, but also to their language and structure. Units of competency 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.' ✓

2.6. 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.)

2.7. Including Knowledge

In recognition of the importance of knowledge in skills application and skills transfer, units of competency must detail the underpinning knowledge required for competent performance.

The application of knowledge is often the key to the transfer of competency to new situations. Underpinning knowledge will often need to be assessed in order to ensure that the person understands the 'why' as well as the 'how'. Clear articulation of the required underpinning knowledge will support training and assessment of the unit of competency.

However, 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; and
- could be specified in the evidence guide.

Knowledge is further dealt with in Chapter 3, Part 2 of this Handbook, Evidence Guides.

2.8. Addressing Industry Values and Attitudes

The values and attitudes of an industry or enterprise influence the achievement and exercise of competency. 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.

EXAMPLES

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.

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.

2.9. Providing for Reasonable Adjustment for People with Disabilities

Nationally recognised Training Package units of competency and qualifications should be accessible by people with disabilities. Wherever possible, reasonable adjustments should be made to meet the individual needs of a person with a disability, while allowing for competency outcomes. Adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. For further information on reasonable adjustment see Part 4, Chapter 2 of this Handbook.

2.10. Incorporating Language, Literacy and Numeracy Skills

Often, successful performance of an industry competency will depend on specific language, literacy or numeracy skills. The required language, literacy or numeracy skills need to be explicitly stated in the unit of competency to ensure that assessment is fair and valid and to provide sufficient information to support training. Language, literacy and numeracy skills:

- should be placed in context;
- should only include those skills actually required for successful performance of work tasks; and
- could be included within elements, performance criteria, or in the range statement or evidence guide, depending on how the skills relate to workplace tasks.

Language, literacy and numeracy competencies are dealt with in Part 2, Chapter 6 of this Handbook.

2.11. Addressing Environmental Matters, Regulation and Licensing

These matters are dealt with in Part 5 of this Handbook – see Chapter 1 for *Environmental Protocols and Legislation*, Chapter 2 for *Occupational Health & Safety* and Chapter 3 for *Occupational Licensing.*

2.12. Including Contextualisation Advice

Where required by industry, Training Package developers provide advice on how the units of competency may be contextualised. Then, users of the Training Package follow that advice if they need to contextualise units of competency to reflect required local outcomes.

Contextualisation involves 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. With contextualisation the integrity of the intended outcome of the unit of competency must be maintained. Any contextualisation of units of competency:

- must not remove or add to the number and content of elements and performance criteria;
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes;
- may make amendments and additions 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
- may add detail to 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.

3. COMPONENTS OF UNITS OF COMPETENCY

3.1. Format

Units of competency are in a standardised format. This promotes national consistency and understanding, helping to ensure that units of competency can be easily understood by various users. It reduces ambiguity and enhances common understanding, recognition of competencies and transferability and portability of qualifications. See the Chapter 1, Part 1 of this Handbook on Endorsed Components for details. In summary the format is as follows.

UNIT CODE Must conform to national coding requirements	**UNIT TITLE** The unit title is a succinct statement of the outcome of the specific unit of competency. Each unit of competency title is unique, both within and across Training Packages and must be no more than 100 characters to be accommodated on the National Training Information Service.
UNIT DESCRIPTOR	The unit descriptor assists with clarifying the unit title and notes any relationship with other industry units.
EMPLOYABILITY SKILLS	Employability Skills has replaced Key Competencies. For more information on embedding Employability Skills into units of competencies and qualifications, please refer to Chapter 5, Part 2 of this Handbook.
PRE-REQUISITE UNITS (optional)	Mandatory units listed – kept to a minimum to maximise flexibility.
APPLICATION OF THE UNIT	The application of the competency fleshes out the scope, purpose and operation of the unit of competency in different contexts, for example its application in the workplace.
COMPETENCY FIELD (optional)	The competency field 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)	This may be a sub-set of the Competency Field.
ELEMENTS Elements describe outcomes which contribute to the unit of competency	**PERFORMANCE CRITERIA** Performance criteria specify the required level of performance.
REQUIRED SKILLS AND KNOWLEDGE	This section describes the required essential skills and knowledge.
RANGE STATEMENT	The range statement relates to the unit of competency as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.
EVIDENCE GUIDE	The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the performance criteria and the range statement of the unit of competency and the Training Package Assessment Guidelines.

3.2. Characteristics

A unit of competency is one which, when applied in a work situation, can logically stand alone. Each unit of competency within an endorsed Training Package has a unique title, relates to an industry context, and is in the format illustrated above.

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 provide the basis for:

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

Some of the issues associated with constructing units of competency include their breadth, unit size, transferability, and the interrelationships between units. These issues are covered in the following subsections.

3.2.1. Breadth

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.

3.2.2. The size of a unit of competency

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.

EXAMPLES

Units of competency can be too large, for example:

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 'using hand tools') to achieve appropriate size.

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

EXAMPLE

Units of competency can be too small, for 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

3.2.3. Transferability

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.

3.2.4. Interrelationships between Units of Competency

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 and/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.

3.3. The Unit Descriptor

The unit descriptor expands on the information provided in the unit title. It can provide additional information relating to the purpose and intent of the unit of competency to ensure it accurately and clearly reflects this. It provides the capacity to describe agreed reciprocal recognition relationships with other units of competency.

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.

3.4. Employability Skills

It is important that Employability Skills are appropriately embedded into units of competency and qualifications and are sufficiently explicit within the units of competency to allow identification, unpacking and contextualisation by trainers and assessors when delivering training or assessing persons based on the unit(s) of competency concerned. See Chapter 5, Part 2 of this Handbook.

3.5. Elements of Competency

Elements of competency are the basic building blocks of the unit of competency. They describe, in outcome terms, functions that a person who works in a particular area of work is able to perform. Elements must describe actions or outcomes which are demonstrable and assessable. The elements of competency combine to make up the unit of competency.

3.5.1. Avoiding Task Lists

It is not useful to develop elements of competency which simply specify the tasks or duties associated with the unit of competency. This may generate competency standards which overlook the diversity and complexity of the range of skills and knowledge which are 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:	Element: Interpret street maps ✓

3.5.2. Developing a Coherent Element Structure

Elements of competency should describe aspects of competency wholly relevant to the unit of competency; any elements related to aspects of performance beyond the scope of the unit will create difficulties in assessment and recognition. For this reason, elements that contain 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.

3.5.3. Considering 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:

Firstly, similar elements can be combined to build a single specific 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.

Implications:

- 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.

Secondly, 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.

Implications:

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

3.6. 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. The following principles and examples will guide the development of performance criteria.

3.6.1. 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. ✓

3.6.2. 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; and
- contingencies and emergencies. ✓

3.6.3. 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. ✓

3.6.4. 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.

3.7. The 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 standards as they are reviewed.

The range statement can be used to capture underlying language, literacy and numeracy skills and ensure that these are not overlooked in the assessment process. The range statement relates to the unit as a whole. Key functions of the range statement are illustrated below.

3.7.1. 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.

3.7.2. 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.

3.7.3. 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.

3.7.4. 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. ×

This may be better expressed as:

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. ✓

3.7.5. Capturing Language, Literacy and Numeracy

The range statement can also be used to capture underlying language, literacy and numeracy as in the following example.

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.

3.8. The Evidence Guide

Each unit of competency has an evidence guide which relates directly to the performance criteria and range of variables. Its purpose is to guide assessment of the unit of competency in the workplace and/or training program. The evidence guide needs to refer to the:

- critical aspects of evidence to be considered;
- concurrent assessment and interdependence of units;
- underpinning knowledge; and
- method of assessment.

For further information on Evidence Guides see Chapter 3 *Evidence Guides*, Part 2 of this Handbook.

4. GUIDELINE STANDARDS

Developers of Training Packages use existing endorsed units of competency where these meet industry needs – to both minimise duplication and to enhance portability of recognised skills. Sometimes these units of competency will be sourced from other endorsed Training Packages and sometimes they will be 'guideline' standards.

Examples of guideline standards include occupational health and safety units of competency developed in conjunction with the National Occupational Health and Safety Commission, and food safety units of competency developed in conjunction with ANZFA.

Guideline standards are incorporated into Training Packages in full with some amendments and with the industry context added; they can only be endorsed within Training Packages after being contextualised in this way. The use of guideline standards provides national consistency to units of competency that cover common skill sets across many industries.

In a variation to this approach, industry bodies developing Training Packages which have areas of overlap, for example electrical and electronics, have worked together to develop a common set of units of competency that act as benchmarks. Each industry then takes these units of competency and contextualises them for specific applications and technologies.

5. CHECKLIST

Content - have you:

- ☐ covered the range and breadth of workplace functions?
- ☐ incorporated or identified overlapping industry and cross-industry standards?
- ☐ ensured there is no bias or discrimination?
- ☐ focussed on outcomes?
- ☐ fully expressed the task and task management skills?
- ☐ included contingency management and job/role environment skills?
- ☐ incorporated underpinning knowledge and skills?
- ☐ identified the employability skills?
- ☐ incorporated language, literacy and numeracy skills?
- ☐ identified and addressed any regulatory and licensing requirements such as occupational health and safety, environmental and public health?

Technical – have you:

- ☐ met the national format requirements?
- ☐ included a range statement which provides for unit assessment?
- ☐ included an evidence guide which establishes underpinning knowledge and skills and the critical aspects for assessment?
- ☐ linked the evidence guide to performance criteria and the range statement?
- ☐ provided advice on customisation?

Process – have you:

- ☐ Has a reference group been formed?
- ☐ Has there been documented consultation with key stakeholders?
- ☐ Have you used an effective development methodology?
- ☐ Have equity groups been included?
- ☐ Have you undertaken a validation process?

  Has a validation involved:

  - ☐ enterprises?
  - ☐ industry?
  - ☐ other key stakeholders?
- ☐ Have you identified a review and maintenance process?

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 2 Endorsed Components

Chapter 3
Evidence Guides

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 3 of Part 2 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 3 of Part 2 of the *Training Package Development Handbook*. It provides detailed advice and examples to support the development of sound evidence guides within units of competency in Training Packages.

Training Package developers should read this document with Chapter 2, Part 2 of the Handbook, *Developing Units of Competency*.

2. OVERVIEW

The purpose of the evidence guide is to guide assessment of the unit of competency and provide advice to trainers and assessors on the appropriate context and scope of the competency in application.

Evidence guides must relate directly to the performance criteria and range statements and be consistent with advice in the Training Package Assessment Guidelines. The evidence guide must refer to:

- critical aspects of evidence to be considered and evidence required to demonstrate competency in the unit and any variables related to the evidence context such as the environment and conditions or equipment;
- relationships to other units of competency;
- knowledge;
- method of assessment, conditions under which assessment may take place, and suitable methodologies for conducting assessment;
- resource implications;
- context of assessment; and
- an overview of assessment if this applies.

It is very important to distinguish what factors influence the assessment context – assessment will be conducted in a range of contexts and environments. These could include actual workplaces or simulated workplaces in institutions or other settings. Developers should ask whether a live workplace is necessary or if workplace conditions can be simulated, and if so how. Any advice limiting assessment to actual workplaces, for example because of licensing, regulatory or unique infrastructure requirements, must be fully justified in the endorsement submission.

2.1. Critical Aspects of Evidence

The critical aspects of competency 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.

EXAMPLE

For some units of competency, the following approach represents a good method of ensuring all aspects are covered.

Unit: Train Small Groups

Evidence guide

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- description of specific training need and required competency outcomes
- outline of the training approach and the steps followed;
- description of training participant(s) and delivery method(s) to be used;
- specific resources required;
- outline of the evidence to be collected for monitoring training participant progress;
- trainer's self assessment of training delivery;
- participant evaluation of training delivery;
- evaluation of review comments against plan of training; and
- records/documentation for monitoring progress of training participant(s).

Evidence may be collected using proformas or templates.

Assessment requires evidence of the following processes to be provided (in part):

- how the specific training need was determined;
- how the sequence of training was determined;
- how appropriate personnel were identified;
- why particular delivery method(s) were selected;
- how the characteristics of training participant(s) were identified; and
- how the resource requirements were established.

EXAMPLE

Another similar option is to use a series of questions to guide the assessment.

Unit: Relate to Clients on a Business Level

Elements:

- Build and maintain business networks and relationships;
- Plan to meet internal and external client requirements;
- Negotiate client support service costs; and
- Monitor, adjust and implement procedures to maintain client focus.

While the performance criteria directly support the elements, the industry for which the unit was developed is of the view that the criteria add to more than the sum of their parts. This is shown in the critical aspects of evidence which explain the intention in the unit for the need to demonstrate the capacity to 'relate' in a broad sense:

Evidence guide

Critical aspect of evidence:

Assessment must confirm the ability through the formulation and implementation of small service level agreements to encourage clients to engage in further business.

EXAMPLE

Where critical aspects of assessment hinge on assessing the unit concurrently with others:

Unit: Use Hand Tools

Evidence guide

Critical aspects of evidence:

It is essential that competency is demonstrated in compliance with Occupational Health and Safety regulations applicable to the workplace.

Competency in this unit may be determined concurrently with the unit XYZ123 *Carry out OH&S requirements*.

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.

2.2. Relationships with Other Units

While units of competency are discrete components there are often benefits to be derived from assessing two or more units sequentially or concurrently. For example, the unit Prepare Surfaces and Apply Wallpaper could be assessed sequentially and the units Operate Demolition Plant and Equipment and Carry Out General Demolition could be assessed concurrently. Where such 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.

Particular care needs to be taken when making decisions regarding pre-requisite units. Pre-requisite units are applicable when competency could not be achieved in a given unit without first gaining essential knowledge and skills from other units.

However, often what is demanded is all or part of a body of knowledge contained within another unit, not the full competency itself. Sometimes too it is knowledge about application and context. In these instances, rather than list pre-requisite units it is more appropriate to include all the necessary requirements as underpinning knowledge and skills rather than pre-requisites which could be limiting and inflexible.

EXAMPLE

Where it is considered necessary (perhaps 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; and
- Erect and dismantle restricted height scaffolding.

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

2.3. Knowledge

While underpinning knowledge and associated skills are specifically covered in the evidence guide they must be fully integrated in the unit of competency as a whole. A number of strategies can be used to make this knowledge explicit including:

- including brief narrative information describing the unit of competency in action and locating it in context and application;
- referring to relevant knowledge in the performance criteria to ensure the expected degree of complexity is readily understood;
- directly supporting the performance criteria and knowledge aspects of performance in the range statement by specifying these in the unit's scope, range of contexts, applications and variables;
- informing assessors in the evidence guide about the critical evidence required to ensure performance includes knowledge and performance in routine and contingent conditions; and
- including information about essential conditions and nature of the work to inform valid and reliable assessment.

Competent performance must result in a realistic expression of knowledge through problem solving, prediction of outcomes, cause and effect, or similar dynamic process specific to the unit.

The evidence guide should refer the assessor to the performance criteria as the primary context and source of knowledge and the skills that need to be applied. The evidence identified in this section may be presented as '…the evidence required to demonstrate this competency must include...' or it could be included as critical aspects of assessment. Evidence showing that the

person can deal with unexpected and non-routine contingencies should be included.

Units of competency that integrate knowledge into the overall performance specification of the unit and the assessment process advice should fully include all relevant knowledge as it is applied in a work role. This supports integrated training and assessment strategies in most cases. A training organisation may nonetheless determine that it is efficient and a supportable learning or assessment strategy to aggregate common knowledge topics from a number of related units. There are also areas dealing with occupational health and safety or similar topics where some knowledge might be specified for use as evidence prior to practical demonstration or application of the competency in a workplace situation. Advice in this regard should be provided in the evidence guide.

The evidence guide is expected to be concise but not necessarily state how assessment should happen. It must, however, provide details of the specific products, materials or outcomes that must be available to demonstrate competency. Other units that can or should be jointly assessed should be indicated.

It should also deal with any specific issues about the context of assessment: whether it must be assessed under particular workplace conditions; what conditions a valid simulated environment should meet; whether a pencil and paper or other form of formal test is a viable means of determining some important aspects of competency. It may include a specific statement of the resource implications, for example, access to a particular piece of equipment, infrastructure or situation.

EXAMPLE

From the Community Services Sector

Unit: Assist With Aged People's Personal Needs

Evidence guide

Critical aspects of assessment:

Evidence must be gathered which ensures that all performance criteria have been:

- demonstrated in both routine and non-routine circumstances;
- applied with a non-judgemental approach to clients and an understanding of and adherence to own role and responsibilities and the accountability and responsibility of supervisors and colleagues;
- in consultation with an aged person including asking questions, observing and listening; and
- demonstrating the ability to reflect the aged person's needs and preferences accurately.

Interdependent assessment of units

This unit may be assessed with CHCCOM1A or CHCCOM2A to reflect normal workplace practice.

Resource indications

Access to an aged care facility and clients with a range of needs and abilities.

Consistency in performance

Assessment:

- will be primarily based on observations, questioning and/or evidence sourced from a workplace such as testimonials from colleagues and/or clients;
- cover literacy skills based on normal workplace requirements and documentation;
- will include behavioural aspects showing in practice the part of the role involving influencing the feelings and attitudes of clients, as well as demonstrating cognitive and sensory motor knowledge and skills;
- should be based on evidence collected over a period of time and be based on assisting with a range of different personal care needs for several aged clients; and
- should include accounts of practice where contingency management was needed and information from a variety of sources required.

Context of assessment

This unit should be assessed on the context of the normal range of workplace conditions encountered in an aged care facility or environment.

Assessment should focus on more than one of the following environments that have different plans of care and organisational requirements:

- government and private aged care institutions;
- live-in independent care accommodation; and
- day and short-term stay centres.

The age, ability and health situation of aged people varies considerably and assessment should ensure the competency can be applied across the full spectrum of possible clients.

Assessment should cover various types of assistance provided such as:

- nourishment;
- mobility;
- personal hygiene;
- personal safety;
- personal management;
- leisure; and

- emotional and related needs.

2.4. Methods of Assessment

The Evidence Guide must 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 the 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 attesting to 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.

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; and
- 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.

2.5. 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. As illustrated below, 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.

EXAMPLE

Context for assessment

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.

EXAMPLE

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 learned and/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 metres or more). This ensures that while the technical skills used are the same as those in a usual workplace the conditions of performing the work are also realistically simulated including situations where safety is of prime importance.

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.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 2 Endorsed Components

Chapter 4
Developing the Qualifications Framework

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 4 of Part 2 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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Version Modification History

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 4 of Part 2 of the *Training Package Development Handbook*. It describes how to develop Qualifications Frameworks for Training Packages endorsed by the National Training Quality Council (NTQC). It has been written for Training Package developers but could also be useful for trainers and assessors using Training Packages.

Training Package developers should read this document together with Chapter 1, Part 1 of this Handbook, which provides the sequence, requirements, conventions and mandatory text for all endorsed Training Packages.

1.2. Overview

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 NTQC 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[1].

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

[1] See *Guidelines for Course Developers: A guide to developing VET courses for accreditation under the Australian Quality Training Framework*, ANTA 2003

2. SUMMARY OF KEY REQUIREMENTS

2.1. AQF Qualifications

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).

All Training Package qualifications must be consistent with the advice provided in the *AQF Implementation Handbook, 3rd Edition 2002*, or its replacement.

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 six competency-based qualifications identified for the vocational education and training sector:

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

Graduate Certificates and Graduate Diplomas can also be awarded in the vocational education and training sector under certain conditions – see the *AQF Implementation Handbook* for details. 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 Advanced 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.

2.2. Packaging Models

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 normal job roles.

The most common packaging models include combinations of core and elective, or specialist units of competency. Models based on a core only 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.

2.3. Units of Competency from other Training Packages

Developers are encouraged to use relevant units of competency from other endorsed Training Packages in qualifications. This leads to portability of skills for individuals across a range of work and industries, and supports effective use of national training resources and efficient training delivery.

The rules surrounding use of units from other Training Packages must be clear in Training Packages. Units of competency sourced from another Training Package should be used in qualifications at the same AQF qualification level as in the source Training Package, unless sound industry justification can be provided. The initial or 'lowest' AQF qualification alignment is the most appropriate for consistency across Training Packages.

2.4. Australian Qualifications Framework Alignment

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 must 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.

2.5. Statements of Attainment and skill sets

Statements of Attainment are issued when an individual has completed one or more units of competency from a nationally recognised qualification.

Policy

The National Quality Council at their meeting of 30 June 2006 in relation to skill sets and Statements of Attainment:

a. noted the emphasis in the High Level Review of Training Packages on the importance of qualifications and emphasises that the work on skill sets and Statements of Attainment should not weaken nor undermine this position. It should therefore be noted that skill sets are not a new qualification within the national training framework, but they are a way of publicly identifing on a Statement of Attainment, logical groupings of units of competency which meet an identified need or industry outcome.
b. noted the COAG requirements to include identified skills clusters within national Training Packages, where there is industry demand, and to develop a new look nationally portable Statement of Attainment to set out consistently and clearly for employers the competencies and skills a person has achieved.
c. approved the acknowledgement, where there is industry demand, of skill sets.
d. noted that AQFAB will be advised of work to date in this area, including
   - for Statements of Attainment relating to skill sets, as identified by a National Industry Skills Council, wording that “these competencies meet …. need” can be included on the Statement of Attainment
   - for Statements of Attainment related to skill sets that meet enterprise or individual needs, a listing of the competency unit(s) be included and indicating that the Statement of Attainment may be accompanied by a testamur that sets out the skills obtained and the purpose(s) met
   - that all Statements of Attainment include the wording “A Statement of Attainment is issues by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification”
   - the words “in partial completion of the following qualification” will no longer be included on a Statement of Attainment. The optional wording “these competencies form part of the xxx qualification(s)” may be included.

Definition

Skill sets are defined as those single units or combinations of units which link to a licence or regulatory requirement, or defined industry need.

There are three possibilities in relation to the identification of skill sets by developers of national Training Packages.

1. The developer determines on the basis of industry need that there are no national skill sets identified.
2. The developer determines on the basis of industry need that one or more skill sets can be identified within its Training Package.
3. The developer determines on the basis of industry need that there is the potential for skill sets to be formed consisting of units from within this Training Package combined with units from another Training Package.

Set out below are some examples of where a skill set may be developed in a Training Package:

- a group of units of competency identified as meeting a requirement set by an agency external to the VET sector – eg national licence, regulatory requirement or professional body membership. This would include consideration of other requirements that may need to be met. For instance, in the case of Occupational Health and Safety Licences it may be necessary to use an assessor approved by the licensing authority, or there may be an additional fee involved.
- a group of units of competency which have a commonly understood meaning in the industry. An example may be worksite induction requirements. There may be a requirement in some instances for these units to be completed before starting work at a particular site.
- or units of competency that constitute a specialist role that would benefit from separate identification. An example maybe:
    - the addition of the three project management units (codes x,y,z) will enable the individual to lead projects in their area of expertise
- or grouped units from a specialist qualification that could be a useful addition to another, more general, qualification.
    - for example: Units in Asian Cookery Techniques (codes x,y,z) could be delivered as a program and added to an existing trade cooking qualification to demonstrate a valuable extra set of skills.
- or from one Package that could be used with a qualification from another Package to extend the operational capacity of the individual.
    - for example: a set of small business skills could enable someone with a technical skills qualification to operate confidently as a small business operator.

Training Package skill set design principles

Principles for identifying and developing skill sets within Training Packages are required for Training Package developers. The purpose of their development is to guide the overall approach.

Principle 1: Skill sets should be considered by Training Package developers in the same way that units of competency and qualifications are. That means consideration must be given to logical clusters that meet the needs of an industry, or sector or specific part of the industry and have value in the workplace.

Principle 2: Target groups for all qualifications and skill sets should be clearly defined in the Training Package.

Principle 3: The identification and development of skill sets within Training Packages should increase, rather than decrease, available skill development options for individuals and enterprises.

Skill Set Design Protocols for Training Package developers

The protocols below offer guidance to those developing skill sets within Training Packages.

Protocol 1: Consultation and validation must be undertaken to establish the extent of industry need for the skill set, just as it is required to establish demand for units of competency and qualifications.

Protocol 2: Consideration must be given to identifying clear relationships between skill sets or between skill sets and qualifications where this may be appropriate.

Protocol 3: The Training Package customisation and packaging guidelines must be designed to encourage the use of proposed unit combination/s.

Protocol 4: Identified skill sets should be noted within the Qualifications section of the Training Package. The relationship that identified skill sets may have with any of the qualifications in the Training Package should also be made clear.

Protocol 5: 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 or advice provided to Registered Training Organisations.

Types of skill sets provided for in this Training Package

Developers should provide clear advice about skill sets. Skill sets can be

a. a group of units of competency identified as meeting a requirement set by a licensing or regulatory authority. In this case each Skills Set should be set out as in the example below

Example Name of skill set – Marriage Celebrant

Target Group	Those wishing to gain registration as an authorised marriage celebrant by the Attorney General's Department of the Australian Government.	
Units	CHCMCEL401A	Plan, conduct and review a marriage ceremony
Pathway	The Community Services Training Package offers a Certificate IV in Marriage Celebrancy. This unit also contributes to a number of other Community Services qualifications.	
Suggested form of words for Statement of Attainment	This competency from the Community Services Training Package (code) meets the regulatory requirement of the Attorney General's Department competency requirements for registration as a Marriage Celebrant.	

The developer should also provide advice about other requirements that may need to be met. For instance, in many regulatory environments it is necessary to have Australian citizenship or evidence of a certain period of work experience.

b. a group of units of competency which meet an identified need or industry outcome.

Developers should provide advice to users of the Package about logical clusters that may meet industry needs. This is similar to advice provided in the qualification packaging rules about choice of electives for particular pathways but should be specific to a skill set.
An example may be worksite induction requirements. There may be a requirement in some instances for these units to be completed before starting work at a particular site. Skill sets should be set out as in the example below:

Name of skill set: Rouseabout Off Shore Oil and Gas skill set

Note: This sample skill set is not endorsed as a skill set within a Training Package currently. The detail below is provided only to illustrate how skill sets may be defined and marketed.

Target Group	Those beginning work on an Off shore oil or gas platform	
Units	RIIDOG201A	Assist with the health and safety of the working environment
	RIIDOG202A	Assist in maintaining rig safety and emergency procedures
	RIIDOG203A	Assist in establishing and maintaining effective working relationships
	RIIDOG204A	Carry out equipment and basic rig maintenance
	RIIDOG210A	Carry out deck operations
	RIIDOG211A	Handle and store cargo
Pathway	These units provide credit towards a Certificate II in Drilling	
Suggested form of words for Statement of Attainment	These competencies from the Drilling Training Package (code) meet the industry requirements for induction for Off shore oil and gas work.	

Text about the circumstances under which skill sets should be delivered rather than a particular qualification may also need to be added where appropriate.

Advice for RTOs marketing programs based around skill sets

The developer should provide advice for RTOs about how to market programs around these skill sets. This might include who the target market for such skill sets may be. This is usually clear for a qualification because of the requirement to link to a work outcome, but may need to be made explicit in the case of skill sets. Developers will need to make clear to RTOs that they should be careful not to imply that these programs provide a full qualification.

In providing advice for RTOs Training Package developers should take care to make clear that the NQC policy is that only skill sets identified within Training Packages can be referred to on Statements of Attainment. Other combinations of units of competency which an RTO identifies as meeting a local need can only be listed by code and title on the Statement of Attainment itself. RTOs can however, provide individuals with an accompanying testamur that sets out the skills obtained and the purpose(s) met.

2.6. Contextualisation of Qualifications

Contextualisation allows substitution of some units of competency in qualifications where this is consistent with the described work outcome. The substitution may be with units aligned to 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. 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; and
- AQF qualifications in which any specified units are used in the source Training Package.

3. DEVELOPING AQF QUALIFICATIONS

3.1. Grouping Units of Competency

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.

Units or groups of units of competency can be drawn from other Training Packages, and/or a common qualification referred to where appropriate.

3.2. Units of Competency used in Multiple Qualifications

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 are the same.

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.

3.3. Packaging Rules

The rules by which units of competency can be combined to make up a valid qualification in endorsed Training Packages are referred to as the 'packaging rules' and these are provided within the Training Package endorsed Qualifications Framework.

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 pre-requisite units of competency) that make up the qualifications.

3.4. Aligning to the AQF

Although the AQF descriptors for each vocational qualification are broad, and can overlap to some extent, each AQF qualification must have a distinct different 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.

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.

4. QUALIFICATION PACKAGING MODELS

Within a single Training Package different packaging models may be used, as there is no requirement that the same model be used throughout the entire Training Package at different AQF outcomes.

Consideration should be given to useability and overall clarity. Packaging approaches that are very complex may be misinterpreted by users or even impede implementation if Registered Training Organisations (RTOs) and employers cannot understand them.
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

4.1. Core Only Model

In this model all the units of competency making up a qualification are core units and must be achieved for the qualification. While this approach is discouraged, as it provides no flexibility in structure and assumes all workplaces require exactly the same competency application, it may sometimes be required by industry.

As this is unusual, if a core only qualification is identified it should be fully justified in the Training Package submission and advice provided to users about its rationale and industry need. This need must be established and agreed through wide consultation and it must have industry support – from relevant small and large enterprises.

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. The Certificate II is a progressive qualification leading toward the Certificate IV in Veterinary Nursing.

4.2. 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 customisation section of all Training Packages should clearly explain the limitations on 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.

4.3. 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 a range of different qualification outcomes.

4.4. Core, Specialisation and Electives Model

This approach tends to be used for larger, more complex qualification frameworks, 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

4.5. 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.

If insufficient information is given an inappropriate mix of competencies may be possible under the packaging rules and these may not be regarded in industry as a useful combination of skills for normal 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.

4.6. Packaging Models and Weighting Systems

Weighting systems may be used by Training Package developers 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 qualification 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 qualification 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.

EXAMPLE

Units aligned at Certificate I have a value of one point, units at Certificate II two points, and so on. The packaging rules describe qualifications as a combination of core units (with no ascribed point value) and electives chosen from a range of units with a minimum points value in each case. Qualifications must be made up predominantly from the units directly aligned to each qualification, but can also include a specific number of points from units aligned directly above or below the qualification outcome.

For example, a qualification at Certificate III requires a minimum of 45 points of which at least 30 are to come from the electives directly aligned to that qualification outcome (carrying 3 points each, so 10 units), it would also allow the choice of up to 8 units from Certificate II (carrying 2 points each), or up to 4 units from Certificate IV (carrying 4 points each), or a combination of these. As the points allocated derive from the AQF outcome, the points for units above and below Certificate III are even numbers and if utilised, some combinations with the Certificate III units may slightly exceed the minimum points required (45).

While the detail of industry preferred weighting systems will vary, the overriding aim must be for the development of a straightforward, easily applied system that aids flexibility in packaging and does not indicate directly or by inference any intrinsic 'worth' to an individual unit.

The use of weighting systems is consistent with the policy of not aligning individual units to the AQF, as any unit can still be utilised in qualifications at more than one AQF outcome whether weighted or not. Difficulty can arise nonetheless when substituting units from other industry Training Packages that do not use a weighting approach for packaging or use a different weighting value. Advice must be provided that tells users how imported units can be utilised within the weighting rules. This advice should not include having to contact the national ITAB for determination of the weighting to be applied to imported units.

4.7. Nesting of Qualifications

The concept of nesting qualifications, whereby learners have to attain a full qualification at a lower level in order to proceed to the next qualification, is not suited to a competency-based system and qualifications based upon vocational outcomes.

Nesting of qualifications potentially restricts pathways and the entry to qualifications. In effect it means that 'to get to this point you have to have taken a particular path'. However, units of competency and their packaging into qualifications are about what someone is able to do in the workplace – not the pathway by which they achieved the skills and knowledge. Given this, fully nested qualifications in Training Packages are only acceptable if industry agrees there is an absolute requirement to achieve and use competencies of one AQF qualification outcome before it is possible to achieve the next qualification outcome. This is not a time or sequencing relationship but about defining those competencies that are common at both qualification outcomes, and required in performance of normal work. Any nesting of qualifications must be justifiable in workplace terms.

Where certain knowledge is needed across work functions, rather than demonstration of competency, units of competency should be drafted to reflect this. For example a manager may need to know about processes conducted by others in the workplace but may not be required to demonstrate competency in those processes. In this case knowledge of those processes is more appropriate than requiring their performance through qualification packaging.

The flexible packaging of qualifications that occurs in Training Packages potentially complicates the issue of nesting. Where qualifications have core competencies and electives there is no justification for requiring a variable combination for one outcome to be an absolute pre-requisite for a similar range of possible combinations at another. Clearly the work outcomes could vary depending on the electives chosen, so nested qualifications mandate the pathway rather than describing competencies actually required for workplace performance.

Nesting of qualifications can only be stipulated in the packaging advice where every potential combination of competencies packaged in a qualification at one level is pre- or co-requisite with every potential competency combination for the qualification at the next level. This means a person must hold and apply in normal work roles the same competencies at each level.

A certain combination of competencies at one AQF outcome may, of course be necessary to achieve a qualification at another. This could occur where a particular specialist stream of work in one qualification was a full requirement for achievement of competency for another, higher qualification. The packaging advice should specify which particular combinations of units of competency are required in this case.

5. ALIGNMENT TO THE AQF

Having made a judgement about which units of competency relate to the range of functions and roles generally required in work across a range of enterprises, the group of units is then aligned consistent with the Characteristics of each relevant qualification in the AQF, as set out in the *AQF Implementation Handbook*. This publication provides a list of Distinguishing Features for each qualification. The following table enables alignment to be identified or verified against four key work characteristic areas:

- operational environment/level of tasks;
- level of knowledge and skill;
- information processing/problem solving capabilities; and
- level of responsibility/accountability/autonomy.

This approach is considered to combine the best elements of each of the Characteristics of Learning Outcomes, Distinguishing Features of Learning Outcomes from the *AQF Implementation Handbook, Second Edition*, because it:

- describes the characteristics of each AQF qualification with comparable detail to that contained in the Characteristics of Learning Outcomes;
- separates each characteristic in a similar fashion to the Distinguishing Features of Learning Outcomes;
- expands upon the verbs, concrete words and descriptors used in the Distinguishing Features of Learning Outcomes by ensuring the use of clear, comparative and differentiating words; and
- groups the definitions into a manageable number of clear, tangible categories.

5.1. Holistic Approach to Alignment

As noted earlier there is the potential for interpretation of terminology when determining the scope of units of competency. It is therefore always advisable to keep a holistic view of the qualifications being aligned.

The following summaries for each qualification level may be useful in initial consideration about the overall dimensions of each particular AQF qualification outcome; however the first source of advice is the *AQF Implementation Handbook*.

- Certificate I represents a limited qualification used in some industries as a baseline entry point. It often comprises generic industry competency requirements with a limited technical range where work is routine and closely supervised.
- Certificate II represents a base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.
- Certificate III represents a qualification of the skilled operator who applies a broad range of competencies within a more varied work context, possibly providing technical advice and support to a team including having team leader responsibilities.
- Certificate IV represents a qualification that is based on more sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and increased responsibility for outcomes.
- The Diploma represents a qualification that assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
- The Advanced Diploma represents a qualification involving technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.

See *www.aqf.edu.au* for updated qualifications.

Developers are also encouraged to include information that will assist learners, RTOs and employers understand what a complete qualification encompasses in workplace terms. The examples below from the racing industry illustrate such advice:

Certificate III in Racing

A person who meets the competency requirements to attain this qualification will be:

- able to operate autonomously with limited guidance and checking from the trainer related to the overall progress of daily activities and longer-term training plans. This person would have considerable autonomy when working in teams but would consult closely with peers and other staff to ensure the animal's training was consistent with the program set and that the workplace arrangements complied with established procedures and operations.

- responsible for numerous staff and accountable to the trainer for the efficient management of the training program and operation of the stable/kennels. This person will coordinate the operations of a team and play a key role within the workplace operations.

- able to apply specific skills (eg. track riding or track driving to meet the requirements of a training program) while also undertaking a broad range of tasks and roles that relate to the front line management of the workplace.

- expected to apply skills in a variety of contexts including their role in coordinating workplace activities, liaison with the trainer, racing industry officials and other services in the workplace eg. transporting animals, feed delivery and veterinary's visits. The locations may vary according to where animals are required to train and race and include country, metropolitan, interstate and overseas venues.

- able to apply skills within the established routines, methods and procedures of the workplace; however, these people will encounter some complexity in the extent of choice of actions required.

- able to exercise some discretion and judgement in the selection of the equipment, work organisation, services and actions to achieve outcomes within time constraints.

- Occupations at Certificate III level include Stableforeman, Trackrider/Driver and Senior Stablehand and Kennelhand. *Stableforeman*: A person who is in charge of daily operations in a racing stable. A foreman works to the delegated instructions of a trainer who has overall responsibility for the enterprise. There is a high degree of autonomy within the delegation, eg a stableforeman is permitted under the Rules of Racing to act for the trainer on race days. A stableforeman would direct and supervise one or more stablehands.

  Trackrider/Driver: A person who is self-employed and who contracts their services on a daily basis to exercise thoroughbred or standardbred horses on the instruction of a trainer. The duties require judgement and the ability to communicate information concerning horse health, performance and temperament accurately to the trainer as well as high level riding/driving skills. This expert advice is critical as it is relied upon in the future planned regime of the horse.

  Senior Stablehand/Kennelhand: This person would carry out duties that are similar to, or in some cases identical to, those of the stableforeman. The nomenclature would depend on the size of the stable in question.

Remember, when aligning to AQF qualifications:

- align only groups of units, not the individual units;
- use only those levels that are relevant to the industry/enterprise. There is no requirement that a Training Package will include qualifications at all outcomes from the AQF;

- determine qualifications on the assumption that as the qualification outcome increases so too does the complexity of skill and knowledge (represented in the workplace by factors such as increased breadth of functions and specialisations), as well as autonomy and responsibility for work outcomes of self and others;
- consult widely to ensure the proposed qualifications are accepted by the industry or enterprise;
- evaluate the soundness and consistency of the qualifications framework by comparing qualifications with other endorsed Training Package qualifications considering:
  - identified purpose and scope;
  - range and content of competencies;
  - underpinning knowledge;
  - general breadth/depth;
  - other relevant characteristics such as levels of responsibility, decision making and accountability; and
- where significant differences are identified, reconsider the proposed qualification outcome or enhance the structure, for example by creating more breadth and/or depth in the selection of units.

5.2. Titling

Developers must follow the rules for qualification titling and codes as outlined in Section 3, Chapter 1, Part 1 of this Handbook.

5.3. Pathways

Qualifications must be achievable through a variety of pathways and training delivery options. Advice on the need to hold particular units of competency or qualifications before training or assessment in a qualification must be included in the Training Package where there are special reasons for this, for example safety considerations. Care must be taken to ensure that these relationships are valid.

Possible qualification pathways include:

- work-based training and assessment;
- institution-based training and assessment, including schools;
- a mixture of institution-based training and assessment and work-based training and assessment;
- recognition of prior learning and current competency;
- recognition of prior learning combined with further training as required; and
- an accumulation of a variety of short courses/training programs.

The available pathways should be explained for the benefit of learners and RTOs.

EXAMPLE

There are four identified pathways into qualifications at Certificate II, Certificate III, Certificate IV, Diploma and Advanced Diploma:

- Entry level contracted employment, as in a New Apprenticeship.
- Existing employees whose occupation is peculiar to one stream and who may wish to gain a qualification in another stream.
- Operatives wishing to multi-skill by seeking to obtain a national water AQF qualification or Statement of Attainment.
- Employees of other industries or companies with relevant or similar skills who may wish to have their skills recognised within the national water qualification.

In general, these pathways will include a combination of on and off the job training leading to the achievement and demonstration of competence. It is also necessary to include advice on career and employment opportunities, to obtain recognition within other industry sectors, where relevant, and to specify articulation arrangements.

Example of identifying employment opportunities:

- Certificate IV in IT (Systems Analysis and Design) - A graduate could work as a junior team member in a range of IT projects.
- Certificate IV in IT (Multimedia) - A graduate could work as web designer or with on-line service support.
- Certificate IV IT (Programming) - A graduate could work as a junior team member in an implementation project or in a technical support role.

5.4. Explaining the Qualifications Framework

The qualifications included in the Training Package and the qualifications structure must be clearly set out.

This is to be done in a manner that will be readily understood by all readers of the Training Package, including those who may not have a detailed knowledge of the whole industry.

A number of factors will contribute to the ‘user friendliness’ of the explanation of the qualifications framework:

- 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; and
- 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.

5.5. Advice on New Apprenticeships

Advice must be provided on New Apprenticeships pathways for all qualifications in the Training Package. If a qualification cannot be achieved through a New Apprenticeship an explanation must be included in the qualifications advice and endorsement submission to the NTQC.

EXAMPLE

New Apprenticeships Pathways

- Qualifications included in this Training Package can be achieved by a variety of pathways and delivery methods. Qualifications can be achieved 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 New Apprenticeships.
- Qualifications at AQF levels II and III particularly facilitate New 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 a New 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.

5.6. Recognition by Professional Bodies

As appropriate, any recognition and agreed articulation arrangements of the Training Package qualifications 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.

6. CHECKLIST

Check that:	Yes
Units of competency are packaged to represent meaningful workplace outcomes relevant to the industry or enterprise with flexible combinations of units.	☐
The packaging rules for qualifications provide a coherent structure for the qualifications, are clear and explicit and include the number and details of units	☐
Groups of units are aligned to the appropriate AQF qualification and confirmed with stakeholders.	☐
The packaging model is flexible and appropriate to industry requirements	☐
Clear and sufficiently detailed advice has been provided in the packaging rules on the potential contextualisation of qualifications in the Training Package.	☐
Qualifications are titled in accordance with the *AQF Implementation Handbook, 3rd Edition, 2002.*	☐
Pathways and delivery approaches, including New Apprenticeships have been identified.	☐
There is sufficient distinction between qualifications packaged to the same AQF outcome or between AQF qualifications at progressive outcomes.	☐
Any agreed recognition or articulation is clearly described	☐
The current usage of skill sets in industry has been identified and documented in the research phase of the Training Package development or review.	☐
Criteria for inclusion of a unit or group of units as a skills set have been clearly spelled out in the Training Package documentation.	☐
A set of naming protocols for identified skill sets has been investigated and documented	☐
Advice has been provided to Training Package users about the reason for the skill sets and about how they may be marketed	☐
Any special assessment requirements of the skill sets, such as concurrent assessment of competency has been clearly outlined in the units themselves, and in the Training Package.	☐
Identified skill sets reflect industry practice in the work functions covered by the skill sets.	☐

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 2 Endorsed Components

Chapter 5
Incorporating Employability Skills

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 5 of Part 2 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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Version Modification History

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

This advice replaces and supersedes the previous advice in the Training Package Development Handbook for incorporating Key Competencies into Training Packages. As is discussed in Sections 3 and 4 of the advice, Employability Skills incorporate Key Competencies and can be mapped to them. Employability Skills offer a number of additional generic skills seen by industry as important in the workplace i.e. '*Initiative and enterprise', 'Self management'* and *'Learning'*. Section 4 also provides guidance on how the Key Competencies relate to the Employability Skills.

Central to the advice are three important principles:

- The need to ensure that Employability Skills are **"front and centre"** when Training Packages are developed and reviewed and that they are clearly identifiable within the units of competency and qualifications.

- The mix of facets in an Employability Skills Framework for a qualification in a Training Package is dependent on the **functions and context(s)** of the occupation(s) covered by the qualification concerned. (*The Employability Skills Framework in the 2001 BCA-ACCI Report* was an illustrative example and should not be regarded as prescriptive).

- The embedding of Employability Skills during reviews of Training Packages needs to occur with minimal impact on the overall content of the units – the primary intent is to make the implied inclusion of Employability Skills **more explicit**.

- The advice must be applied by a Training Package developer in conjunction with the other advice in the Training Package Development Handbook.

2. PURPOSE OF ADVICE

The advice is intended primarily for Training Package developers but could also be useful for trainers and assessors using Training Packages in understanding the way in which Employability Skills are incorporated into Training Packages.

For Training Package developers the advice is aimed to ensure that Employability Skills are appropriately embedded into units of competency and qualifications and are sufficiently explicit within the units of competency to allow identification, unpacking and contextualisation by trainers and assessors when delivering training or assessing persons based on the unit(s) of competency concerned.

For trainers and assessors it is important that they understand the way in which Training Package developers have incorporated Employability Skills into Training Packages. They need to recognise that while the units of competency will incorporate the relevant facets of Employability Skills, it is still necessary to unpack and contextualise the Employability Skills in the competency units/qualifications when they develop learning strategies, courses, modules, assessment schemes and tools, etc. based on the unit(s) concerned. Trainers and assessors need also to understand that students must not only be able to demonstrate that they are able to apply the facets of the Employability Skills in their immediate work context, but they must also be able to show that they have the capacity to transfer them across a range of other potential work contexts relevant to the occupations.

This advice includes:

- the background to Employability Skills and their history;
- a discussion of the relationship of Employability Skills to Key Competencies;
- processes for ensuring that Employability Skills are appropriately incorporated into the units of competency and qualifications in a Training Package including a summary of examples of a number of tools that can assist Training Package developers and Industry Skills Councils in these processes (Note:-- the detailed examples of the tools are separately available);
- tips for Training Package developers; and
- guidelines text and suggested employability skills wording for inclusion in competency standards.

3. BACKGROUND TO EMPLOYABILITY SKILLS

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

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *'Employability Skills for the Future'* report in 2002 in consultation with other peak employer bodies. Funding was provided by the Department of Education, Science and Training (DEST) and ANTA, with the report officially released by Dr Nelson, Minister for Education, Science and Training, on 23 May 2002. Copies of the report are available from the DEST website at *http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm*

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies framework that was developed in the early 1990s. The report featured an 'Employability Skills Framework' which identified eight employability skills[2]:

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

The Report demonstrates how the Employability Skills can be further described for particular occupational and industry contexts by sets of facets[3]. The facets listed in the report are the facets of the Employability Skills that the sample of employers surveyed identified as being important. These facets were seen by employers as being dependent both in their nature and priority within an enterprise's business activity.

Details of the Employability Skills Framework as described in the Report, including the identified examples of facets, are provided in Appendix 1.

The Report notes that:

- The Employability Skills Framework builds on the Mayer Key Competencies.
- Employers' recognition and integration of the Mayer Key Competencies in their discussion of the nature of jobs and skills are strong.
- The Employability Skills were identified as just as relevant to small and medium-sized enterprises as large enterprises
- The eight Employability Skills are broadly consistent across industry sectors and all are important, though the actual facets involved will depend on the industry and workplace context.
- The priority of the Employability Skills (and their respective facets) vary from enterprise to enterprise subject to the context of the job level and requirements.
- The Employability Skills are relevant to both entry-level and established employees. The employers consulted in the research for the Report recognised that the facets and level of complexity of each Employability Skill will vary with both the job type and classification

[2] Personal attributes that contribute to employability were also identified in the report but are not Employability Skills.

(and by implication the Qualification Level within a Training Package).

- There is a strong recognition of the role of lifelong learning in skill development and response to change.
- The Report notes that skill areas such as customer service are not Employability Skills in their own right but rather the outcome of the integrated application of a range of different Employability Skills, e.g. 'communication', 'initiative and enterprise' and 'problem solving', etc.

The Report explains that a critical feature of the research was the comment made by many employers that Employability Skills will change both in their nature and priority in line with the business activity of enterprises. In addition, new work and production processes, new threats and opportunities, and new technology will have an impact on the facets in an Employability Skills Framework.

Hence it is important that the facets in the Employability Framework provided in the Report and reproduced in Appendix 1 should be regarded as **examples only** based on the information provided by the employers surveyed. In practice, every qualification in a Training Package will therefore have its own unique set and mix of facets -- i.e. its Employability Skills Framework will be determined through consultation with a representative sample of employers from the Industry concerned. While there will inevitably be similarities between Employability Skills Frameworks from one qualification to another, it is important that the Framework developed for a particular qualification is based on an analysis of the tasks and functions undertaken by persons in the occupation(s) covered by that qualification.

4. TRANSLATING KEY COMPETENCIES TO EMPLOYABILITY SKILLS

It is significant to note that Employability Skills and Key Competencies are not two different types of skills. They are both a way of expressing and describing generic skills that are widely recognised in various countries around the world. Employability Skills have some additional detail over and above Key Competencies particularly in the areas of initiative, innovation and enterprise, self-management and learning.

The approach to embed Employability Skills into Training Packages builds on the existing value and intent of the Mayer Key Competency Framework and represents an opportunity to improve how generic and employment related skills and knowledge are described in units of competency.

[3] Facets were originally referred to as 'elements' but were subsequently changed to avoid confusion with the

There are two issues that need to be considered when looking at the relationship of Key Competencies to Employability Skills. These are:

- accommodating the three performance levels used to further modify and elaborate on each of the Key Competencies; and
- mapping the Key Competencies to the Employability Skills (See Table 1).

In effect, each Key Competency is effectively three Key Competencies: one for each performance level. The definition for each of the performance levels is shown below.

Performance Level 1	describes the competency needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about the quality of outcome against established criteria.
Performance Level 2	describes the competency needed to manage activities requiring the selection, application and integration of a number of elements and to select from established criteria to judge quality of process and outcome.
Performance Level 3	describes the competency needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Hence, when mapping the Key Competency of *'Communicating ideas and information'* to facets of the Employability Skill *'Communication'* there are in fact three possible options for facets to be included:

- Facets equivalent to <u>performance level 1</u> where the communication is against **well-defined** and **established** criteria and the communication is undertaken to meet **explicit** requirements.
- Facets equivalent to <u>performance level 2</u> involving the **management** of the communication process requiring some **selection**, **application** and **integration** of various aspects of the communication and where it may be necessary to **select** the criteria against which to **judge** the quality of the communication.
- Facets equivalent to <u>performance level 3</u> where some **evaluation** and **reshaping** of the communication process may be involved, including determination of the appropriate communication **policy** and **process** and **establishing** the **criteria** for judging the **quality** of the communication process.

Similarly facets for the three performance levels of each of the other Key Competencies can be generated and be incorporated into the Employability Skills Framework grouped under the relevant

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already established terminology used in units of competency.

Employability Skill. An example of a possible approach to mapping is summarised in Table 1 on the following page.

All three types of facets for each Key Competency would be available for listing under the Employability Skills Framework for a particular occupation or qualification, although those equivalent to Performance Levels 2 and 3 would be more likely for qualifications and related occupations at the higher levels of the Australian Qualifications Framework.

When reviewing existing Training Packages, developers may have varied approaches to how they analyse the relationship of Key Competencies in order to determining the most appropriate ways to embed Employability Skills.

Table 1 Mapping of the Key Competencies to the Employability Skills

		Employability Skills							
		Communication	**Teamwork**	**Problem solving**	**Initiative and enterprise**	**Planning and organising**	**Self management**	**Learning**	**Technology**
		↑	↑	↑		↑			↑
Key Competencies	**Performance Level 1**	Communicating ideas and information	Working with others in teams	• Solving problems • Using mathematical ideas and techniques		• Planning and organising activities • Collecting, analysing and organising information			Using technology
	Performance Level 2	Communicating ideas and information	Working with others in teams	• Solving problems • Using mathematical ideas and techniques		• Planning and organising activities • Collecting, analysing and organising information			Using technology
	Performance Level 3	Communicating ideas and information	Working with others in teams	• Solving problems • Using mathematical ideas and techniques		• Planning and organising activities • Collecting, analysing and organising information			Using technology

5. EMPLOYABILITY SKILLS IN TRAINING PACKAGES

5.1. Overview

Research conducted by the Department of Education, Science and Training and considered by the National Training Quality Council has outlined a preferred approach to incorporate Employability Skills into Training Package qualifications. This approach is to systematically and explicitly embed the applicable Employability Skills facets into each individual unit of competency of the qualifications concerned.

A range of tools and associated processes have been developed to assist Training Package developers:

- **define** the required Employability Skills Framework (i.e. set of facets) for the occupation(s) covered by a specific qualification;
- **confirm and/or facilitate** the embedding of the relevant Employability Skills facets into the set of individual units which can be packaged into the qualification;
- **evaluate** that the embedding process results in required combinations of units of competency for a qualification that explicitly reflect the defined Employability Skills Framework; and
- **report** to employers, trainers, students and other interested stakeholders on:
  - the Employability Skills Framework that applies to a specific qualification (i.e. a qualification's **Employability Skills Summary** showing the eight Employability Skills and the applicable facets for the qualification concerned);

  - the way in which the different facets in the Employability Skills Framework are variously embedded into the components units of competency of the qualification (i.e. a **mapping** of the applicable facets in the defined Employability Skills Framework to the individual units of competency (Note that the combination and mix of applicable facets will vary from one unit to another reflecting the different work functions covered by each of the units. The overall combination of units for the qualification of course must reflect the full set of Employability Skills facets identified for the occupation.);

  - a summary of how the applicable facets in the Employability Skills Framework are applied in the day-to–day contexts in the occupation(s) covered by the specific qualification concerned (i.e. the **Employability Skills Statement and/or a qualification's Employability Skills Summary** – see the example provided as Tool 8 and 9 in a separate attachment to this advice).

The rest of Section 5 describes the above processes. To assist in the development and conduct of the suggested processes, examples of a set of **tools** have been developed for inclusion as separate attachments to this advice. These are listed in Appendix 3 and are available in hardcopy and electronic form for use by Industry Skills Councils, Training Package developers and other relevant stakeholders.

Another tool that can be used in the embedding process is a set of *Guideline/ Standalone Employability Skills Units* specifically developed for a qualification and its related Employability Skills Framework. Draft examples of Guideline/Standalone Employability Skills Units have been developed and trialled for a qualification in Business Services at Certificate III. These guideline units are **not** 'units of competency' but serve as a tool to assist Training Package developers in determining where and how various Employability Skills facets might apply to the component parts of units -- i.e. descriptor, elements, performance criteria, required knowledge and skills, range statement, evidence guide, etc. In a sense, they are a form of thesaurus organised into the structure of a unit.

Caution needs to be taken if using Guideline Standalone Employability Skills Units to make it quite clear that they are not units of competency to be packaged into a qualification, but are a tool for the Training Package developer.

A distinction needs to be drawn between the *Guideline Standalone Employability Units* developed for use as a tool by Training Package developers (as discussed above) and ''Cross-Industry Guideline Units of Competency' intended as skeleton units with guidance on how they can be customised and incorporated into the set of units for a particular Training Package – e.g. First Aid, Forklift Operations, OH&S, etc. Some ''Cross-Industry Guideline Units of Competency' may have a work-related emphasis on one or other of the Employability Skills: e.g. Organise and plan own work to achieve planned outcomes (*Self-management*), Work as part of a team (*Teamwork*), etc.

Threaded through the various facets in Employability Skills Frameworks will be a number of important generic themes such as **'cultural awareness'** and **'compliance with regulations and licensing requirements'**. For example in the area of *cultural* awareness, it may be necessary to communicate with persons of non-English speaking background, to work in teams with persons of different cultural backgrounds, to solve problems related to cultural diversity in the workplace, etc. Similarly in the area of *compliance*, equipment must be operated in accordance with regulatory requirements, communications must take into account privacy and equity regulations, etc. These themes may be explicit within actual Employability Skill facets e.g.: *'Working with different ages, genders, race, religion, political persuasion''*. They will also need to be actively addressed by Training Package developers in the process of embedding the Employability Skills into the units of

competency. For example in a range statement, factors which may need to be taken into account in 'communicating with others' may need to include '*cultural diversity in the workplace'*, *'the need to communicate with persons from non-English speaking background'*, etc. Similarly range statements may include a list of critical regulatory and licensing requirements.

5.2. Explicit embedding of Employability Skills in units of competency

The explicit embedding of Employability Skills into 'technical' units of competency' in Training Packages involves a systematic approach involving a process of:

- analysing of workplace requirements, developing Employability Skills Statements;
- developing of an Employability Skills Framework;
- mapping of the Employability Skills facets to the units within a qualification;
- additional quality assurance process;
- embedding of Employability Skills in qualification components; and
- developing an Employability Skills Summary for each qualification.

The suggested process is summarised below and shown as a flow chart at the end of this section.

1. **analysing** the Employability Skills inherent in the work functions of the occupation(s) that are the focus of a qualification in a Training Package. This may include developing an **Employability Skills Statement**. For existing, recently developed Training Packages, the detail contained within an Employability Skills Statement may be contained in current functional analysis documentation.

2. the initial mapping of qualification competency standards against an **Employability Skills Framework** which summarises the facets of each Employability Skill that should be covered within the combination of units of competency that need to be achieved for the award of the qualification concerned.

   (Note that where a qualification incorporates elective packaging options to cover the variability of functions performed by the occupation(s) within the scope of the qualification. ES facets that are only relevant to **certain functional contexts** covered by the occupation may need to be highlighted so that it is clear that not all unit combinations will necessarily map to those ES facets.)

3. a thorough check (or mapping) of all **existing endorsed units of competency** to ensure that the relevant facets of the Employability Skills are covered in the units in a sufficiently explicit way and, if not, identifying and recording the changes required to incorporate the missing facet(s) and make it explicit.

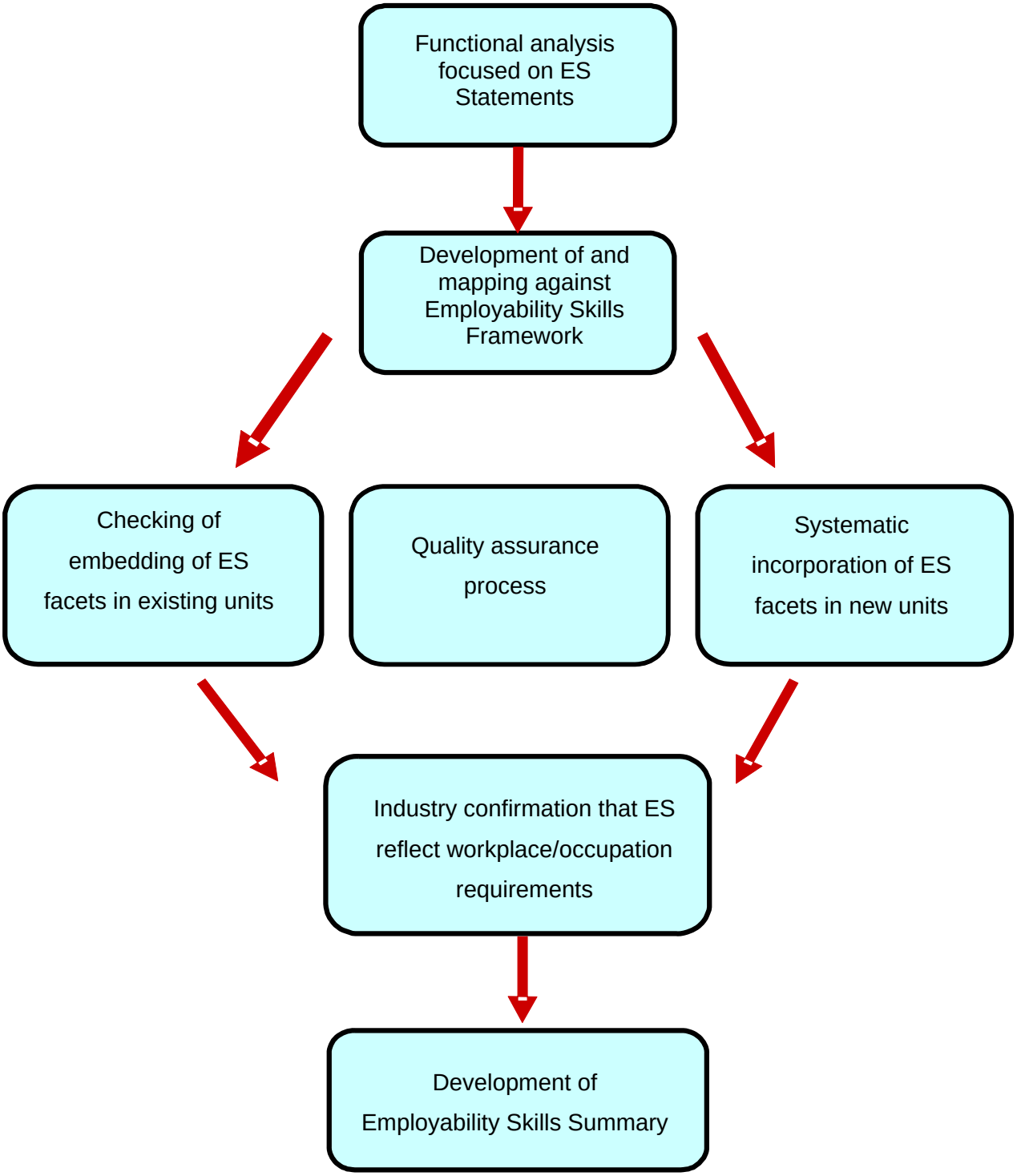
Quality assurance process undertaken by an independent person. This process is in addition to already established QA processes for Training Package development and review.

4. systematic development of any **new units of competency** required in the qualification to ensure that all pertinent facets in the Employability Skills Framework are incorporated into the unit and are covered explicitly.

5. industry confirmation that Employability Skills, as described in qualifications and competency standards, reflect workplace/occupational requirements. (Industry confirmation may in practice happen prior to the adjustment to existing competencies or development of new units. Industry consultation will also be required to undertake functional analysis.)

6. development, in conjunction with appropriate industry representatives, of an **Employability Skills Summary** *for each qualification*.

   The qualification's Employability Skills Summary is a condensed version of the Employability Skills Statement (or a contextualised Employability Skills Framework). A summary will exist for each qualification and will describe the broad industry application of each Employability Skill.


Functional analysis focused on ES Statements
Development of and mapping against Employability Skills Framework
Checking of embedding of ES facets in existing units
Quality assurance process
Systematic incorporation of ES facets in new units
Industry confirmation that ES reflect workplace/occupation requirements
Development of Employability Skills Summary

5.3. Suggested text for endorsed components of Training Packages

Describing Employability Skills at the qualification level

An Employability Skills Summary is the minimum requirement for describing Employability Skills at the qualification level. However, ISC and Training package developers may choose to include more detailed information such as the Employability Skills Statement,

It is not expected that this Summary will be more that 1-2 pages in length. The Summary is a condensed version of the Employability Skills Statements (or a contextualised Employability Skills Framework.

The purpose of the Employability Skills Summary is to describe to Training Package users, at the qualification level, the broad industry expectations with regard to Employability Skills for each qualification.

Describing employability skills at the unit level

Currently Key Competencies are described in a table format at the end of each section. These tables are no longer required. Employability Skills will be embedded in the remaining components of the competency standard i.e. in the Elements, Performance Criteria, Range Statement, and Evidence Guide (Required Skills and Knowledge etc). Please refer to the following section (5.4) for examples of explicit embedding.

Standard text for competencies:

In the unit's Descriptor section of each unit of competency the following text will be included:

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements.

5.4. Examples of explicit embedding of employability skills in units of competency

The following are examples of how Employability Skills can be embedded in various components of a unit of competency i.e.:

- Title
- Descriptor
- Element
- Performance Criteria

- Range Statement
- Evidence Guide (Critical Aspects of Evidence)

1. In Title

TDMME701A Use English in written and oral form to perform engineering duties (*Communication*)

MEM161BA Give formal presentations and take part in meetings (*Communication*)

HLTAMBFC1A Communicate within an ambulance environment ((*Communication*)

PRSSO204A Work as part of a team (*Teamwork*)

TDMMF1101A Survive at sea in the event of vessel abandonment (*Problem solving*)

BSBCMN301A Exercise initiative in a business environment (*Initiative and enterprise*)

MEM5.43AA Perform welds to code standards using gas metal arc welding process (*Technology*)

LMTPRGN16A Organise and plan own work to achieve planned outcomes (*Self-management*)

TDMMB901A Organise safe maintenance and repair procedures on vessels of unlimited propulsion power (*Planning and organising*)

BSAORG201B) Organise own work schedule to achieve designated team/section goals (*Self-management*)

RUAFLM11A Contribute to the development of a workplace learning environment (*Learning*)

TDMMR1101A Operate main and auxiliary machinery and associated control systems (*Technology*)

ICAITU128A Operate a personal computer (*Technology*)

2. In a Descriptor

From PRSSO204A

This competency standard covers the skills and knowledge required to work effectively as part of a team. It requires the ability to identify own and team members' roles and responsibilities, use effective interpersonal techniques to build positive relationships, and comply with legislative and procedural requirements to complete tasks within designated timeframes. This work would be carried out under routine supervision within organisational guidelines. (*Teamwork*)

From ICAITS022B

This unit defines the competency required to record and prioritise client support activities, determine the required resources, solve the client problem or escalate as necessary. (*Problem solving*)

From MEM18.43AB

This unit covers the competencies required to assess converter/transmission operation and repair or replace faulty components. The unit applies to diagnostic and repair activities

associated with automatic, semi automatic and hydrostatic transmissions, fluid coupling/torque converter assemblies. (*Problem solving*)

From BSBCMN412A

This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (*Initiative and enterprise*)

PRSSO307A

This competency standard covers the skills and knowledge required to manage own performance and development in a security workplace. It requires the ability to organise own work schedules, monitor and obtain feedback on work performance and maintain required levels of competence. This work would be carried out under limited supervision within organisational guidelines. (*Self-management*)

From BSBCMN304A

This unit covers the skills and knowledge required to support own learning and skill development needs in the context of an organisation's goals and objectives. (*Learning*)

From RUHHRT206A

This unit describes the operation of tractors in a horticultural workplace. Tractors in this industry are generally unlikely to exceed 100hp and may be two or four wheel drive with conventional steering. (*Technology*)

3. In an Element

MEM9.1AA Element 1 Prepare freehand sketch (*Communication*)

AURM3407A Element 1 Develop team role and responsibility descriptions (*Teamwork*)

CHCCH1C Element 2 Develop knowledge of the social housing sector (*Learning*)

MCMC611A Element 3 Proactively resolve issues (*Problem solving*)

MCMT430A Element 2 Improve cost efficiency of team processes (*Initiative and enterprise*)

207/052 (Defence) Element 1 Organise own workload (*Self-management*)

CUECOR1A Element 2 Manage own learning (*Learning*)

4. In Performance Criteria

From MNCG1005A Element 1 Plan and prepare for work

Identify and confirm personal safety requirements and the individual's role in the fire team. (*Teamwork*)

From CULLB405A Element 3 Develop and maintain professional competence

Development and learning strategies are identified, planned and implemented. (*Learning*)

BSBCMN305A Element 2 Organise information

Information is organised in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements (*Planning and organising*)

5. In Required Knowledge

From TDMMC806B Manoeuvre a vessel less than 24 metres in length within inshore limits (Draft)

Typical manoeuvring problems for small vessels up to 24 m in length operating within inshore limits, and appropriate action and solutions (*Problem solving*)

From TDMMO106B Follow maritime security procedures (Draft)

Instructions, procedures and other information relevant the maintenance of vessel and port security (*Communication*)

6. In Required Skills

From TDTC1901A Drive train to operational requirement

Communicate effectively, including fixed and hand signals and the use of communications equipment (*Communication*)

From TDTD2798B Prepare for transport of packaged dangerous goods

Modify activities depending on differing workplace contexts, risk situations and environments (*Learning*)

TDMMF5506A Fight and extinguish fires on board a coastal vessel (Draft)

Work collaboratively with other shipboard and personnel and passengers during a fire emergency (*Teamwork*)

7. In a Range Statement

From LGACPRV502A Design a crime prevention initiative

Initiatives include:

- projects;
- strategies; and
- activities (*Initiative and enterprise*).

From ICTTC237A Contribute to the development of a learning culture within the call centre team environment

A range of learning strategies may be accessed including: mentoring, coaching exchange rotation, action learning, structured training programs (*Learning*).

From PRSSO307A Maintain own work performance and development

Professional development opportunities may include:

- coaching, mentoring and/or supervision;
- formal/informal learning programs;
- internal/external training provision;
- work experience/exchange opportunities;
- personal study;
- career planning/development;
- performance appraisals;
- workplace skills assessment;
- quality assurance assessments and recommendations; and
- Recognition of Prior Learning assessment (*Self-management*).

8. In the Evidence Guide

From CHCCH1C Orientation to work in social housing

Essential skills include:

- Interpersonal communication with clients and other stakeholders;
- Preparation of reports so that the information and organisation of information is appropriate to its purposes and audience;
- Working as part of a team or as a sole worker;
- Problem solving; and
- Communication (*Communication, Teamwork, Problem solving*).

From LGACPRV502A Design a crime prevention initiative

Critical aspects of evidence to be considered:

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;
- in consultation with relevant others, design an initiative to address identified issues;
- develop an action plan for the initiative;
- address OHS hazards and risks in the initiative;
- document information in accordance with organisational requirements; and
- obtain endorsement of, commitment to and funding for the initiative (*Initiative and enterprise*).

From MTMCOR401A Manage own work performance

Critical aspects -- Evidence of the following skills is considered essential to demonstrate competency in this unit.

- Identify own role in achieving organisation's goals.
- Identify how personal goals contribute to the achievement of the enterprise goals.
- Set own work/professional goals.
- Identify personal career path and opportunities.
- Make decisions within own responsibility and accountability.
- Use judgment, experience and knowledge of enterprise operations/goals to establish work priorities (*Self-management*).

SOME TIPS FOR TRAINING PACKAGE DEVELOPERS

- Always base an Employability Skills Framework for a qualification on the identified **functions** performed across the range of relevant contexts by the occupations concerned.

- Remember that **not all the facets** of an Employability Skills Framework need to be covered in the individual units of competency that make up a qualification. It is the overall combination of core and elective units that must map to the full set of Employability Skills facets.

- Use a **thesaurus** similar to the example provided as Tool 6 to prompt the ways in which Employability Skills may be embedded. Training Package developers may wish to extend upon the thesaurus tool provided and customise it to match the way Employability Skills are typically used in the occupations covered by their industries.

- **Network** with other Training Package developers to share techniques and experiences in the embedding of Employability Skills into Training Packages.

- Attend **professional development forums** that may be conducted from time to time to assist Training Package developers to interpret and apply this advice.

- **Put yourself in the position** of a Training Provider or Assessor who will be subsequently be seeking to unpack and contextualise Employability Skills when developing training resources, delivery strategies or assessment schemes. Endeavour to ensure that Employability Skills are sufficiently explicit without being so prescriptive that it limits important options for the deliverer or assessor.

6. ISSUES FOR TRAINING PACKAGE DEVELOPERS RELATED TO THE DELIVERY OF TRAINING AND THE ASSESSMENT AND REPORTING OF COMPETENCE

1. Training package developers need to be mindful that Trainers and Assessors will need to further unpack and contextualise Employability Skills when delivering training programs or conducting assessments. The embedding of Employability Skills into Training Packages needs to provide a clear and explicit indication or outline of the Employability Skills involved but must not contain the contextualised detail which should be correctly established by a trainer or assessor after unpacking the unit(s) concerned and considering the learners who will be involved in the training and the workplace contexts in which they are likely to apply their skills and knowledge.

2. Training Package developers need to be careful when embedding Employability Skills into Training Packages that they are not purposely or inadvertently prescribing methods of assessment/reporting. Policy and decisions on appropriate methods of assessment and the processes for the reporting of assessment outcomes are within the jurisdictions of the Commonwealth and State/Territory Ministers, State Training Authorities and Registered Training Organisations in the light of general assessment guidelines provided elsewhere in the Training Package in accordance with the Training Package Development Handbook.

3. Training Package developers need to be careful when embedding Employability Skills into Training Packages that they don't inadvertently unnecessarily modify units of competency in ways that increase the costs of either delivering training to achieve the outcomes of the units concerned or conducting assessment against the units.

4. 'Guideline Standalone Employability Skill Units' and 'Guideline Integrating Employability Skills Units', as discussed in section 5.1 of this Chapter, must not be delivered or assessed by themselves but are intended as a possible tool for Training Package developers to assist in the embedding of Employability Skills within technical units of competency.

APPENDIX 1

Descriptions of Employability Skills

The BCA/ACCI Report: *Employability Skills for the Future* identified eight key, generic employability skills that enterprises argue individuals should have along with the job-specific or relevant technical skills. The Report provides an Employability Skills Framework aimed at contributing to the thinking and curriculum development of the Australian Education and Training system.

Term	Explanation
Skills	Term used in the Report to describe the learned capacity of the individual. The Report explains that the term *Skills* was used instead of competencies to reflect the language of the enterprises interviewed and to avoid any definitional confusion with the different ways *competencies* is used.
Facets	The facets are the details of the Employability Skill that employers identified as important. The mix and priority of these facets will vary from job to job. The list of facets is not exhaustive but rather reflects the information provided by the specific enterprises interviewed for this study. The list of facets is indicative of the expectations of the employers interviewed. The level of sophistication in the application of the facet will depend on the job level and requirements.

The eight Employability Skills are

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

Skill	Facet (aspect of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)
Communication that contributes to productive and harmonious relations between 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 productive working relationships and outcomes	• Working with people of different ages, gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of a team • Applying teamwork skills to a range of situations, e.g. futures • Planning, crisis problem solving • Identifying the strengths of team members • Coaching, mentoring and giving feedback

Skill	Facet (aspect of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)
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 project 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

Skill	Facet (aspect of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)
Planning and organising that contribute to long-term and short-term strategic planning	• Managing time and priorities – setting timelines, coordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participating in continuous improvement and planning • processes • Developing a vision and a proactive plan to accompany it • Predicting – weighing up risk, evaluating alternatives and • applying evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and vision • Articulating own ideas and vision • Taking responsibility

Skill	Facet (aspect of the skill that employers identified as important, noting that the mix and priority of these facets would vary from job to job)
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support, • Networking, information technology (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 • 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 execution 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 occupational health and safety knowledge to • Apply technology • Having the appropriate physical capacity

APPENDIX 2

Background History of Key Competencies

In 1990, the Australian Education Council established a major review into *Young People's Participation in Post-compulsory Education and Training*, by a committee chaired by Mr Brian Finn. The Report of this Committee, called the Finn Report identified six **Key Areas of Competence** - language and communication, mathematics, scientific and technological understanding, cultural understanding, problem solving and personal and interpersonal characteristics. Following the Commonwealth Government's consideration of the Finn Report, a committee was established in 1991 to develop further advice on employment-related Key Competencies for post compulsory education and training, under the chairmanship of Eric Mayer.

The Key Competencies were first defined in 1992 in the project report, *Putting General Education to Work: The Key Competencies Report* (Mayer Committee 1992), sometimes called the 'Mayer Report'. Key Competencies were subsequently identified in endorsed units of competency in Training Packages and accredited courses in the VET sector and widely taken up in school curricula. Initially, the National Training Board developed policies for ensuring that the Mayer Key Competencies were suitably incorporated into National Competency Standards. Later, the Department of Education, Science and Training further developed these policies for the incorporation of Key Competencies into Training Packages. Advice on how Key Competencies should be incorporated was subsequently included in the Training Package Development Handbook.

The Key Competencies were seen to be generic, in that they apply to work in general, rather than to particular occupations or industries. They focused on the application of knowledge and skills in an integrated way in workplace situations. The Key Competencies are:

Collecting, analysing and organising information

The capacity to locate, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

Communicating ideas and information

The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

Planning and organising activities

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's performance.

Working with others in teams

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

Solving problems

The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve a desired outcome.

Using mathematical ideas and techniques

The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

Using technology

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

APPENDIX 3

Examples of Tools for Training Package Developers

(Available separately)

The following are examples of tools that can be used by Training Package developers when ensuring that Employability Skills are explicitly embedded into Training Packages as well as reporting on how they are embedded using with the aid of the mapping tool or the tool for developing an Employability Skills Statement.

Tool 1. Example of a tool for use in **task analysis** for both determining the facets for a specific Employability Skills Framework for a particular qualification / occupational area, as well as for analysing context variables related to the Employability Skills for use in the development of competency units/qualifications.

Tool 2. Example of a **blank template** for an Employability Skills Framework, as well as an **illustrative example** of a completed Employability Skills Framework.

Tool 3. Example of a **process checklist for checking the embedding of Employability Skills** in existing units or draft units.

Tool 4. Example of a **process tool for ensuring that Employability Skills are explicitly embedded when developing new units** in a Training Package qualification or skills set.

Tool 5. Example of a tool for **mapping** Employability Skills to the units in a qualification or skill set.

Tool 6. Example of a draft **thesaurus** of words/terms for Employability Skills when applied in various contexts.

Tool 7. Example of a **tool for developing an Employability Skills Statement** for a Qualification (See Tool 8 below).

Tool 8. Example of a completed **Employability Skills Statement**. This lists each facet in the Employability Skills framework for the qualification concerned and against these lists contextualised examples of how the Employability Skills facet is used in the day-to-day work of the occupation(s) covered by the occupation(s) falling within the scope of the qualification. A Tool similar the example shown for Tool 7 can be used with a sample of employers to generate the Employability Skills Statement.

Tool 9. Table and suggested text for an **Employability Skills Summary**. The Summary is the minimum standard for describing Employability Skills at the Qualification level.

TOOL 1

Example of a tool for use in task analysis for both the development of the facets for a specific Employability Skills Framework for a particular qualification / occupational area.

This tool may also be used for analysing context variables related to the Employability Skills for use in the development of competency units/qualifications

This tool provides an example of a set of checklists that can be used in the task analysis of occupation(s) to establish an Employability Skills Framework for the occupation(s) concerned and the related Training Package Qualification. Such a task analysis would be undertaken in consultation with relevant industry experts and would be completed through a series of consultative workshops. Such an approach is similar to that used by Training Package developers when developing or reviewing units of competency under current arrangements.

The use of checklists similar to the example provided ensures that due attention is paid to all relevant Employability Skills in the course of the task analysis and provides working documentation (i.e. an Employability Skills Framework and a summary of identified context variables that can be used in subsequent reviewing of existing endorsed units of competency as well as the development of new units of competency for the qualification concerned.

The approach involves asking a series of focus questions for each Employability Skills examples of which are illustrated in the following tables. Analysis of the responses to the questions in the second column will provide information that can be used to establish the relevant facets for the Employability Skill concerned, which once confirmed, can be entered into a blank template for an Employability Skills framework similar to that provided as an example in Tool 2.

An illustrative completed example of a completed Employability Skills Framework for a Certificate III in Transport and Distribution (Transport Administration) using a competency units profile for a “Freight Forwarder is also provided in the tool. (It should be noted however that the illustrative example provided has not been validated with industry experts and is purely indicative to show how a finalised Employability Skills Framework may look).

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of *'Communication'*	Example of a checklist for identifying context variables for the Employability Skills of *'Communication'*
Communication	What aspects of the generic skill of communication are used in the occupation(s) concerned? • *Oral communication,* -- speaking, listening, presenting, negotiating, giving instructions, giving oral instructions, etc. • *Writing of documents* – preparing correspondence, writing reports, completing forms, constructing forms, etc. • *Reading and interpretation of documents* – written procedures, correspondence, reports, regulations, manufacturer's instructions, completed forms, invoices, etc. • *Graphic interpretation* – reading and interpreting signs, symbols, signals, etc.; observing and interpreting pictures, drawings, art, etc. • *Graphic production* – drawing, painting, sketching, producing graphics with computers, etc. • *Entering data into a computer* – using a keyboard, using a bar-line scanner, using an image scanner, etc. • *Downloading information from a computer website* • *Using email* • *Networking with others* • *Other* – eg sign language, interpreting body language, etc.	• With whom is/are the communication(s) carried out? • What is/are the purpose(s) of the communication(s)? • What technology is used in the communication(s)? • Where and when does/do the communication(s) take place? • What levels of literacy and numeracy are required in the communication(s)? • In what language(s) does/do the communication(s) take place? • Does the communication(s) involve persons from non-English–speaking background? • Do cultural issues need to be taken into account in the communication(s)? • How complex is/are the communication(s)?

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of *'Teamwork'*	Example of a checklist for identifying context variables for the Employability Skills of *'Teamwork'*
Teamwork	What aspects of the generic skill of teamwork are used in the occupation(s) concerned? • .Applying teamwork skills to a range of situations • Building team commitment • Coaching, mentoring and giving feedback within a team • Developing team dynamics • Gaining trust and confidence of other team members • Identifying team purpose, tasks, roles and responsibilities • Identifying the strengths of team members • Knowing how to define a role as part of a team • Managing conflict within teams • Monitoring and assessing the performance of the team and its members • Providing leadership within a team • Providing support to other team members • Setting team goals • Working as an individual and a team member • Working with different ages, genders, race, religion, political persuasion	• What types of teams may be involved? *(e.g. autonomous work group, section in the workplace, project team, etc.)* • In what type(s) of work is the team involved?*(e.g. operations, planning, construction, production, customer service, marketing, design, etc.)* • How are team responsibilities and functions determined and assigned? • How are team and individual performance monitored and reviewed? • How is feedback provided to team members on their performance? • How is leadership provided within the team? • What types of technology is applied by the team in its work activities? What are the individual roles of team members with respect to these technologies? • What levels of language, literacy and numeracy skills are required by team members in the team's work activities? • What training, coaching and learning opportunities are provided within the team? How are they organised? Who facilitates them? • Does the team involve people from different cultures and backgrounds? • Does communication within the team involve languages other than English?

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Problem solving'	Example of a checklist for identifying context variables for the Employability Skill of 'Problem solving'
Problem solving	What types of generic problem solving techniques are used in the occupation(s) concerned? • Adapting problem-solving techniques to solve problems in diverse contexts and situations. • Applying a range of strategies in problem solving • Applying creative strategies to solve a problem. • Applying problem solving strategies across a range of areas • Dealing with customer objections • Developing creative, innovative solutions • Developing practical solutions • Diagnosing and rectifying faults in technology • Generating a range of solutions to a problem • Identifying and defining a problem • Monitoring and evaluating a solution to a problem • Planning a solution to the problem • Responding to an emergency or accident • Reviewing problem-solving skills for further development • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Using mathematics to solve problems (including budgeting and financial management)	• What types of problems may need to be addressed? (e.g. complaints, service difficulties, faulty products, crime, conflict, accidents, emergencies, breakdown in security, non-compliance with regulations, breakdown or failure of technology, etc.) • What types of creative strategies may be used to solve the problem(s)? (e.g. -- as brainstorming, free association, making a variety of lists, etc.) • Who else may be involved in solving the problem(s)? • What processes are involved in identifying and defining the problems? • What processes are involved in solving and reporting the problems? • What regulations must be taken into account when considering the problems and developing a suitable solution? • In what ways is the problem-solving process used within continuous improvement systems? • How are various problem-solving techniques identified, evaluated and compared?

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Initiative and enterprise'	Example of a checklist for identifying context variables for the Employability Skill of 'Initiative and enterprise'
Initiative and enterprise	What aspects of the generic skill of initiative and enterprise are used in the occupation(s) concerned? • Adapting to new situations • Amending own work practices and behaviour to reflect performance feedback • Assessing risks and taking action to achieve a recognised benefit or advantage to the organisation • Being creative • Considering and discussing initiatives and options with colleagues • Contributing to workplace change processes • Developing a strategic, creative, long-term vision • Developing creative and flexible approaches to solutions • Developing options for continuous improvement • Encouraging, trying and recognising new ideas and entrepreneurial behaviour where successful • Evaluating software requirements and hardware enhancements • Evaluating the practicality of ideas • Exercising initiative in a business environment • Facilitating and capitalising on change in the workplace • Generating a range of options • Identifying and analysing alternative approaches to managing workplace issues and problems • Identifying and considering advantages, disadvantages and consequences of ideas	• What types of opportunities for initiative and enterprise may be involved? (e.g. new customer service approach changes to the way a product is assembled, a process that will improve efficiency, a work procedure that will reduce risk of personal injury, etc.) • What types of change situations may occur that will require initiative and enterprise? • Who else may be involved in situations requiring? • What are the limits of responsibility within which initiative and enterprise can be exercised? • What risk-management issues must be considered when initiative and enterprise are exercised in the occupation(s) concerned? • What creative thinking skills to may be required to enable the generation a range of ideas for improvements and initiatives? • What reflective skills are needed to exercise initiative and enterprise in the occupation(s) concerned? • What processes may be used when assessing the risks of initiatives in the occupation(s) concerned?

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Initiative and enterprise'	Example of a checklist for identifying context variables for the Employability Skill of 'Initiative and enterprise'
	• Identifying improvement opportunities • Determining opportunities for product & service enhancement • Identifying opportunities for product and service enhancement • Identifying opportunities not obvious to others • Implementing innovative work practices to effect change • Initiating innovative solutions • Managing innovation and continuous improvement • Responding to the changing needs of organisations. • Supporting an promoting innovation and change • Supporting implementation of new work practices • Surveying and assessing organisation and customer requirements for change and innovation • Translating ideas into action • Using feedback to improve ideas	

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Planning and organising'	Example of a checklist for identifying context variables for the Employability Skills of 'Planning and organising''
Planning and organising	What aspects of the generic skill of planning and organising are used in the occupation(s) concerned? • Adapting resources allocation to cope with contingencies • Allocating people and other resources to tasks • Analysing customer requirements • Analysing organisational capacity • Analysing organizational strengths and weaknesses • Assessing work requirements for quotations • Assigning work • Being resourceful • Clarifying objectives • Planning the use of resources • Managing time • Collecting, analysing and organising information • Communicating the outcomes of the planning process to others • Confirming the purpose and required outcomes of work • Developing and evaluating operational strategies and plans • Developing a plan for the completion of work activities • Establishing clear project goals and deliverables • Generating strategies to implement agreed recommendations • Identifying and addressing contingency situations	• What types of activities are planned and organised? • What is being planned or organised? • Who else is involved in the planning and organising functions? • What technology and business systems are used for planning and organising? • What types of information must be collected. Interpreted, analysed and used in the planning and organising of the activities concerned? • What are the limits of responsibility within which planning and organising of the activities is carried out? • What types of change or contingency need to be accommodated in the planning/organising processes? • What risks and risk management strategies need to be considered in the planning/organising processes? • What resources must be accessed in the course of the planning/organising processes?

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Planning and organising'	Example of a checklist for identifying context variables for the Employability Skills of 'Planning and organising''
	• Identifying the nature, extent and impact of any issues or changes • Implementing and reviewing work activity plans • Managing time and priorities • Managing an operational plan • Participating in continuous improvement and planning processes • Plan the use of resources including time management • Predict, weigh up risk, evaluate alternatives and apply evaluation criteria • Preparing budgets and financial plans • Reviewing or developing a business plan • Surveying and assessing organisation & customer needs • Taking initiative and making decisions • Using basic business systems for planning and organising	

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Self management'	Example of a checklist for identifying context variables for the Employability Skills of '*Self*-management''
Self management	What aspects of the generic skill of self-management are involved in the occupation(s) concerned? • Assessing and prioritising own workload • Assessing own personal knowledge and skills • Building confidence in own ideas and vision • Completing workplace orientation/induction processes • Contributing to personal skill development and learning • Developing a personal vision and goals • Evaluating and monitoring own performance • Identifying and meeting own learning needs • Identifying organisational structure, career paths and training opportunities • Managing personal work priorities and professional development • Monitor personal work performance • Organising and accepting responsibility for own workload • Using feedback to improve work performance	• What processes can be used by individuals in the occupation(s) concerned to build confidence in their own ideas and vision? • What techniques can be used by individuals to evaluate and monitor their own performance? • What professional or staff development opportunities are available for personal improvement in the occupation(s) concerned? • What types of feedback are provided to individuals in the occupation(s) concerned • How is feedback obtained by individuals on their own performance? • What opportunities are there in the occupation(s) concerned for accessing workplace orientation/induction processes

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of 'Learning'	Example of a checklist for identifying context variables for the Employability Skills of 'Learning'
Learning	What aspects of the generic skill of learning are used in the occupation(s) concerned? • Accessing learning opportunities to extend own personal work competencies • Acknowledging the need to learn in order to accommodate change • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Being willing to learn in any setting – on or off the job • Completing workplace orientation/induction procedures • Contributing to personal skill development and learning • Contributing to the learning community at the workplace • Having enthusiasm for ongoing learning • Identifying organisational structure, career paths and • Interpreting competency standards and apply them to self • Managing own learning • Managing personal work priorities and professional development • Managing own learning • Monitoring effectiveness of own learning activities • Planning own skills development • Taking advantage of learning opportunities both in the workplace and within training programs and workshops • Using a range of learning media (mentor, peers, network,	• What types of learning opportunities are available to individuals in the occupation(s) concerned both on- and off-the-job? • What types of changes may occur in the workplaces and occupations concerned to which individuals must adapt? • What are the limits of responsibilities of the individuals for their own learning in the occupation(s) concerned? • What competency standards apply to individuals in the occupation(s) concerned? • What are the individual's responsibilities of continuing professional development (CPB) in the occupation(s) concerned? What schemes or opportunities are available to individuals to fulfil these responsibilities? • What opportunities are their for individuals to obtain feedback from others (peers, customers, supervisors, etc.) in order to determining their skill gaps and training needs? • What opportunities are available to individuals in the workplaces and occupations concerned to have their current skills and competence assessed to determine skill gaps and learning needs • What licensing or regulatory requirements exist in the workplaces and occupations concerned that may require special training (e.g. forklift operations, use of chemicals, operating a maritime vessel, working in the security industry, providing financial advice, etc.)

	courses, etc.) • Using feedback from clients and colleagues to identify and develop ways to improve competence	

Employability Skill	Example of a checklist for determining relevant 'facets' for the Employability Skill of *'Technology'*	Example of a checklist for identifying context variables for the Employability Skill of *'Technology'*
Technology	What are the types of generic activities using relevant technology that apply for the occupation(s) concerned? e.g. • Acquiring or purchasing systems, facilities, equipment and technology • Assembling systems, equipment and technology • Commissioning systems, equipment and technology • Constructing systems, facilities, equipment and technology • Designing systems, equipment and technology • Dismantling systems, equipment and technology • Evaluating and reporting on systems, equipment and technology • Maintaining systems, equipment and technology • Selecting technology relevant to work activities • Setting up and starting up systems, equipment and technology • Storing and caring for equipment and technology • Testing systems, equipment and technology • Troubleshooting and identifying faults in systems, equipment and technology • Using/operating technology relevant to work activities	• What types of technology are involved? (e.g. call centres, communications, construction, load shifting, electrical generation and transmission, electronic control systems, infotechnology (IT), mining, manufacturing/ production, tourism and hospitality, transport, travel and hospitality, warehousing, etc.) • What occupational health and safety, environmental protection and other regulations and licensing apply for the particular type(s) of technology concerned? • What other persons may be involved in the occupational activities related to the identified types of technology? • Where and when are the functions related to technology performed? • What special physical attributes if any are required to carry out the functions involved?

TOOL 2

Example of a blank template for an Employability Skills Framework as well as an illustrative example of a completed Employability Skills Framework

This tool comprises:

- An example of a ***blank template for an Employability Skills Framework*** that could be used to record the facets determined to apply to the occupation(s) concerned and a related Training Package qualification.
- An ***illustrative example of an Employability Skills Framework*** filled in with a set of facets. The example used is based on the profile of units competency for a *freight forwarding officer* within the Certificate III in Transport and Distribution (Transport Administration).

(It should be noted that the example has been prepared for illustrative purposes only and has not been validated with industry experts) The same example has also bee used to illustrate the mapping of an Employability Skills Framework to the units in a qualification (Tool 5) and an Employability Skills Statement for a qualification (Tools 7 and 8).

The facets that would be inserted into the Employability Skills Framework would be those that resulted from a task analysis of the occupation(s) concerned using a tool similar to that provided as Tool 1.

Note in the illustrative example, each of the facets under each Employability Skill is numbered (starting with ‘1’) to facilitate cross-referencing when mapping against units etc. e.g. in the illustrative example below Element 3 under the Employability Skill ‘Communication’ is ‘*Reading and interpreting documentation.*

Example of a Blank Employability Skills Framework Template

	Employability Skills							
	Communication	**Teamwork**	**Problem solving**	**Initiative and enterprise**	**Planning and organising**	**Self management**	**Learning**	**Technology**
Facets of the Employability Skills *(facets of the skill identified applicable to the jobs/occupations covered by the qualification concerned)*	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9
	10	10	10	10	10	10	10	10
	11	11	11	11	11	11	11	11
	12	12	12	12	12	12	12	12
	13	13	13	13	13	13	13	13

Example of a Completed Employability Skills Framework (Illustrative Only)

	Employability Skills							
	Communication	**Teamwork**	**Problem solving**	**Initiative and enterprise**	**Planning and organising**	**Self management**	**Learning**	**Technology**
Facets of the Employability Skills *(aspects of the skill identified applicable to the jobs/occupations covered by the qualification concerned)*	1. Listening and understanding	1. Working as an individual and a team member	1. Developing practical solutions	1. Adapting to new situations	1. Collecting, analysing and organising information	1. Having a personal vision and goals	1. Being open to new ideas and techniques	1. Using communications equipment
	2. Speaking clearly/directly	2. Working with different ages, genders, race, religion, political persuasion	2. Developing creative, innovative solutions	2. Being creative	2. Using basic business systems for planning and organising	2. Having knowledge & confidence in own ideas and vision	2. Being willing to learn in any setting – on or off the job	2. Using basic IT skills
	3. Reading and interpreting documentation	3. Knowing how to define a role as part of a team	3. Showing independence and initiative in identifying problems and solving them	3. Identifying opportunities not obvious to others	3. Being resourceful	3. Articulating own ideas and vision	3. Having enthusiasm for ongoing learning	3. Using IT to organise data
	4. Writing to audience needs	4. Applying teamwork skills to a range of situations	4. Solving problems in teams	4. Generating a range of options	4. Taking initiative and making decisions	4. Evaluating and monitoring performance	4. Recognising the need to learn to accommodate change	4. Adapting to new IT skill requirements

	5. Interpreting the needs of internal/ external customers	5. Identifying the strengths of team members	5. Applying a range of strategies in problem solving	5. Translating ideas into action	5. Participating in continuous improvement and planning processes	5. Taking responsibility	5. Investing time and effort in learning new skills	5. Applying OHS knowledge when using technology
	6. Using numeracy effectively	6. Coaching, mentoring and giving feedback.	6. Using mathematic s to solve problems	6. Initiating innovative solutions	6. Establishing clear project goals and deliverable's		6. Managing own learning	6. Applying IT as a management tool
	7. Establishing/ using networks		7. Testing assumption s taking context of data/ circumstanc es into account	7. Developing a strategic, creative, long-term vision	7. Planning the use of resources		7. Contributing to the learning community at the workplace	7. Using load shifting technology
	8. Sharing information		8. Resolving customer concerns in relation to complex project issues		8. Allocating people and other resources to tasks		8. Using a range of learning approaches	
	9. Negotiating responsively				9. Managing time and priorities		9. Applying learning to technical issues and people issues	
	10. Persuading effectively				10. Adapting resources allocation to cope with contingencies			

	11. Being assertive							
	12. Empathising							

TOOL 3

Example of a process checklist for checking the embedding of Employability Skills in existing units or draft units

Step	Process
1	Access or develop an ***Employability Skills Framework*** for the qualification or skills set concerned. (See Tool 2 for an example).
2	For ***each facet*** of each of the eight Employability Skills described by the Employability Skills Framework scan the competency unit (particularly the description, the elements, performance criteria , and required knowledge and skills) to determine whether or not the facet is explicitly covered by the unit concerned. Note that the language used may reflect that used in the day-today activities of the occupation(s) and workplace(s) concerned. (A Thesaurus similar to that provided as Tool 6 may be helpful in the scanning process).
3	Record the outcomes of the scanning process using a mapping tool such as that provided as Tool 5.
4	If during the scanning process, it is obvious that the Employability Skill facets should be embedded in the unit but aren't, or that they are embedded but if the embedding is not sufficiently explicit, determine what changes should be made and then edit the unit accordingly.

TOOL 4

Example of a process tool for ensuring that Employability Skills are explicitly embedded when developing new units in a Training Package qualification or skills set

Step	Process
1	First use a tool similar to that shown as Tool 1 to conduct a **task analysis** of the occupation(s) covered by the qualification. The purpose of the task analysis is to review the functions and tasks of the occupation(s) concerned in terms of the eight Employability Skills -- firstly to identify the pertinent ***set of facets*** for each of the Employability Skills for inclusion in an Employability Skills Framework, and secondly to analyse the ***context variables*** that may apply to those facets for consideration when developing the units concerned (particularly the development of the range statements). Apart from assisting in the development of the Employability Skills Framework for the qualification or skills set, the task analysis will also provide information that can be used, in consultation with industry experts to establish the suite of competency units (initially titles) that will form the basis of the qualification concerned. Usually this will involve a combination of existing units drawn from existing Training Packages as well as new units that must be developed with the aid of appropriate industry experts. The remaining steps indicate the suggested process for developing such new units with appropriate embedding of the relevant Employability Skills facets.
2	In consultation with relevant industry experts, determine the **functional focus** of the unit concerned and establish which of the **Employability Skills facets** from the Framework apply to the function(s) involved.
3	Construct the ***elements*** and ***performance criteria*** and associated ***required knowledge and skills*** in accordance with the requirements specified elsewhere in the Training Package Development Handbook. During this process seek to ensure that the Employability Skills facets are explicitly incorporated. The Thesaurus provided as Tool 6 may assist in identifying relevant elements and associated performance criteria. It should be noted that this is an example only and is not exhaustive. An ISC may wish to gradually develop and extend a Thesaurus for use in the industry areas for which it is responsible. It is important that the language used to describe the Employability Skills in units for a Training Package is customised to the context of the occupations and workplaces for which the qualification concerned is applicable, i.e. it should reflect normal day-to-day language used by practitioners in the occupation(s) concerned.
4	Using the contextual information obtained in the task analysis carried out in Step 1, determine the ***pertinent variables*** and ***related statements of scope*** for inclusion in the Range Statement. Take care to ensure that the appropriate context variables are included for all of the relevant Employability Skills facets. The variables should be highlighted in the performance criteria in accordance with the requirements specified elsewhere in the Training Package Development Handbook.

Step	Process
5	Complete the remaining parts of the draft unit in accordance with the requirements specified elsewhere in the Training Package Development Handbook. In particular, take care that in the ***'Unit Title'***, ***'Description'*** and ***'Critical Aspects of Assessment',*** the Employability Skills facets are also appropriately embedded where appropriate.
6	**Double check** at the completion of the unit drafting process that all of the identified Employability Skills facets are sufficiently explicit allowing for the fact that the language used to describe them must be customised to that used in day-to-day activities for the occupation and industry concerned.

TOOL 5

Example of a tool for mapping Employability Skills to the units in a qualification or skill set

The table on the following two pages is an illustrative example of a tool to map the facets of the eight employability skills as detailed in an Employability Skills Framework (see the illustrative example provided for Tool 2) to where they are used in the various units in an endorsed qualification or endorsed skills set.

To facilitate the mapping process note in the example that numeric codes have been assigned to each facet in the Employability Skills Framework for the qualification or skills set concerned. Where it has been confirmed that a particular facet of an Employability Skill is covered in the unit concerned, then the number code is recorded in the relevant box in the mapping table.

In the illustrative example given, note that for the first competency unit listed *(TDTA1097B Coordinate Goods to Bond Premises)* facets 3, 4, 6 and 8 of the Employability Skill *'Communication'* have been identified as being covered within the unit, i.e.

- Reading and interpreting documentation
- Writing to audience needs
- Using numeracy effectively
- Sharing information

UNIT CODE AND TITLE	Communication	Teamwork	Problem solving	Initiative and enterprise	Planning and organising	Self management	Learning	Technology
TDTA1097B Coordinate Goods to Bond Premises	**3, 4, 6, 8**	**1**	**3**	**1**	**1, 4, 10**	**5**	**--**	**1, 3**
TDTA1397B Receive Goods	**1, 2, 3, 4, 7, 8**	**1, 4**	**1**	**1**	**1, 3, 4, 7, 10**	**5**	**--**	**1, 3, 5**
TDTA1497B Use Product Knowledge to Complete Work Operations	**3, 4, 5, 8**	**--**	**1, 3**	**--**	**1, 2, 4**	**5**	**--**	**1, 3, 5**
TDTA1597B Complete Receival/ Despatch Documentation	**3, 8**	**--**	**1, 3, 6**	**--**	**--**	**5**	**--**	**1, 3, 5**
TDTD197B Shift Materials Safely Using Manual Handling Methods	**3, 6**	**1, 3, 4**	**1, 6**	**--**	**1, 7, 10, 12**	**5**	**--**	**1, 5, 7**
TDTD397C Handle Dangerous Goods/Hazardous Substances	**3, 7, 8**	**--**	**--**	**1**	**10**	**5**	**--**	**5**
TDTE297B Estimate/Calculate Mass, Area and Quantify Dimensions	**6**	**--**	**1, 6**	**1, 6**	**1**	**5**	**--**	**1, 5, 7**
TDTE397B Participate in Basic Workplace Communication	**1, 2, 4, 8, 9**	**1, 4**	**1**	**1, 5**	**1**	**5**	**--**	**1**
TDTE497B Prepare Workplace Documents	**3, 4, 7**	**--**	**--**	**5**	**1, 9**	**3, 5**	**--**	**1, 3, 5**
TDTE597B Carry Out Basic Workplace Calculations	**3, 6**	**--**	**6**	**--**	**1, 8, 9**	**5**	**--**	**1, 3**
TDTF197B Follow OHS Procedures	**3, 4**	**1**	**1, 3**	**1**	**1**	**5**	**--**	**5**

UNIT CODE AND TITLE	Communication	Teamwork	Problem solving	Initiative and enterprise	Planning and organising	Self management	Learning	Technology
TDTF297B Conduct Housekeeping Activities	**3, 4**	**1**	**1, 3**	**1**	**1**	**5**	**--**	**5**
TDTF397B Implement and Monitor OHS Procedures	**2, 3, 8**	**1,4, 6**	**1, 2, 3, 4, 5, 7**	**1, 5, 6**	**1, 5, 6, 7, 8, 10, 12**	**5**	**7, 8, 9**	**1, 5**
TDTG197B Work Effectively with Others	**1, 2, 3, 7, 8, 9, 12**	**1, 3, 4,5, 6**	**1, 2, 3, 4, 5, 7**	**1, 5**	**1, 5, 6, 7, 8, 10, 12**	**4, 5**	**1, 4, 7, 9**	**1, 5**
TDTG297B Lead a Work Team or Group	**1, 2, 3, 7, 8, 9, 12**	**1, 2, 3, 4, 5, 6**	**1, 4**	**1, 5, 6, 7**	**1,4,5,6,7,8, 9,10,11,12**	**3, 4, 5**	**4, 7, 9**	**1, 5**
TDTI297C Apply Customer Service Skills	**1, 2, 3, 5, 8, 9, 12**	**1**	**1, 3, 4**	**1, 6**	**1, 3, 4**	**5**	**--**	**1, 5**
TDTI698B Provide Freight Forwarding Services to Customers	**1, 2, 3, 5, 8, 9, 10, 11, 12,**	**4**	**1, 3, 6, 7, 8**	**1, 4, 6**	**1, 4**	**4, 5**	**--**	**1, 2, 3, 5**
TDTJ197B Apply Quality Procedures	**3**	**1, 3, 8**	**1, 3**	**1, 6**	**1, 3, 5, 7, 9, 10, 11**	**5**	**--**	**1, 2**
TDTJ297B Apply Quality Systems	**3**	**1, 4**	**1, 3**	**1, 5**	**1, 3, 4**	**5**	**--**	**1, 2**
TDTK197B Use Info technology Devices & Computer Applications in the Workplace	**3**	**1**	**1, 3, 5**	**1, 5**	**1, 2, 3, 4, 10**	**5**	**9**	**1, 2, 3, 4, 5, 6**
TDTL197B Complete Workplace Orientation/Induction Procedures	**3**	**1, 3**	**1, 3**	**1, 5, 6, 7**	**1, 3, 5, 6, 9, 11**	**5**	**1, 2, 3, 5, 6, 8, 9**	**1, 5**

TOOL 6

Example of a draft thesaurus of words/terms for Employability Skills when applied in various contexts

This example of a draft Thesaurus was developed from an analysis of how Employability Skills are currently embedded in the various Training Packages and is intended to illustrate the use and value of such a thesaurus as a tool to prompt and check how Employability Skills may be used in different industry contexts and at different AQF levels. This list of terms may be valuable when developing units and it has immediate application in establishing the facets for an Employability Skills Framework as shown in Tool 2.

This example is provided for illustrative purposes only and should be seen as a draft requiring further refinement. The example could be further developed to focus on specific industries and occupations covered by particular Training Packages (or an ISC). A further refinement would be to segment the terms in the Thesaurus by AQF qualification level noting that some terms may be used at multiple AQF levels while others would be focused either at the higher AQF levels, or the lower ones.

In the example, a distinction has been drawn between terms focusing on skills [unit titles and elements] (using the verb noun format) and those focusing on knowledge areas (using a noun with contextualizing adjectives).

COMMUNICATION

Keywords in titles and elements

- Access, read and interpret documents (including regulatory requirements and workplace policies and procedures)
- Analyse and present workplace information
- Apply basic communication skills
- Be assertive during communication with others
- Build client relationships
- Collate and present information
- Communicate in the workplace
- Communicate in writing
- Communicate orally (or verbally)
- Communicate with a multilingual persons or persons with a limited ability to speak or understand English
- Communicate with people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Communicate with the community
- Complete workplace documentation, forms, logs or diaries
- Confirm the needs of internal/external customers
- Consider possible cultural differences when difficulties or misunderstandings occur during communication
- Determine key characteristics of the required goods/services in consultation with customers
- Document the requirements for a contract
- Empathise with others
- Establish/use networks
- Gather, convey and receive information
- Give and follow instructions
- Interpret and respond to enquiries and instructions
- Interpret, understand and accurately reflect the views and opinions of others are
- Listen and understand
- Maintain workplace records
- Persuade effectively
- Prepare a draft of a document (correspondence)
- Prepare and deliver an oral presentation
- Prepare / present routine workplace information
- Present routine workplace information
- Process workplace documentation
- Read and interpret a document
- Read independently
- Report orally (verbally)
- Seek, give and act upon feedback
- Share information
- Speak clearly/directly with others
- Speak/write in languages other than English
- Use numeracy effectively
- Use non-verbal communication
- Use sign language to communicate with aurally-challenged persons
- Use technology for communications (telephone, fax, email, pen/paper, etc.)
- Write and/or enter information into computer based documentation/communication systems
- Write documents (correspondence) to audience needs

Keywords in required knowledge

- Basic communication techniques including barriers to effective communication
- Communication methods
- Literacy requirements
- Principles of effective listening, questioning and speaking
- Protocols and procedures for communicating with others
- Requirements for documents, forms, and oral presentations
- Requirements for spelling, grammar, punctuation

- Make a presentation
- Negotiate with others to achieve tasks and goals
- Participate in basic workplace communication
- Typical cross-cultural misunderstandings and problems that can occur in communications and appropriate ways of dealing with them

TEAMWORK

Keywords in titles and elements

- Apply teamwork skills to a range of situations
- Assign task activities to team/group members
- Assist the team establish its purpose, roles, responsibilities and accountabilities
- Build and maintain networks and relationships
- Coach, mentor and give feedback to others
- Compare outcomes of the team's/group's task activities with the planned objectives, task instructions and specifications
- Conflict is managed constructively
- Contribute positively to team performance
- Contribute positively to the work team environment
- Contribute to effective workplace relationships
- Contribute to group work practices and group dynamics
- Contribute to team commitment
- Contribute to the planning of the team activity
- Deal with people openly and fairly
- Define a role as part of a team
- Develop team dynamics
- Develop teams and individuals
- Develop trust and confidence
- Facilitate team development and improvement
- Facilitate work teams
- Gain trust and confidence of other team members
- Identify and clarify team/group task(s)
- Identify the strengths of team members
- Lead work teams
- Manage a small team
- Participate positively in dispute settlement processes
- Provide support to other team members
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Set team goals
- Show leadership in the workplace
- Take individual and joint responsibility
- Treat people with integrity, respect and empathy
- Value and treat customers and colleagues from all cultural groups with respect and sensitivity
- Work as an individual and a team member
- Work effectively with other team members
- Work in a socially diverse environment
- Work with different ages, genders, race, religion, political persuasion
- Work with others

Keywords in required knowledge

- Principles of teamwork
- Techniques for measuring team performance
- Techniques for resolving disputes/conflict within a team
- Techniques of team leadership
- Typical cross-cultural misunderstandings and problems that can occur in the workplace and appropriate ways of dealing with them
- Ways of building constructive relationships within a team
- Ways of providing coaching, mentoring and feedback in a team

- Monitor and assess team performance
- Participate actively in team activities
- Participate in work teams

PROBLEM SOLVING

Keywords in titles and elements

- Analyse requirements
- Analyse design options
- Apply a range of strategies in problem solving
- Apply creative strategies such as brainstorming, free association, making a variety of lists, etc.
- Apply design skills to create a range of design alternatives
- Apply problem solving strategies across a range of areas
- Carry out off-site repair, overhaul and assembly of mechanical signalling equipment
- Consider a range of techniques for expressing the central idea
- Consider options for action
- Contribute to organisation design
- Create advertisements
- Create an advertising brief
- Design a records retention and disposal schedule
- Develop a creative concept
- Develop and implement organisational policies
- Develop and use complex databases
- Develop central idea
- Develop creative, innovative solutions
- Develop enterprise opportunities
- Develop practical solutions
- Develop transport plans and schedules
- Diagnose and rectify minor faults
- Evaluate a creative concept
- Identify and act upon opportunities
- Identify and assess emergency and potential emergency situations and prioritize needs
- Identify purpose and objectives from the creative brief
- Plan and organise movement and storage of bulk materials
- Resolve customer concerns in relation to complex project issues
- Select appropriate option
- Show independence and initiative in identifying problems and solving them
- Solve problems in teams
- Solve problems that arise when managing emergencies
- Solve problems that may arise during the diagnosis and repair of minor faults
- Test assumptions T
- Take context of data/circumstances into account
- Use mathematics to solve problems (include budget and financial management)

Keywords in required knowledge

- Creative strategies such as brainstorming, free association, making a variety of lists, etc.
- Faultfinding and fault diagnostic techniques
- Mathematical processes required in problem solving
- Problems that may occur when managing emergencies and appropriate action that can be taken to resolve the problems
- Typical cross-cultural misunderstandings and problems that can occur in the workplace and appropriate ways of dealing with them

INITIATIVE AND ENTERPRISE

Keywords in titles and elements

- Adapt to new situations
- Advise on innovative work practices
- Amend own work practices and behaviour to reflect performance feedback
- Analytical skills to identify improvement opportunities
- Arrange alternative passenger transport
- Assess risks and take action to achieve a recognised benefit or advantage to the organisation
- Be creative
- Clarify ideas to improve work practice
- Consider and discuss options with colleagues
- Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment
- Develop a strategic, creative, long-term vision
- Develop and evaluate strategies for transport and distribution enterprises
- Develop creative and flexible approaches to solutions
- Develop options for continuous improvement
- Develop plans to meet customer and organisation needs
- Encourage, try and recognise new ideas and entrepreneurial behaviour where successful
- Evaluate software requirements and hardware enhancements
- Evaluative skills to assess various alternative options
- Exercise initiative in a business environment
- Facilitate and capitalise on change in the workplace
- Feedback is reflected and used to improve ideas
- Generate a range of options
- Identify and analyse alternative approaches to managing workplace issues and problems
- Identify and consider advantages, disadvantages and consequences of ideas
- Identify marketing opportunities
- Identify opportunities for product and service enhancement
- Identify opportunities not obvious to others
- Implement innovative work practices to effect change
- Initiate innovative solutions
- Make informed decisions
- Make recommendations for improving the methods / techniques to manage change are negotiated with designated persons / groups
- Manage innovation and continuous improvement
- Plan and maintain warehouse layouts and inventory locations
- Research business opportunities
- Support implementation of new work practices
- Support innovation and change
- Survey and assess organisation and customer requirements for change and innovation
- Translate ideas into action

Keywords in required knowledge

- Cost and benefit analysis techniques
- Creativity / innovation theories / concepts
- Evaluative techniques to assess various alternative options
- Methods which can be used to monitor and introduce practices to improve work performance
- Principles and techniques of identifying strengths and weaknesses
- Procedures and processes for quality improvement of services / operations /

products

- The context and implications of innovation

PLANNING AND ORGANISING

Keywords in titles and elements

- Adapt resources allocation to cope with contingencies
- Allocate people and other resources to tasks
- Analyse customer requirements
- Analyse market needs
- Analyse operating environment
- Analyse organisational capacity
- Analyse the organizational strengths and weaknesses
- Arrange times, dates, venues, resources and transport
- Arrangements are made
- Assess work requirements to provide a quotation
- Assign work
- Assist in prioritising and planning activities in a legal practice
- Be resourceful
- Collect, analyse and organism information
- Communicate the outcomes of the planning process to others
- Confirm the purpose and required outcomes of work
- Contingencies arrangements are made
- Develop a marketing communications plan
- Develop a marketing plan
- Develop a media plan
- Develop a transport and distribution business plan
- Develop a vision and a proactive plan to accompany it
- Develop and evaluate strategies for transport and distribution enterprises
- Develop plans to meet customer & organisation needs
- Develop strategies
- Establish clear project goals and
- Manage operational plan
- Manage time and priorities (set timelines, coordinate tasks for self and others)
- Organise transport workload
- Oversee business planning
- Participate in continuous improvement and plan processes
- Plan and maintain warehouse layouts and inventory locations
- Plan and manage activity
- Plan and manage conferences
- Plan and organize the tools and resources for the required work
- Plan domestic transport logistics
- Plan the use of resources including time management
- Plan logistics support activities
- Predict, weigh up risk, evaluate alternatives and apply evaluation criteria
- Prepare budgets and financial plans
- Resources are organised
- Review and develop business plans
- Survey and assess organisation & customer needs
- Take initiative and make decisions
- Understand basic business systems and their relationships
- Undertake business planning

Keywords in required knowledge

- Budgetary principles and requirements
- Business systems and processes
- Change management processes
- Contingency situations and ways of addressing and resolving them
- Market analysis techniques
- Processes for development and evaluation of strategies
- Protocols and procedures for the development of plans
- Regulatory requirements that must be

deliverables

- Establish international distribution networks
- Generate strategies to implement agree recommendations
- Identify contingency situations
- Identify opportunities for product & service enhancement
- Identify the nature, extent and impact of any issues or changes
- Implement and evaluate strategies
- Implement contingency plans

fulfilled in the planning/organisation process

- Risk management techniques
- Time management techniques

SELF-MANAGEMENT

Keywords in titles and elements

- Access learning opportunities
- Act upon feedback as required to improve work performance
- Articulate own ideas and vision
- Assess and prioritise own workload
- Assess own personal knowledge and skills
- Complete daily work activities
- Complete workplace orientation/induction procedures
- Contribute to personal skill development and learning
- Evaluate and monitor performance
- Have a personal vision and goals
- Have knowledge and confidence in own ideas and vision
- Identify opportunities for improvement
- Identify organisational structure, career paths and training opportunities
- Identify own learning needs
- Manage personal work priorities and professional development
- Monitor personal work performance
- Organise and accept responsibility for own workload
- Organise and complete daily work activities
- Organise and complete own work schedule
- Organise own personal work priorities and development
- Participate in identifying and meeting own learning needs
- Plan own skills development
- Prepare for own work
- Prepare own work plans
- Review own work performance
- Seek and act on feedback from clients and colleagues
- Seek feedback on own performance from others
- Take responsibility for own work and performance

Keywords in required knowledge

- Induction/orientation requirements of the workplace/ worksite
- Industry/enterprise structures, occupations and career paths
- Learning opportunities to develop own performance, knowledge and capability
- Regulatory requirements applicable to own work activities
- Requirements for duty of care when undertaking work tasks
- Responsibilities for own personal development in the workplace
- Techniques to prepare personal plans and establish priorities
- Ways of participating in Continuous Professional Development (CPD)
- Workplace performance requirements

LEARNING

Keywords in titles and elements

- Access learning opportunities to extend own personal work competencies
- Acknowledge the need to learn in order to accommodate change
- Act upon feedback as required to improve work performance
- Apply learning to technical issues and people issues
- Assess own personal knowledge and skills (against competency standards)
- Be open to new ideas and techniques
- Be prepared to invest time and effort in learning new skills
- Be willing to learn in any setting – on or off the job
- Complete workplace orientation/induction procedures
- Contribute to personal skill development and learning
- Contribute to the learning community at the workplace
- Develop keyboard skills
- Have enthusiasm for ongoing learning
- Identify new skills (and opportunities to develop them)
- Identify opportunities for skill improvement
- Identify organisational structure, career paths and training opportunities appropriate to the enterprise
- Identify own learning needs with appropriate personnel through assessment and planning for future work requirements
- Manage own learning
- Manage personal work priorities and professional development
- Monitor learning effectiveness
- Organise personal work priorities and development
- Plan skills development
- Support a workplace learning environment
- Take advantage of learning opportunities both in the workplace and within training programs and workshops
- Undertake personal skill development
- Use a range of mediums to learn (mentor, peer support, network, courses and so on)
- Use feedback from clients and colleagues to identify and develop ways to improve competence

Keywords in required knowledge

- Appropriate learning methods to maintain current competence or develop new competencies
- Learning methods to maintain current competence or develop new competencies
- Methods to identify and prioritise personal learning needs
- Opportunities to learn and develop required competencies are undertaken including establishing networks and working relationships with others
- Principles and techniques of measuring performance and self assessment
- Procedures for undertaking professional development
- Processes to interpret competency standards and apply them to self
- Systems and processes to direct personal learning
- Workplace protocols and procedures for the management of personal work priorities and professional development

TECHNOLOGY

Keywords in titles and elements

- Apply IT as a management tool
- Assemble systems, equipment and technology
- Commission systems, equipment and technology
- Construct systems, facilities, equipment and technology
- Design systems, equipment and technology
- Dismantle systems, equipment and technology
- Drive vehicles
- Evaluate systems, equipment and technology
- Identify, open, generate or amend files and records
- Implement workplace information system
- Maintain business resources
- Maintain business technology
- Maintain systems, equipment and technology
- Manipulate data using a computer
- Manoeuvre a vessel
- Operate a personal computer
- Operate systems, equipment and technology
- Perform electronic data interchange (EDI) to transmit shipping documentation
- Repair equipment and technology
- Select and utilise technology
- Set up systems, equipment and technology
- Shut down systems, equipment and technology
- Store or retrieve and process data / files
- Test systems, equipment and technology
- Troubleshoot and identify faults in systems, equipment and technology
- Use a range of basic IT skills
- Use business technology

Keywords in required knowledge

- Call centre technology
- Communications equipment
- Computers (or computer equipment)
- Construction facilities, equipment and technology
- Crane and other load shifting equipment and technology
- Earth shifting equipment and technology
- Electrical equipment and plant
- Electrical generation systems, facilities, equipment and technology
- Electrical transmission systems, facilities, equipment and technology
- Electronic control systems
- Hospitality facilities, equipment and technology
- Infotechnology systems
- Input / output devices
- IT procedures
- Keyboarding techniques
- Mining equipment and technology
- Peripheral devices
- Production equipment
- Robotic equipment and technology
- Software applications
- Tourism systems facilities, equipment and technology
- Transport facilities, equipment and technology (trains, maritime, aviation, cars, trucks, coaches and buses)
- Travel booking systems, equipment and technology
- Warehousing facilities, equipment and technology
- Workplace information systems
- Physical capacity requirements to operate various types of technology
- Occupational health and safety precautions, equipment and procedures when using technology

- Use communications equipment
- Use computerised information processing equipment, software and operating systems
- Use infotechnology devices and computer applications in the workplace
- Use IT to organise data
- Use management information systems

TOOL 7

Example of a tool for developing an Employability Skills Statement for a Qualification

This tool is an example of a questionnaire that can be used to develop an Employability Skills Statement for a qualification and related occupation(s) based on the facets from a previously established Employability Skills Framework (for the qualification concerned).

The illustrative example of the questionnaire provided in this Tool was based on the example of an Employability Skills Framework shown in Tool 2 and was used to generate the Employability Skills Statement provided as an example in Tool 8.

In practice, the questionnaire can be used in interview mode (with nominated industry experts). In this mode, the person being interviewed is asked about the frequency with which each Employability Skill facet may be used by the persons in the occupation concerned and if used 'always' or 'sometimes', they are then asked to provide a practical example of how it is used (in day-to-day language). The interviewer records the responses to each of the questions.

The questionnaire can also be used in workshop mode, in which a small group of industry experts work collectively through the questionnaire and record their responses. The consultant or facilitator of the workshop is available to answer questions of clarification.

Example of a tool for developing an Employability Skills Statement for a Qualification

Occupation: _____

Training Package and qualification: _____

The facets in this example of an Employability Skills Questionnaire are based on the example of the Employability Skills Framework for a Certificate III in Transport and Distribution (Transport Administration) provided in Tool 2.

Communication skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Listening and understanding					
Speaking clearly/directly					
Reading independently					
Writing to audience needs					
Understandin g the needs of internal/ external customers					
Using numeracy effectively					
Establishing/ using networks					
Sharing information					
Negotiating responsively					
Persuading effectively					
Being assertive					
Empathising					
Speaking/ writing in languages other than English					

Teamwork skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Working as an individual and a team member					
Working with different ages, genders, race, religion, political persuasion					
Knowing how to define a role as part of a team					
Applying teamwork skills to a range of situations					
Identifying the strengths of team members					
Coaching, mentoring and giving feedback.					

Problem solving skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Developing practical solutions					
Developing creative, innovative solutions					
Showing independence and initiatives in identifying problems and solving them					
Solving problems in teams					
Applying a range of strategies in problem solving					
Applying problem solving strategies across a range of areas					
Using mathematics to solve problems					
Testing assumptions taking context of data/circumstances into account					
Resolving customer concerns in relation to complex project issues					

Initiative ands enterprise skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Adapting to new situations					
Being creative					
Identifying opportunities not obvious to others					
Generating a range of options					
Translating ideas into action					
Initiating innovative solutions					
Developing a strategic, creative, long-term vision					

Planning and organising skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Collecting, analysing and organising information					
Using basic business systems and their relationships					
Being resourceful					
Taking initiative and making decisions					
Participating in continuous improvement and planning processes					
Establishing clear project goals and deliverable's					
Planning the use of resources					
Allocating people and other resources to tasks					
Managing time and priorities					
Adapting resources allocation to cope with contingencies					

Self management skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Having a personal vision and goals					
Having knowledge and confidence in own ideas and vision					
Articulating own ideas and vision					
Evaluating and monitoring performance					
Taking responsibility					

Learning skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Being open to new ideas and techniques					
Being willing to learn in any setting – on or off the job					
Having enthusiasm for ongoing learning					
Recognising the need to learn to accommodate change					
Being prepared to invest time and effort in learning new skills					
Managing own learning					
Contributing to the learning community at the workplace					
Using a range of mediums to learn					
Applying learning to technical issues and people issues					

Technology skill set To what extent does the job require the following skills?					Examples as to how the skills are applied in the job context
	Always	Sometimes	Rarely	Never	
Using communications equipment					
Using basic IT skills					
Using IT to organise data					
Adapting to new IT skill requirements					
Applying OHS knowledge when using technology					
Applying IT as a management tool					
Using load shifting technology					

TOOL 8

Example of an Employability Skills Statement

This tool is an example of an Employability Skills Statement generated using the questionnaire shown a Tool 7 for employers of freight forwarding officers in the Transport and Distribution Industry. It was obtained by interviewing several representatives of employers in the fright forwarding sector of the Industry (the persons consulted were operational managers with an understanding of the role of freight forwarding officers). The questionnaire used was based on the Employability Skills Framework provided as an example in Tool 2.

The examples provided by the representatives of the application of the employability Skill facets in practical contexts were analysed in terms of the frequency in which each Employability Skill facet concerned is used and what practical examples could be provided (where it is used) of the its application in the workplace context.

The resulting collation of information gathered was then used to produce the Employability Skills Statement below. It provides an overview of the qualification in terms of the day-to-day application of the Employability Skill facets contained in the Employability Skills Framework for the specific qualification that covers the occupation concerned – in this case a *freight forwarding officer*.
Note that while the example given is based on information obtained from a number of industry representatives it has not been validated with a wider group and for this reason should only be seen as illustrative of the approach.

Example of a Employability Skills Statement

Draft Employability Skills Statement for a Freight Forwarding Operator

Certificate III in Transport and Distribution (Administration)
(Freight Forwarding Competency Unit Set)

EXAMPLES OF THE USE OF EMPLOYABILITY SKILLS IN THE FREIGHT FORWARDING CONTEXT

(Developed using the tool provided in the earlier section using the BCA/ACCI Report facets sets)

Communication skill set

Listening and understanding	• Communicate by phone on status of a shipment in a highly dynamic environment • Customers are often off-the-street so it is very important to listen carefully to understand their freight needs • Interact with customers on the phone regarding local air freight deliveries
Speaking clearly/directly	• Initiate enquiries accurately and ensuring minimisation of errors when dealing with clients and others during freight forwarding operations • Talk to customers on the phone giving them directions and instructions about freight • Explain delivery arrangements to customers & delivery instructions to drivers
Reading independently	• Frequently need to access new and different information. Dynamic industry. New systems, technology and regulatory requirements • Read specific documentation for a job
Writing to audience needs	• Need to interpret and follow requirements of the client or regulators (e.g. AQIS/Customs) • Complete order and invoice documentation to match specific customer requirements
Negotiating responsively	• Negotiate order of pick ups, spot rate, storage requirements, etc. • Negotiate rates, prices and allocations with customers • Negotiate cost of job with contract drivers
Persuading effectively	• Be persuasive when dealing with drivers over the requirements of a delivery job

Understanding the needs of internal/external customers	• Must interpret and understand needs of brokers, conversion rates arrival dates, special storage requirements etc. • Must interpret and understand what requirements need to be fulfilled for internal customers (e.g. Qantas) • Clarify needs of external customers • Understanding the needs of internal/external customers is **c**entral to functions of job as a freight forwarder
Using numeracy effectively	• Calculate volumetrics, weights, currency conversion, tariff calculations, transit times etc. • Complete accounts • Prepare billings for each shipment accurately -- e.g. volumes, unitised per Kg rate, etc. • Calculate costs of a delivery • Determine amounts for cash-on-delivery
Establishing/ using networks	• Network with others using electronic means --- phone, email data transfer, etc. (80% electronic -- 20% face-to-face) • CTOs and communications with off-ports regarding missing freight, on-bookings, short landings etc. May use telex, email or telephone • Must be able to network with customers, freight companies, air lines, shipping companies, rail freight operators, customs, bond store operators, etc.
Sharing information	• Critical for effective freight forwarding operations -- e.g. aircraft registrations, files, etc. (both within departments and with various outside agencies) • Share information with other members of the team and peers ,including sharing a query, customer requirements, info on any changes in regulations, sharing problems and solutions • Share information with others in department about specific job issues
Being assertive	• Must ensure that no dangerous goods transported (being assertive is critical for ensuring optimum performance and compliance with regulations) • Be assertive when dealing with customers about regulatory requirements and rates • Direct delivery drivers on the requirements of a job
Empathising	• Critical to understand customers' needs and problems and to help them achieve their freight objectives • Be sensitive hen dealing with client's over sensitive issues such as booking the transport of human remains • Be empathetic when discussing with customers a problem with a pet that may be lost in transit • Be understanding of a client's concerns if it is necessary to have paid storage as part of a job

Teamwork skill set

Working as an individual and a team member	• Work in customer service team -- work collaboratively • As an individual need to make decisions and show initiative • Share information with other team members • Discuss problems with other team members • Help others in the team • Key part of the job of a local air freight delivery freight forward operator i.e. they are part of a team that carries out the overall operation sometimes globally across the world
Working with different ages, genders, race, religion, political persuasion	• Freight forwarders are working with an international product and must be able to work with people from different cultures and backgrounds • Work with people of different ages and genders • May work with colleagues and clients of different ages, genders and religion
Knowing how to define a role as part of a team	• Central to working within a customer service team • Roles include customer service, freight bookings, tracking of freight and solving problems although in ANZ all team members share all of the roles • In local air freight operations, roles of different team members include 'cartage', delivery scheduling', 'delivery invoicing' and 'sea freight'
Applying teamwork skills to a range of situations	• Central to working within a freight forwarding customer service team • Work together to reallocate freight after the cancellation of a flight
Identifying the strengths of team members	• Refer problems and enquiries to the most appropriate person in the team • Some members are better at customer service, some with freight bookings, while others are good at tracking of freight or solving problems • You tend to go to the 'experts' to work out a problem or to handle special jobs
Coaching, mentoring and giving feedback.	• Need to help peers and team members adapt existing skills to the context of organisation and the freight forwarding industry • Show and explain to others the various freight forwarding team roles • Demonstrate the booking arrangements for various types of freight • Team members provide feedback to each other on how a job goes

Problem solving skill set

Developing practical solutions	• The central focus of the work of freight forwarding operators is to find practical solutions for customers • Reallocate freight in the event of a downgrade of an aircraft including prioritising major clients and allocating the remaining freight • Organise a driver to do a particular delivery job
Developing creative, innovative solutions	• When shipping lobsters from Perth to New York for instance, deciding to send by domestic freight to Sydney for re-gassing of units before sending overseas
Showing independence and initiatives in identifying problems and solving them	• While working within a team, each freight forwarding operator is often developing unique solutions for customers and must be able to work independently • If air freight is not picked up on the agreed day ,work out an alternative solution
Solving problems in teams	• Some freight forwarding solutions require a number of team members to work together, particularly because many solutions involve multi-modal options with the involvement of staff in separate locations • Working with airline staff to resolve an offload • If air freight is not picked up on the agreed day, work out an alternative solution with the aide of others in the team
Applying a range of strategies in problem solving	• Many freight forwarding solutions require multiple modes of transport, consolidation of freight on route, and contingency planning as part of risk management
Applying problem solving strategies across a range of areas	• For reasons given above, problem solving covers different transport modes, domestic/international, different types of freight, etc. • Solving problems involving road, sea, air, or rail transport, etc.
Using mathematics to solve problems	• Carry out volumetric calculations, determining weights, currency conversion, tariff calculations, determining transit times • Calculate job costs and invoicing
Testing assumptions taking context of data/ circumstances into account	• Check facts with customers, brokers, regulators and transport/freight companies before finalising fright forwarding decisions and solutions • Confirm closure time of clients, time of delivery, address
Resolving customer concerns in relation to complex project issues	• Organise an overhead truck • Fulfil special delivery instructions • Organising a forklift for loading, unloading

Initiative and enterprise skill set

Adapting to new situations	• Many freight forwarding requirements require unique solutions -- e.g. send lobsters to Tokyo or delicate flowers to New York • Implement new procedures or regulations • Commence business with a new client
Being creative	• If existing options are not appropriate, operators may need to be creative in coming up with an acceptable freight forwarding solution
Identifying opportunities not obvious to others	• Within the team help each other to be innovative e.g. coming up with a novel solution for allocating freight where an aircraft flight has been cancelled
Generating a range of options	• Before deciding on a freight forwarding solution, operator may need to explore various options and look at their strengths and weaknesses in terms of risks, costs convenience, time, etc. • Offer a range of payment options, EFT, cheque, cash, etc. Will payment be immediate or on account, etc
Translating ideas into action	• All freight forwarding solutions involve translating ideas into action
Initiating innovative solutions	• Freight forwarding operators often have to think ' outside the square' to achieve an appropriate freight forwarding solution

Planning and organising skill set

Collecting, analysing and organising information	• Central to the business of freight forwarding • Central to job role. e.g. collect information on customer needs, collect and interpreting flight information, organise booking forms, etc. • Obtain and process delivery instructions and details of clients
Being resourceful	• Freight forwarding is a dynamic field with customers often presenting requirements that require creative solutions • Organise and optimise time, minimising waste
Understanding basic business systems and their relationships	• Operators must apply the business systems of their organisation when developing and closing freight forwarding contracts • Use SITA booking system, passenger booking system, aircraft capacity (payload) system, financial-costing systems, agents' rates systems • Understand and use company computer systems, tracking systems, inventory systems, EDI, invoicing systems, etc.
Establishing clear project goals and deliverable's	• Achieve workable freight forwarding solutions involves clearly defining and establishing requirements and feasible options in conjunction with the customers • Plan for maximising flights and optimising loading arrangements • Set time targets • Aiming and organising for on-time delivery
Managing time and priorities (setting timelines, coordinating tasks for self and others)	• Freight forwarding depends on effective management of times and the coordination of the components of a freight forwarding solution • Determine cut-off times and ensuring on-time running
Taking initiative and making decisions	• While often developing unique solutions for customers freight forwarding operators must be able to take appropriate initiatives • Take initiative following a flight cancellation • Organise and optimising time, minimising waste
Participating in continuous improvement and planning processes	• Because of dynamic nature of the industry and its operating environments, organisations and its operators must respond and improve appropriately • If delivery costs are too high -- find out reasons and taking steps to reduce costs
Planning the use of resources including time management	• Central to freight forwarding. It is about organising resources to achieve client solutions • Determine cut-off times and ensuring on-time running • Must book out all jobs before a critical time e.g. 2 00 pm
Allocating people and other resources to tasks	• Many freight forwarding solutions usually require the involvement of staff in other departments and locations as well as other organisations and regulators

Adapting resources allocation to cope with contingencies	• Freight forwarding operators are dealing with dynamic operating environment, unexpected problems and unusual customer requirements or requiring creative use of resources • If a driver becomes ill, re-organise his/her planned deliveries
Developing a vision and a pro-active plan to accompany it	• Working out how to handle freight forwarding projects to accommodate problems of special and often unique situations such as the Iraqi war and SARS
Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria	• Central to freight forwarding. Operators must anticipate potential problems and determine ways of coming up with appropriate solutions. Examples include: – overbooking a flight – exceeding weight • Take into account all factors and potential problems when planning/allocating delivery jobs

Self management skill set

Articulating own ideas and vision	• Issues, options and solutions must be clearly explained to customers and others when servicing customers' needs • Important to be able to effectively express oneself to customers and others
Having a personal vision and goals	• Freight forwarding is a very personal occupation with high reliance on own skills while operating within a team • Get satisfaction out of the job • Work out a suitable balance between home life and work life -- having a future • Organise and complete appropriate training to progressing in own career
Having knowledge and confidence in own ideas and vision	• Because of the volume and work and productivity targets, operators must develop a capacity and confidence to develop feasible solutions meeting customer requirements • Confidence in knowing facts and procedures. It is important that customers can sense your confidence • Must have confidence in own work - particularly when dealing with drivers
Evaluating and monitoring performance	• The monitoring and evaluating of own work and that of the team is a critical component of the continuous improvement of freight forwarding operations • Important to check own performance against key performance indicators on an ongoing basis • Monitor own work in conjunction with supervisors
Taking responsibility	• Freight forwarders have high levels of personal responsibility because of the one-to-one relationships with clients • Each flight is your full responsibility • *'Buck stops here'* in the organisation of deliveries. You are responsible if a problem occurs

Learning skill set

Being open to new ideas and techniques	• Freight forwarding is dynamic with frequent introduction of new systems and technology eg the introduction of SMS • Important to be open to new ideas and techniques e.g. new AQIS regulations for the shipment of dogs to New Zealand • Need to be flexible and receptive to changes in the company e.g. recently the use of Key Performance Indicators (KPIs) has been introduced
Being willing to learn in any setting – on or off the job	• Undertake company training or receiving mentoring from other experienced staff on the use of IT equipment or new Customs systems • Sometimes the company runs an in-house training program on a new system, sometimes you have to learn about it your own way
Acknowledging the need to learn in order to accommodate change	• Dynamic nature of the freight forwarding industry • There is a lot of change occurring in the industry. It is important to learn how to deal with it
Having enthusiasm for ongoing learning	• Because of the dynamic nature of freight forwading, operators must be committed to learning new skills when required • Important to see value and benefits of training to your work and using this to maintain your motivation for further learning • Important to understand 'why' you do things, knowing more about your job particularly what others do and how it fits into what you do
Being prepared to invest time and effort in learning new skills	• Spending time to learning 'language' and techniques ineffective interpretation and use of SMS as part of freight forwarding • Important to put in the effort to learn new skills that will improve your job satisfaction and make you more effective in your job • If you don't put in the time and effort you fall behind
Managing own learning	• Much learning needs to occur after initial training because of dynamic nature of the freight forwarding industry • Combination of learning from one's own experiences on-the-job and in-house training • Learn about how to process orders
Contributing to the learning community at the workplace	• Freight forwarding is a collaborative activity and operators must help each other to adapt to new systems, technology and various problems • Help others in the team e.g. with problems or with carrying out the required job functions • Help others to learn about how to process orders

Using a range of mediums to learn (mentoring, peer support, networking, courses and so on)	• Because on-job (ongoing) learning needed to cope with dynamic nature of industry, operators must be able to use different ways to achieve the necessary learning • ***Network with others to get the latest information*** • Access, read and interpret manuals of procedures • Do company courses, talking to each other, etc.
Applying learning to technical issues and people issues	• Technical and people issues are central to freight forwarding and are constantly different and changing. It is therefore important that operators and managers learn to cope with and resolve these issues • Learn about work processes and how to handle customers

Technology skill set

Using communications technology	• Must be able to use fixed telephones, mobile phones, email and other office communications technology to communicate with customers, road and rail transport companies, airlines, shipping lines and Customs and AQIS officers as part of day-to-day freight forwarding activities
Using IT to organise data	• Must be able to organise data required for freight forwarding activities • Organise allocations, accounts, schedules, etc. using the relevant IT systems • Using company systems to process orders and invoicing
Applying IT as a management tool	• IT is used in freight forwarding operations both to track freight and for diagnostic activities to sort out problems
Having a range of basic IT skills	• Must be able to use computers in the freight forwarding context -- email, data transfer, interrogating data on-line • Use in-house IT systems: e.g. SITA booking system, passenger booking system, aircraft capacity (payload) system, financial-costing systems, agents' rates systems • Need to be able to operate a workstation
Being willing to learn new IT skills	• Freight forwarding is a dynamic industry and IT systems being used change relatively frequently. Staff must be able to learn new systems • Recently development is the need to learn how to use a new computer system to monitor Key Performance Indicators (KPIs) of freight forwarding operations
Having the occupational health and safety knowledge to apply technology	• Freight forwarding staff spend long periods at their workstations. They must know and practice required ergonomic management precautions, e.g. maintain correct ergonomic posture at work station, exercise, stretch, etc. • Keep work area tidy. Ensure that boxes and cartons aren't in the way (a real hazard in the freight forwarding industry)

TOOL 9

Employability Skills Summary

(Insert Qualification Name and Code)

The following table contains a summary of the employability skills as identified by [insert industry/enterprise detail] for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	**Industry/enterprise requirements for this qualification include the following facets:**
Communication	• [insert summary of examples of contextualised facets from Employability Skills Statement. This may be a series of 'dot points' and/or a single paragraph] • • •
Teamwork	• • • •
Problem solving	• • • •
Initiative and enterprise	• • • •
Planning and organizing	• • • •
Self management	• • • •
Learning	• • • •
Technology	• • • •

[Optional elective section]

Due to the high proportion of electives required by this qualification, the detail of the above employability skills are representative of the (insert industry name) industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements as identified in units of competency that meet packaging guidelines.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 2 Endorsed Components

Chapter 6
Incorporating Language, Literacy and Numeracy

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 6 of Part 2 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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Version Modification History

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 6 of Part 2 of the *Training Package Development Handbook*. It provides advice and information to Training Package developers about dealing with language, literacy and numeracy competencies and incorporating language, literacy and numeracy information into Training Packages.

2. BACKGROUND

Language, literacy and numeracy skills underlie 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.

Without explicit reference to these skills, the specific demands of particular tasks may be overlooked in the development of units of competency.

Language, literacy and numeracy skills underpin all workplace communication and play an important part in the Key Competencies. Even in quite technical jobs, language, literacy and numeracy competence may be central to satisfactory performance. Therefore, careful analysis of the way in which these skills fit into each unit of competency is required. The policy is for language, literacy and numeracy to be built in not bolted on; but it must be explicit and recognisable in order for effective training and assessment to take place.

3. DEALING WITH LANGUAGE, LITERACY AND NUMERACY COMPETENCIES

This document provides an adaptable model for dealing with language, literacy and numeracy for use by Training Package developers or reviewers; it has two key steps. Firstly developers need to identify the language, literacy and numeracy requirements of the industry and secondly they need to incorporate these into units of competency. This approach is described in the following sub-sections. The advice builds on the booklet *Workplace Communication: incorporation of language, literacy and numeracy into Training Packages* (ANTA, 1998) by linking advice to examples from Training Packages.

The model is based on the National Reporting System (NRS) at *http://www.dest.gov.au/nwt/frame_mapping.htm*, a nationally recognised resource providing a comprehensive reference point for language, literacy and numeracy competencies. The NRS can be used as a tool for identifying language, literacy and numeracy competencies in workplace tasks and can assist with appropriate wording to describe the competencies.

3.1. Step 1: Gather Information about Language, Literacy and Numeracy

To ensure that units of competency reflect industry requirements it is important to obtain detailed information about the language, literacy and numeracy requirements of the industry and the workplace. This step is not looking at general literacy skills – it is about identifying those specific language, literacy and numeracy skills required in the workplace to carry out particular jobs. It can be done as part of the scoping phase of the Training Package development.

During this process language, literacy and numeracy activities need to be considered as broadly as possible to capture the full range of activities that exist within the industry.
This can be done by exploring the ways in which people communicate; in any industry there is likely to be a broad range of communication, both formal and informal, which contributes to the performance of work tasks.

Information gathered should clarify the breadth and complexity of language, literacy and numeracy activities in the workplace by focussing on the purpose of the communication.

Representative Samples

A representative sample of workplaces and employees should be included in this process. This is important to cover the breadth of organisations in the industry. When identifying work sites to visit, in line with the industry profile, consider:

- enterprise sizes – ensuring coverage of large, medium and small enterprises;
- locations – ensuring inclusion of city, rural, inner city, suburban enterprises; and
- range of industry services delivered – ensuring full coverage.

Interview Methodology and Participation

Having selected a number and type of work sites to visit, determine which staff will be interviewed and how this will be done.

Information should be gathered from staff representing 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; and
- criteria used for recruitment.

Then, gather information by using 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; and
- 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.

It is recommended to use more than one method of gathering information as the information gathered by one method can then be crosschecked with information gathered using other methods.

Aspects of Communication

It is critical that developers cover all aspects of communication – its purpose, mode, complexity of communication and language used – to reduce the risk of overlooking some areas of communication in the workplace.

The NRS identifies six aspects of communication; in this document 'learning communication' has been added as a seventh aspect following studies of workplace communication. The seven 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; and
- learning communication – where workers communicate about learning new skills.

Gathering Information on Aspects of Communication

Information needs to be gathered on each aspect of communication. Developers could ask the following questions to illicit information.

- What is the purpose of the communication?

- What communication systems are in place within the organisation?
  - How does the workplace manage internal communication?
  - How do employees communicate with management?
  - What paperwork is required?

- How do people communicate cooperatively in the workplace?
  - Do they read/write shift reports?
  - Do they receive and send messages – if so in writing or verbally?
  - Do they discuss and agree on rosters?
  - Do they participate in collective enterprise bargaining?
  - Do they follow or give written or verbal instructions to perform tasks or have tasks performed?
  - Do they supervise others?
  - Are there Standard Operating Procedures or similar to be written or followed?

- Is there interaction with the public, wider community and customers?
  - Do they take phone enquiries, deal with customers or clients?
  - Do they give presentations to members of the public or community groups?

- Is it necessary to follow or give instructions to use technology to complete tasks in the workplace?
  - Do people have to read manuals, use a machine and/or use the correct technical terminology?

- How do people in the workplace communicate when teaching/learning new skills?
  - What on-the-job training is done?
  - Is a training manual used?

- Do people use language, literacy and numeracy to pursue personal needs or goals?
  - Do they need to give or listen to an explanation of personal matters which affect work?
  - Do they need to develop career paths, individual training plans?

- What modes of communication are in use?

Gathering Information on Modes of Communication

Having gathered information on the seven aspects of communication, gather information on the modes of communication used and on numeracy activities. Modes of communication are reading, writing and speaking.

The following questions should be asked for each workplace task.

- What reading, writing, speaking and listening does someone have to do to complete the task satisfactorily?

- What numeracy tasks have to be completed? It is important to identify only the minimal reading, writing, speaking and numeracy skills required for successful performance.

- Does the reading require:
  - 'read and do', such as following routine instructions or OH & S signage;
  - locating relevant information in written material in workplace documentation, such as the correct form, section of a form or specific information;
  - interpretation and judgement such as problem solving, interpreting procedures or selecting what is applicable from one or a number of documents; and/ or
  - integration of different pieces of information into one cohesive whole, such as developing new procedures?

- Does the writing include:
  - symbols, signature, numbers or diagrams;
  - short notes and messages where the content is important rather than the style, such as informal shift reports or messages to colleagues;
  - completing forms with relevant personal or factual details such as tally sheets, workplace records or personnel forms;
  - reports, notices and memos where the writing style is in keeping with the demands of the audience and the purpose of the communication such as minutes of meetings, Standard Operating Procedures or accident reports; and/ or
  - reports, letters or notes which put forward a coherent position or conclusion, such as planning documents or promotional letters?

- Does the spoken communication include:
  - exchange of information, such as answering customer enquiries, asking questions of clarification, giving instructions and explanations, responding to interview questions, giving prepared presentations;

- face to face communication, by phone, or in groups; and/ or
- open-ended discussion to clarify issues, solve problems or consolidate working relations such as chairing a meeting, negotiating with customers or participating in a focus group?

- Does the listening require listening to:
  - short simple instructions such as evacuation procedures;
  - main ideas and supporting points such as in a training session; and/ or
  - presentations containing logic, arguments, explanations such as marketing presentations?

- What has to be listened to, or read and how complex is it? Collect representative examples.
  - Does it involve graphics, charts, diagrams or technical displays; and/ or
  - Does the reading include making comparisons of data based on statistical or computer presented information?

- What has to be written or said? Collect representative examples.
  - Is the audience known?
  - Is there opportunity for on-going feedback?
  - What is the power relationship between the participants?
  - Is the exchange structured or more open-ended?

- Does a mathematical process or calculation have to be carried out? If so for what purpose? Collect representative examples.
  - To what extent are the processes, calculations routine and familiar?
  - Does satisfactory completion of the task require participants to select appropriate strategies from a range?
  - Are estimation skills involved?
  - What maths language has to be used?
  - What maths calculations are involved?

Complexity of Communication

The degree of difficulty of the language, literacy and numeracy 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 language, literacy and numeracy skills required to complete workplace tasks are not over-stated. The wording of units of competency 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.

3.2. Step 2: Include Language, Literacy and Numeracy in Units

After identifying and describing the workplace language, literacy and numeracy activities they must be included in the units of competency.

Determine Centrality to Workplace Tasks

Before the identified language, literacy and numeracy activities are included in the units of competency examine the part they play in workplace tasks.

The centrality of language, literacy and numeracy activities to the workplace task will determine how they are incorporated into the units. Determine whether the language, literacy and numeracy 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.

The following questions will assist to determine the centrality of the language, literacy and numeracy activity to the workplace task.

- Is the language, literacy or numeracy activity a complete workplace task?

- Does the successful performance of a workplace task rely on the language, literacy or numeracy activity?
- Does the language, literacy or numeracy activity contribute to the achievement of the workplace task?
- Could the workplace task be achieved to some degree without the language, literacy or numeracy activity?

The answers to these questions will help decide whether:

- there should be any specific units of language, literacy and numeracy competency for a particular qualification or for all qualifications;
- units of competence should include any specific elements of language, literacy and numeracy competency;
- elements within current units of competency should include any specific performance criteria related to language, literacy and numeracy; and
- the range statements or evidence guide for any level of the unit of competency needs to include reference to language, literacy and numeracy.

Alternatives for Inclusion in Units

After determining the centrality of the language, literacy and numeracy activities they should be included in units through:

- a discrete unit or units of competency;
- an element or elements of competency;
- additions to the performance criteria; and
- additions to range statements and evidence guide.

The centrality of the language, literacy and numeracy activities to the workplace task will govern the choice of method and methods that can be used in combination.

Adding a Discrete Unit of Competency

When the language, literacy and numeracy activity is a central workplace task, add a discrete unit of competency. Such units may apply to a number of workplace roles. Discrete language, literacy or numeracy units of competency must have a defined workplace outcome and be assessable in context and may be assessed holistically as a co-requisite.

An example of a discrete unit of competency for language, literacy and numeracy activities is provided below. As with all the examples provided in this document this is a truncated version to demonstrate the language, literacy and numeracy components – full details of all endorsed units are available at NTIS (*www.ntis.gov.au*).

EXAMPLE

Unit: Communicate Effectively

Unit Descriptor

This unit is concerned with the competencies required to carry out a range of communication functions to enable effective transfer of information

Element: Exchange information effectively

Performance Criteria

- Two way communication is used in the workplace to achieve effective and purposeful exchange of information.
- Understanding of the information received or relayed is established by investigation, questioning, checking and cross referencing.
- The impact of cultural and personal values and position in the organisational communication style and interpretation is analysed, acknowledged and taken into consideration in the approach selected.
- Information is tailored for the identified audience or recipients from a range of different communication approaches.
- Information is communicated accurately, in the time required and to all relevant people.
- Mutual agreement of information is confirmed and feedback is provided where required.
- Contradictions, ambiguity, uncertainty or misunderstandings are identified and checked with a range of sources and references.

Element: Adapt communication to people and situations

Performance Criteria

- Individual and cultural differences are acknowledged and taken into account in the communication style selected.
- Opportunities are created to encourage positive involvement and contributions from all involved.
- Where required, expert support or advice is sought or referrals are made according to agreed procedures.
- Cultural awareness, sensitivity and discretion is observed.

Range Statement

Communication will include:

- oral, electronic, written;
- with individuals or groups;
- with known and unknown audiences; and/ or
- in routine and unexpected circumstances with people from a range of different levels of authority and responsibility represented in the workplace, including colleagues,

offenders, the public, visitors, other service providers.

Effective communication strategies will include:

- active listening;
- positive feedback;
- two-way interaction;
- active silence;
- non-verbal positive actions;
- reflection and summarising;
- selection of language;
- cultural awareness/sensitivity;
- flexibility/adaptation;
- timing; and
- environment.

Cultural Values will be reflected in: (in part)

- language; verbal and non-verbal, English and other; and/ or
- cultural difference will be expressed through the following: (in part) language; in English and others, words, expression, accent, non-verbal.

Evidence Guide

Key Outcomes

- Evidence of communication with individuals and with groups of communication with people from different cultural backgrounds; and
- Evidence of communication in routine and predictable context and with non-routine.

Knowledge required

- principles of effective, interactive communication;
- relevant cultural practices within the organisation and offenders' community;
- adaptive language;
- discriminative language;
- organisation procedures and policy related to information and communication systems, protocols and procedures; and
- personal values, own and others, which have an impact on effective communication.

EXAMPLE

Unit: Apply Basic Mathematical Concepts

Unit Descriptor

This is core unit for all sectors of the industry. It covers the basic mathematical applications of addition, subtraction, multiplication and division for routine workplace tasks in the food and beverage processing industry.

Element: Estimate routine workplace measures

Performance Criteria

- Estimates are made of routine workplace measures Element: Calculate routine workplace measures Performance Criteria.
- Basic arithmetic processes are used to calculate routine workplace measures Element: Record routine workplace data Performance Criteria.
- Workplace data is recorded on standard workplace forms and documents.
- Errors in recording information on forms/documents are identified and rectified.

Range Statement

The range provides further advice to interpret the scope and context of this unit. It assumes:

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements and industrial awards and agreements.
- Basic arithmetic processes are addition, subtraction, multiplication and division.
- Calculations may include the use of whole numbers, decimals, fractions.
- Product characteristics may include length, weight, capacity, time and temperature.
- Routine workplace estimates and calculations requiring the application the basic arithmetic processes may typically relate to pay, leave entitlements, shift allowances, materials usage, product characteristics, product tallies.
- Forms for recording information may include production tally sheets, statistical process sheets or similar documentation.
- Conversion charts are those in common use in the workplace.
- Calculations may be made manually or by calculator.
- Records may be recorded manually or through the use of computer based systems.

Evidence Guide

Demonstrated ability to:

- estimate whole numbers;
- estimate decimals;
- confirm estimates by calculating;
- calculate results;
- use common conversion tables; and
- record information.

Underpinning knowledge:

- mathematical symbols and diagrams;
- mathematical processes;
- estimation processes; and
- purpose of forms/documents as records.

Further examples of communication specific and numeracy specific competencies can be found in various Training Packages.

Adding an Element of Competency

Add an element to a unit of competency where language, literacy and numeracy skills are crucial for the satisfactory performance of a workplace task. The following example illustrates the clear relationship between language and listening skills and the ability to communicate ideas and information in carrying out the workplace task.

EXAMPLE

Unit: Provide Customers with Information on Animals

Unit Descriptor

This unit deals with the skills and knowledge required to provide information to guests about the animals in theme parks and attractions. It does not include presentation skills which are found in other units.

Element: Offer information to customers

Performance Criteria

- Opportunities are taken to talk to customers about animals.
- Interactions with customers are conducted in a polite, friendly and welcoming manner.
- Information offered is current and accurate.
- Complexity of information is appropriate to customer needs.
- Available resources are used to enhance the presentation of information.
- Demonstration with actual animals is used as appropriate and within safety and animal welfare/ethics guidelines.
- Customers are given opportunities to observe and interact with animals in accordance with safety and animal welfare/ethics guidelines.
- Customers are invited to ask questions.
- Element: Respond to customer questions about animals.

Performance Criteria

- Customer questions are correctly answered in a polite, friendly and welcoming manner.
- Opportunities are taken to provide additional information to enhance the customer

understanding and experience.

- Where possible, answers are enhanced by showing examples in real animals.
- Where the requested information falls outside the individual's area of knowledge, the answer is found from another source or the customer is referred to the other source of information.

The following example illustrates the integration of language, literacy and numeracy competencies within a technical skills unit.

EXAMPLE

Unit: Repair Fault(s) in Rope, Cable and Chain Systems

Unit Descriptor

This unit identifies the competence required to communicate with the customer(s) and the application of technical skills necessary to ensure the efficient and safe working condition of a vessel's rope, cable and chain systems.

Element: Compare actual performance of rope, cable and chain systems to customer(s) requirements

Performance Criteria

- Comparing actual performance of rope, cable and chain systems is completed without causing damage to any component or system.
- Correct information is accessed and interpreted from appropriate manufacturer specifications.
- Customer(s) needs and rope, cable and chain system specifications are checked following workplace procedure.
- Tests are planned to explore the rope, cable and chain system specifications to be evaluated.
- Tools and equipment are checked prior to use for conformity with specifications and safe condition.
- Any non-conformity to rope, cable and chain system specification is noted and test results recorded.

Element: Propose solutions to rope, cable and chain system problems

Performance Criteria

- Rectification process is planned and costs identified.
- Alternative actions or staged improvements are proposed.
- Results of solutions are checked against rope, cable and chain system specifications, regulations or conformity to customer(s) requirements.

Element: Communicate solutions to customer

Performance Criteria

- Implications of solutions are explained and reported to customer(s), including identification of technical and regulatory requirements.
- Customer(s) concerns are addressed with courtesy.

- Appropriate customer's release is obtained.

Element: Report on rectifications to rope, cable and chain systems

Performance Criteria

- Customer's report is prepared, explaining related technical and regulatory requirements.
- Workplace records are updated, including customer's file, accounts, follow-up notices and relevant warranty information.
- System is commissioned and adjustments, alignments checked.
- Follow-up adjustments and further requirements are relayed to customer.
- Customer's concerns are addressed with courtesy.
- All servicing/maintenance activities are carried out according to industry regulations/guidelines, OH&S legislation, statutory legislation and enterprise procedures/policies.

Adding Performance Criteria

Performance criteria can be added when an element relies on language, literacy and numeracy skills for its success; this includes those which may appear quite technical or manual.

In the following example the performance criteria make it clear that the skills of reading, writing, speaking and listening are required. To ensure fair, valid and reliable assessment additional information about the types of workplace records, degree of accuracy and types of communication would be required in the range statement and evidence guide.

EXAMPLE

Unit: Process Orders and Despatch Products

Element: Despatch product following workplace procedures and schedules

Performance Criteria:

- Workplace records are completed, labels and appropriate documentation attached.
- Load labels and documentation is finally checked and loading organised.
- Final check of load labels and documentation undertaken.
- Transportation requirements are described to driver where appropriate.

Adding to the Range Statement and Evidence Guide

Add to the range statement and evidence guide when the language, literacy and numeracy 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.

In the following example the skills of listening and speaking are crucial to the task. Additional information about the type of required underpinning knowledge and skills is provided in the evidence guide. The comprehensive information in this unit, particularly the information on speaking in the Underpinning Skills section provides an excellent guide to a workplace trainer and assessor of the level of skill required by the candidate and the depth of training required.

EXAMPLE

Unit: Assist with aged peoples' personal needs

Unit Descriptor

Assisting aged people to meet daily living needs including nourishment, mobility, personal hygiene and other support within the plan of care.

Element: Support the preferences of aged people within role and responsibility

Performance Criteria

- Personal preferences are identified in consultation with the aged person and accommodated, within organisational parameters.
- Aged people are supported and encouraged in exercising their rights and personal preferences without compromising their safety and that of others.
- Appropriate communication and relationship building processes are used to identify the aged persons' preferences.
- Factual information to identify the aged persons' preferences is gathered.
- Short interpersonal exchanges, clarifying meaning and maintaining interaction to identify aged persons preferences are conducted.
- Time is taken to listen to aged persons' preferences.

Element: Provide assistance with aged peoples' personal needs

Performance Criteria

- Aged peoples' needs are identified and assistance is provided.
- Difficulties in meeting needs are clarified with the aged person where appropriate and addressed within organisational parameters.
- Processes and aids for providing assistance for aged people are identified and used as appropriate.
- Aged people are provided with information to assist in meeting their personal needs.
- organisational policies and practices for reporting are followed as appropriate.

Range Statement

Personal needs may include providing assistance with:

- communication (speech, writing, non-verbal communication); and
- interacting with others and socialising.

Rights include:

- to express own feelings.

Appropriate communication and relationship building processes may include:

- courtesy;
- empathy;
- non judgemental manner; and
- listening.

Factual information to identify aged persons' preferences may be gathered by:

- asking questions;
- asking for clarification from aged person;
- asking other relevant people such as relatives, friends, staff; or
- listening for relevant information concerning aged persons' preferences.

Reporting may include:

- changes in appearance and behaviour in accordance with reporting instructions.

Reporting may be to:

- supervisors;
- colleagues;
- health worker;
- administrators;
- health care services;
- emergency services;
- community care;
- social services; or
- relatives.

Reporting may be via:

- telephone;
- hand over reports;
- incident reports;
- face to face; or
- written.

Evidence Guide

Critical aspects of assessment:

- consultation with aged person, including asking questions, observing and listening. Understanding of aged person's rights and personal preferences would be indicated by an ability to list aged person's preferences or reflect the aged person's needs back to assessor.

Underpinning knowledge:

- relevant medication guidelines such as:

- *Australian Pharmaceutical Advisory Council, Integrated Best Practice Model for Medication Management in Residential Aged Care Facilities*, Feb 1997;
- *Australian Nursing Federation Royal College of Nursing Australia Geriaction, Nursing Guidelines for Medication Management in Nursing Homes and Hostels*, 1997;
- NSW Health Department, Circular 97/10 *Guidelines for the Handling of Medication in Community Based Health Services and Residential Facilities in New South Wales*, Jan 1997; and
- Aged Care Victoria, *The Administration of Hostel Medication*, Nov 1996.

- depending on the work role or services provided, specific knowledge of particular groups or issues may be required.

Underpinning skills:

- oral communication skills (language competence) required to fulfil job roles as specified by the organisation/service. Oral communication skills include asking questions, clarifying understanding of aged person's preferences, and expressing encouragement in oral communication. Service/organisation may require competence in English or community language, depending on client group;
- writing skills (literacy competence) required to fulfil job roles as specified by organisation/service. The level of skill may range from the ability to write short messages or a shopping list, to assisting aged person with banking, reading of mail etc. Service/organisation may require competence in a language other than English, depending on client group; and
- basic counselling.

Consistency in performance:

- assessment will primarily be observations, questioning and evidence sourced from a workplace (eg testimonials from colleagues and/or clients etc.); and
- assessment of written skills must be based on workplace requirements.

3.3. AQF Qualifications Packaging

Language, literacy and numeracy must be considered when packaging and aligning qualifications to the Australian Qualifications Framework (AQF).

The increasing complexity of language, literacy and numeracy 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 language, literacy and numeracy requirements within a given AQF qualification level.

Developers are strongly advised to read the NRS Workplace Sample Activities (*http://www.dest.gov.au/ty/litnet/docs/NRS_Sample_Activities.pdf*) – these provide a valuable resource with industry validated sample activities aligned against the five levels of the NRS.

3.4. Support for Developers

If developers require assistance with any of the tasks described above contact the ANTA Officer with responsibility for the Training Package for assistance in:

- carrying out a language and literacy scoping exercise;
- incorporating language, literacy and numeracy into units of competency;
- evaluating the language and literacy content of a Training Package; and
- reviewing an endorsed Training Package.

Additional Resources

Developers are advised to read the following key resources – available through the link to ANTA publications from *http://antapubs.dest.gov.au/publications/search.asp*

Built in not Bolted On

- *Frequently Asked Questions about Language, Literacy and Numeracy and the AQTF*.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 3 Support Materials

Chapter 1
Developing Support Materials

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 1 of Part 3 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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VERSION MODIFICATION HISTORY

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 1 of Part 3 of the *Training Package Development Handbook*. It provides 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; and
- issues to be considered in developing support materials.

Although it is primarily designed for those developing Training Package support materials this document 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; and
- others involved in the development of Training Package support materials.

2. OVERVIEW

2.1. What are Training Package 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. They 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.

2.2. Relationship with the 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.

The endorsed components of a Training Package include the Competency Standards, Assessment Guidelines and Qualifications Framework for an industry, industry sector or enterprise. The endorsed components describe the:

- work undertaken by the industry or enterprise;
- approach to assessment used by the industry or enterprise; and
- way in which competencies are packaged into Australian Qualifications Framework (AQF) qualifications and the qualifications within the Training Package.

2.3. NTQC Quality Principles

In February 2002, the National Training Quality Council (NTQC) endorsed a set of five quality principles to guide the development of Training Package support materials.

These principles promote the production of Training Package support materials that:

- are benchmarked against the units of competency from the relevant, endorsed Training Package (Principle 1);
- are appropriate for their purpose, audience and coverage (Principle 2);
- promote effective learning and assessment strategies and use easily accessible formats (Principle 3);
- provide for variations in learners' needs, preferences and starting points (Principle 4); and
- are inclusive and actively challenge stereotypes (Principle 5).

Developers of support materials must consider strategies for incorporating the NTQC Quality Principles in their materials. Checklists for this are included later in this document.
Further detail on the quality principles and the process for evaluation of support materials against them is provided in the ANTA Quality Assurance Information Kit.

Training Package support materials complying with the NTQC Quality Principles may be submitted

to the NTQC for noting and listing on the National Training Information Service (NTIS).

For DEST funded materials this involves the materials being evaluated by a DEST approved quality assurance consultant against the quality principles; consultants should be involved throughout the development process to provide ongoing monitoring of compliance with the principles. For support materials funded through other sources the evaluation is made when the materials are in their final form. When materials are completed developers can commission a DEST approved quality assurance consultant to undertake the evaluation and report on compliance with the principles.

Support materials that meet the quality principles are eligible for 'noting' by the NTQC. Once noted, they may carry the DEST noted tick logo and be listed on the NTIS.

2.4. Requirements for DEST Funded Support Materials

2.4.1. Consultancy Agreement

Developers of Commonwealth funded Training Package support materials enter into a consultancy agreement with DEST outlining the specific project requirements. Developers must be fully conversant with the consultancy agreement and other documents to which the agreement may refer.

2.4.2. Technical Specifications

Training Package support materials could potentially be printed and distributed by a range of publishers, and may be listed on various catalogues and databases. They must be able to be stored and retrieved electronically and in many cases printed digitally. The *Style Guide - Training Package Support Materials: a guide for developers of ANTA managed Training Package support materials*, available from DEST outlines the requirements for print-based and electronic materials.

Developers must also check specifications in the consultancy agreement and with the relevant DEST officer. Developers should provide a brief synopsis and the relevant metadata to allow support materials to be classified and listed in the most appropriate way.

2.4.3. 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.

DEST has developed national strategies which aim to increase VET opportunities for various equity groups. These are described in Chapter 1 of Part 4 of this Handbook, *Meeting the Needs of Diverse Learners*. To meet diverse needs support materials developers may need to 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; and
- reviewing and evaluating materials.

2.5. 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.

2.6. Managing Support Materials Development Projects

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;

KEY ASPECTS	CONSIDERATIONS AND PROCESSES
	• 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; and – 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; and – access and equity ; • pathways – work based, institutional or combinations of the two; and • 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; and • funds/budget and resources available.
Establish processes to ensure consistency of the materials	Determine and establish: • writing style, language, terminology, DEST 'house style'; • instructional and technical design requirements eg templates, style settings, graphic design etc; and • editing, proofreading and testing arrangements.
Select Training Package support materials development team	Consider individuals and teams that have the appropriate expertise: • content knowledge/technical or industry expertise; • writing skills for intended audience; • access and equity advice; • instructional design skills; • design skills [desktop publishing/graphics/illustrations etc];

KEY ASPECTS	CONSIDERATIONS AND PROCESSES
	• editing and proofreading skills; • project management skills; and • 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; and • 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; and • 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; and • 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 – DEST approved quality assurance consultant/NTQC Quality Principles; • quality assurance procedures: – consultation and review; – validation processes; – trialling/piloting; and – editing, proofreading, testing of technical requirements.
Publish, distribute,	Consider and establish responsibilities for:

KEY ASPECTS	CONSIDERATIONS AND PROCESSES
and promote the Training Package support materials	• 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; and • 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; and • maintaining and/or redeveloping materials.

2.7. 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; and
- 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; and
- 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	• If a significant proportion of the user group does not have access to a computer, print or audio-visual materials will be

QUESTION	KEY CONSIDERATIONS
to a computer and/or the Internet?	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.

The publication, *Style Guide - Training Package Support Materials: a guide for developers of ANTA managed Training Package support materials*, provides advice on the DEST preferred requirements for the production of both print-based and electronic materials. It is essential reading for all developers and is available from DEST or can be downloaded from the DEST website *www.dest.gov.au*.

2.8. Resources and Guidelines for Developers

There is a wide range of material designed to assist the development of Training Package support materials.

Contractual arrangements may require the use of specific guides, templates or approaches in the development of materials. For example, developers contracted by DEST may be required to comply with the guidelines in one or more of the following products.

2.8.1. Style Guide

The *Style Guide - Training Package Support Materials: a guide for developers of ANTA managed Training Package support materials* 2003, DEST. Developers must conform to this guide which covers both print-based and electronic materials and includes:

- general principles of writing and editing content including the DEST house style;
- principles of design and visual logic; and
- technical issues and requirements.

It also contains a series of checklists for developers and others involved in the development

process. The consultancy agreement may require these checklists to accompany final material when delivered to DEST.

2.8.2. Information Kit

The *Quality Assurance Information Kit – Training Package support materials 2001*, DEST, provides information on quality assurance requirements for the development of Training Package support materials. It includes evaluation reports, templates and instructions for how to apply to have support materials placed on the NTIS.

2.8.3. Assessment Guides

Training Package Assessment Guides 2001, Department of Education, Training and Youth Affairs and Australian National Training Authority.

These consist of eleven hard copy books and accompanying CD-ROM covering a range of topics. They aim to provide assessors and managers of assessment processes within the VET sector with a range of practical tools and resources for improving assessment practices in both on and off-the-job situations. Each guide is designed to cover a broad range of industries and VET pathways, with relevance to workplace assessors as well as those working in off-the-job and VET in Schools programs. Available from ATP (*www.atpl.net.au*) or the Resource Generator (*http://www.resourcegenerator.gov.au/Login.asp*).

2.8.4. Preferred Standards

The National Preferred Standards to Support National Cooperation in Applying Technology to VET, endorsed by the DEST CEOs Committee, are available at http://home.vicnet.net.au/~neptune/ and should be referred to by developers of electronic materials.

2.8.5. Bridging Pathways

Bridging Pathways – the national strategy for increasing opportunities for people with a disability in vocational education and training, Australian National Training Authority, Brisbane. This Strategy aims to increase VET opportunities for people with disabilities. The vision is to create a VET system that leads world's best practice in achieving equitable outcomes for people with a disability.

2.8.6. Partners in a Learning Culture

Partners in a Learning Culture – Australia's National Aboriginal and Torres Strait Islander Strategy for vocational education and training 2000–2005, Australian National Training Authority, Brisbane. This national strategy was developed by the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council and key stakeholders for Indigenous peoples in VET. The vision of this strategy is to establish a VET system that 'renews and shares an Indigenous learning culture with all

Australians in a spirit of reconciliation, equity, justice and community economic development and sustainability'.

2.8.7. Other References

- *Fair go in training for people with a disability* (http://services.admin.utas.edu.au/adcet/Articles/fair_go_training_disabled.pdf)- Meeting your Australian Quality Training Framework obligations, Queensland Department of Employment and Training.
- *Understanding and applying vocational language, literacy and numeracy within the Australian Quality Training Framework* (*http://www.trainandemploy.qld.gov.au/resources/registration_audit/pdf/lln.pdf*) Queensland Government, Department of Employment and Training.

2.8.8. Websites

- *http://www.trainability.edu.au/ADTAChomepage.htm* – provides general information about education and training and employment for people with a disability with links to related sites. The website also provides information about Bridging Pathways. It contains lists of recent research that may be of use to developers of Training Package support materials.
- *http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/vet/aitac.htm* – provides general information about education and training and employment for Aboriginal and Torres Strait Islander peoples. The website also provides information about *Partners in a Learning Culture* and contains links to research and publications which may be of use to developers of Training Package support materials.

3. LEARNING STRATEGIES

3.1. 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 are not mandated but are developed to support the Training Package. 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 structuring and sequencing 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, 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.

3.2. Relationship to the AQTF

The Australian Quality Training Framework (AQTF) is the nationally agreed quality arrangements for the vocational education and training system agreed to by the Ministerial Council.

In order to gain and maintain registration to deliver nationally recognised qualifications, RTOs must meet the AQTF July 2005 *Standards for Registered Training Organisations* (*http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/*).

Standard 9.1 (a) requires RTOs to '…develop and implement strategies for training delivery and assessment for each Training Package qualification and accredited course within the RTO's scope of registration.' Developers should refer to the Standards.

To help in meeting the requirements of this Standard, 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; and
- involve input from enterprises and other stakeholders.

3.3. Types of Learning Strategies

Learning strategies can be described as falling into two broad categories:

- advice on structuring and sequencing learning; and
- resources and materials to support learning and training.

3.3.1. 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 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 New 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; and
  - accommodating learners with specific needs.

Best 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; and
- 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; and
- networks or communities of trainers and/or learners (these may be geographic, Indigenous/other cultural groups, industry or skill-based).

3.3.2. Materials to Support Learners and Trainers

Learning resources generally fall into two groups – materials targeted at the learner or the trainer. The division may not always be clear.

3.3.3. 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; and
- 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; and
  - case studies problem-solving exercises

3.3.4. 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; and
- 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; and
- 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; and
- ensure assessment requirements are known and attainable.

3.4. Issues to be Considered

3.4.1. 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; and
- 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.

3.4.2. 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; and
- 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.

3.4.3. 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 eg timing, scheduling to accommodate enterprise activities/use of equipment; and
  - incorporating institutional requirements eg timetabling, accessing appropriate expertise/staff;
- delivery mode eg self-paced, coaching, learning syndicates; and
- ways of catering for learners' specific needs, including those from equity groups.

3.4.4. Ensuring Industry Focus and Currency

The AQTF *Standards for Registered Training Organisations* require assessment strategies to be developed in consultation with enterprises/industries. It is good practice for developers of learning strategies to also engage enterprises/industries in the development and review of learning and training materials.

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.

3.4.5. 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; and
- encouraging the learner to apply these skills to new or different situations.

3.4.6. 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; and
- engages in reflective learning.

3.4.7. 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; and
- 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.

3.4.8. 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.

3.4.9. Cooperative Learning

Cooperative learning encourages collaborative approaches where learners:

- learn with and from one another;
- share learning tasks; and

- learn from a range of people including colleagues, mentors, coaches, supervisors, trainers.

3.4.10. 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; and
- developing attitudes that promote lifelong learning.

3.5. Checklist for NTQC Quality Principles – Learning Strategies

The following checklist can be used to determine whether a particular learning strategy support material meets the NTQC quality criteria.

Principle	Checklist Questions	Yes	No
1. Foundation Training Package support materials must identify and support units of competency from endorsed Training Packages.	**Does the learning strategy support material:** • clearly identify and accurately support the units of competency from the endorsed Training Package to which it relates?	☐	☐
	• reflect industry characteristics through use of appropriate industry terminology and good work practice examples, including where available, examples of reasonable adjustment to meet the needs of workers with a disability?	☐	☐
	• complement rather than duplicate existing support materials?	☐	☐
	• complement rather than duplicate information provided in the Training Packages?	☐	☐
2. Scope Training Package support materials must specify and be appropriate for their purpose, audience and coverage.	**Does the learning strategy support material:** • identify and meet a clear purpose of supporting the acquisition of competency?	☐	☐
	• identify and relate to its audience/target groups with a focus on suitability for equity groups?	☐	☐
	• provide clear examples and explanations of complex ideas or terminology appropriate to the target groups?	☐	☐

Principle	Checklist Questions	Yes	No
	• ensure that the complexity of tasks and activities is based on realistic workplace application?	☐	☐
	• indicate any resources needed to support the effectiveness or use of the material?	☐	☐
	• provide accurate industry content?	☐	☐
3. Structure & design Training Package support materials must promote effective learning and assessment strategies and use easily accessible formats.	**Does the learning strategy support material:** • have clear structure is practical and easy to use?	☐	☐
	• meet DEST standards of design and presentation, conforming to the DEST *Style Guide*?	☐	☐
	• present a visually attractive design interface, appealing for the target audience?	☐	☐
	• allow use by people with a disability, eg learners who are vision impaired or who may need modified equipment/processes?	☐	☐
	• provide activities and learning strategies designed to motivate and engage the target audience?	☐	☐
	• provide a range of strategies that enable fair, valid and reliable assessment of competency, including for particular equity groups?	☐	☐
	• provide for integrated delivery and integrated assessment (eg group related units of competency to reflect application of knowledge and skills in a work task)?	☐	☐
	• use words economically at a level the audience can understand and where needed explain terminology?	☐	☐
	• support the development of underpinning knowledge and skills, including language, literacy, numeracy and the Employability Skills incorporated in the competency standards?	☐	☐
	• meet DEST's National Strategies?	☐	☐
4. Structure and design, for online learning resources Training Package support materials	**Does the learning strategy material:** • allow for maximum portability to users' delivery platforms by being platform independent?	☐	☐
	• use readily available non-proprietary development software?	☐	☐

Principle	Checklist Questions	Yes	No
must promote effective learning and assessment strategies and use easily accessible formats.	• use HTML code where contextualisation can be anticipated and more sophisticated development software (eg Flash) reserved for components unlikely to be changed?	☐	☐
	• avoid rigid structuring devices locking the learner into one pathway through the material?	☐	☐
	• provide a file and directory structure that facilitates the location of a particular learning segment, or the selection of a single unit, as well as the use of the whole product?	☐	☐
	• conform with the Preferred Standards to Support National Cooperation in Applying Technology to VET?	☐	☐
5. Flexible delivery Training Package support materials must provide for variations in learners' needs, preferences and starting points.	**Does the learning strategy support material:** • provide a range of delivery and assessment methods/options to accommodate different learning styles, Indigenous and other cultural contexts and training environments?	☐	☐
	• provide for use in a variety of training and assessment contexts, such as on-the-job, off-the-job and simulation strategies?	☐	☐
	• allow for contextualisation for different needs?	☐	☐
	• provide adequate user support for example help desk for electronic materials, installation guide?	☐	☐
	• enhance learner choice through maximising opportunities to engage in learning in different ways?	☐	☐
	• allow for reasonable adjustment for people with a disability?	☐	☐
6. Access and equity Training Package support materials must be inclusive, actively challenge stereotypes and provide models of inclusive practice.	**Does the learning strategy support material:** • accommodate Indigenous, rural or isolated learners?	☐	☐
	• accommodate cultural diversity?	☐	☐
	• challenge stereotypes of gender, ethnicity and disability?	☐	☐
	• accommodate learners with a disability?	☐	☐
7. Other issues to consider	**Does the learning strategy support material:** • consider AQTF requirements?	☐	☐
	• incorporate the delivery context and the pathway?	☐	☐
	• suit the mode of delivery?	☐	☐

Principle	Checklist Questions	Yes	No
	• structure and sequence training and learning?	☐	☐
	• ensure industry focus and currency by engaging enterprises/industry?	☐	☐
	• incorporate transferable skills and Employability Skills?	☐	☐
	• promote the development of active, lifelong learners?	☐	☐

4. ASSESSMENT MATERIALS

4.1. 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; and
- 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; and
- the dimensions of competency, often inferred rather than explicitly stated in units:
  - task skills;

- task management skills;
- contingency skills; and
- job/role environment skills.

4.2. Relationship to the AQTF

Standard 8 and Standard 9 of the AQTF July 2005 *Standards for Registered Training Organisations* are particularly relevant for developers of assessment support materials. These Standards provide important guidance for both the type of assessment support materials that are required and the criteria against which such materials will be evaluated. Developers should refer to the text of the Standards – their text is not reproduced here.

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; and
- assist assessors to identify sufficient evidence and make valid assessment judgements.

4.3. 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; and
- 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; and
  - 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; and
- simulations.

4.4. Issues to be Considered

4.4.1. 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 July 2005 *Standards for Registered Training Organisations* 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; and
- 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.

Information for developers of assessment materials is available in *Guide Three – Recognition Processes in the Training Package Assessment Guides*. This Guide is available from Australian Training Products Ltd or can be accessed through the Resource Generator.

4.4.2. 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.

Information for developers on collaboration in the design of assessment materials and the role of candidates in assessment can be found in *Guide One – Training Package Assessment Materials Kit* and *Guide Five – Candidate's Kit in the Training Package Assessment Guides*. Copies of these Guides are available through Australian Training Products Ltd or can be accessed through the Resource Generator.

4.4.3. Recognition of Currently Held Competencies

The AQTF *Standards for Registered Training Organisations* imposes requirements on RTOs about Recognition of Prior Learning (RPL). See the Standards 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. An important source of information is *Guide Three – Recognition Processes in the Training Package Assessment Guides* available through Australian Training Products Ltd or able to be accessed at the Resource Generator.

4.4.4. Reasonable Adjustment

The Assessment Guidelines section of all Training Packages includes a statement on reasonable adjustment. Reasonable adjustment, sometimes called reasonable accommodation or allowable adjustment is a concept enshrined in legislation and designed to ensure that all people are treated equally. Reasonable adjustments should be made where required in assessment to meet the needs of people with a disability. This principle should also be applied to members of other equity groups. In training adjustments are considered 'reasonable' if they do not impose unjustifiable hardship upon the RTO.

Reasonable adjustments should be based upon the individual candidate's needs and abilities. Assessors will determine the need to make adjustments which, depending on the disability may include:

- providing interpreters for people who are deaf;
- ensuring access, for example by conducting assessment in facilities which have ramps for people using wheelchairs and adjustable desks for people with physical disabilities;
- offering online assessment for candidates in remote locations;
- providing personal assistants or note takers;
- allowing additional time for assessments;
- allowing oral instead of written responses to questions;
- adaptive technology such as screen readers, speech synthesisers, computer software or hardware; and
- assistance with managing stress and anxiety.

Reasonable adjustment to the assessment process normally involves varying the:

- procedures for conducting the assessment – for example allowing additional time to complete work tasks, extending deadlines for assignments, varying the venue, date or times for a demonstration of skills; and
- evidence gathering techniques – for example using assignments instead of an examination, oral rather than written questioning, short answers instead of multiple choice questions, and varying question and response modalities such as by using audio or videotapes instead of written documents.

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; and
- providing assessment materials in accessible formats to meet individual needs.

4.4.5. Consultation

The AQTF July 2005 *Standards for Registered Training Organisations* require RTOs to consult with enterprises/industry when developing assessment strategies.

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.

4.4.6. Validating Assessment Strategies

Under the AQTF July 2005 *Standards for Registered Training Organisations* there is a requirement that RTOs validate assessment processes, evidence gathering/assessment tools and evidence contributing to judgements. See the full text of the Standards for details.

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; and
- 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; and
- 'workshopping' the tool with assessors and other key stakeholders in the relevant industry sector.

An important source of information for developers of assessment materials is *Guide Ten – Assessment Quality Assurance* in the Training Package Assessment Guides available through Australian Training Products Ltd or able to be accessed at the Resource Generator.

4.4.7. 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 Guide*s. Developers should consult these sources and ensure that appropriate terms are used in all assessment support materials.

4.5. Checklist for NTQC Quality Principles – Assessment Materials

The following checklist can be used to determine whether a particular assessment support material meets the NTQC quality criteria.

Principle	Checklist Questions	Yes	No
1. Foundation Training Package support materials must identify and support units of competency from endorsed Training Packages	**Does the assessment support material:** • clearly identify and accurately assess the units of competency from endorsed Training Package to which it relates?	☐	☐
	• reflect industry characteristics through use of appropriate industry terminology and good work practice examples?	☐	☐
	• complement rather than duplicate existing Training Package support materials?	☐	☐
	• complement rather than duplicate information provided in Training Packages?	☐	☐
2. Scope Training Package support materials must specify and be appropriate for their purpose, audience and coverage.	**Does the assessment support material:** • identify and meet a clear purpose of supporting the acquisition of competency?	☐	☐
	• identify and relate to its audience/target group(s) with a focus on suitability for equity groups?	☐	☐
	• provide clear examples and explanations of complex ideas or terminology appropriate to the target group?	☐	☐
	• ensure that the complexity of assessment tasks	☐	☐

Principle	Checklist Questions	Yes	No
	and activities is based on realistic workplace application?		
	• indicate any resources needed to support the effectiveness or use of the assessment material?	☐	☐
	• use accurate industry content?	☐	☐
3. Structure & design Training Package support materials must promote effective learning and assessment strategies and use easily accessible formats	**Does the assessment support material:** • have clear structure is practical and easy to use?	☐	☐
	• meet DEST standards of design and presentation as in the DEST *Style Guide*?	☐	☐
	• present a visually attractive design interface, appealing for the target audience?	☐	☐
	• allow for reasonable adjustment, eg learners who are vision impaired or who may need modified equipment or processes?	☐	☐
	• promote fair, valid and reliable assessment of competency, including for particular equity groups?	☐	☐
	• promote integrated assessment such as group related units of competency to reflect application of knowledge and skills in a work task?	☐	☐
	• use words economically at a level the audience can understand? eg explain terminology	☐	☐
	• conform with the *Preferred Standards to Support National Cooperation in Applying Technology to VET*?	☐	☐
	• meet DEST's National Strategies refer to *Bridging Pathways* and *Partners in a Learning Culture* – resource section p14?	☐	☐
4. Structure and design *for online learning resources* Training Package support materials must promote effective learning and assessment strategies and use easily accessible formats	**Does the assessment support material:** • allow for maximum portability by being platform independent?	☐	☐
	• use readily available non-proprietary development software?	☐	☐
	• use HTML code where contextualisation can be anticipated and more sophisticated development software (eg Flash) reserved for components unlikely to be changed?	☐	☐
	• avoid rigid structuring devices locking the candidate into one pathway through the material?	☐	☐
	• provide a file and directory structure that facilitates the location of a particular	☐	☐

Principle	Checklist Questions	Yes	No
	assessment tasks, or the selection of a single unit, as well as the use of the whole product?		
	• conform with the *Preferred Standards to Support National Cooperation in Applying Technology to VET*?	☐	☐
5. Flexible delivery Training Package support materials must provide for variations in learners' needs, preferences and starting points.	**Does the assessment support material:** • have application to a range of assessment methods/ options to accommodate different learning styles, Indigenous/other cultural contexts and training environments?	☐	☐
	• provide for a variety of assessment contexts (eg on-the-job, off-the-job and simulation strategies)?	☐	☐
	• allow for contextualisation for different needs?	☐	☐
	• provide adequate user support (eg assessor guide)?	☐	☐
	• allow for reasonable adjustment for people with a disability?	☐	☐
6. Access and equity Training Package support materials must be inclusive and actively challenge stereotypes.	**Does the assessment support material:** • accommodate the needs of Indigenous, rural or isolated learners?	☐	☐
	• accommodate cultural diversity?	☐	☐
	• challenge stereotypes of gender, ethnicity and disability?	☐	☐
	• accommodate candidates with a disability?	☐	☐
7. Other issues to consider	**Does the assessment support material:** • focus on the role of evidence in the assessment process?	☐	☐
	• involve the candidate in the assessment process?	☐	☐
	• incorporate strategies for the recognition of competencies currently held?	☐	☐
	• reflect input from enterprise/industry consultation?	☐	☐
	• meet the validation requirements of the AQTF?	☐	☐
	• use appropriate assessment terminology?	☐	☐

5. PROFESSIONAL DEVELOPMENT MATERIALS

5.1. 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 Training 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; and
- 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; and
- 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; and
- 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.

5.2. Relationship to the AQTF

Standard 7 of the AQTF July 2005 *Standards for Registered Training Organisations* is particularly relevant for developers as it provides details of required competencies for trainers and assessors. 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; and
- ensure that RTO staff have appropriate training and assessment qualifications.

5.3. Issues to be Considered

5.3.1. Focus of Materials

Developers should always ensure that the key concepts embedded in the National Training 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; and
- 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.

5.3.2. 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; and
- 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; and
- 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; and
- design flexible, creative solutions to address these needs.

Two DEST-funded professional development projects that conduct research and/or can assist in providing funds for professional development activities or research include:

- *Reframing the Future* (*http://www.reframingthefuture.net/*) – key areas of activity are:
  - staff development;
  - change management and strategic management;
  - policy engagement;
  - networking; and
  - research and information dissemination; and
- *Learnscope* (http://flexiblelearning.net.au/community/) – focuses on staff development projects related to new learning technologies for flexible delivery.

5.3.3. 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; and

- 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; and
- 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; and
- 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; and
- 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.

5.3.4. 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; and
  - 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.

5.4. Checklist for NTQC Quality Principles – Professional Development

The following checklist can be used to determine whether a particular professional development support material meets the NTQC quality criteria.

Principle	Checklist Questions	Yes	No
1. Foundation Training Package support materials must identify and support units of competency from endorsed Training Packages.	**Does the professional development support material:** • clearly identify and support the professional needs of staff involved in implementing the units of competency from the endorsed Training Package to which it relates?	☐	☐
	• reflect industry characteristics through use of appropriate industry terminology and good work practice examples?	☐	☐
	• complement rather than duplicate existing Training Package support materials?	☐	☐
	• complement rather than duplicate information provided in the Training Package?	☐	
Principle	**Checklist Questions**	**Yes**	**No**
2. Scope Training Package support materials must specify and be appropriate for their purpose, audience and	**Does the professional development support material:** • identify and meet a clear professional development need linked to the implementation of a Training Package?	☐	☐
	• identify and relate to its audience/target	☐	☐

Principle	Checklist Questions	Yes	No
coverage.	group?		
	• provide clear examples and explanations of complex ideas or terminology?	☐	☐
	• indicate any resources needed to support the effectiveness or use of the material?	☐	☐
	• provide accurate industry content?	☐	☐
3. Structure & design Training Package support materials must promote effective learning and assessment strategies and use easily accessible formats.	**Does the professional development support material:** • have a clear structure (ie is it practical and easy to use)?	☐	☐
	• meet DEST standards of design and presentation and conform with the DEST *Style Guide*?	☐	☐
	• present a visually attractive design interface, appealing for the target audience?	☐	☐
	• allow use by people with a disability?	☐	☐
	• provide activities and advice designed to inform, motivate and engage the target audience?	☐	☐
	• provide a range of strategies that promote fair, valid and reliable assessment of competency, including for particular equity groups?	☐	☐
	• provide advice for integrated delivery and integrated assessment? eg group related units of competency to reflect application of knowledge/skills in a work task	☐	☐
	• use words economically at a level appropriate for the audience such as clarifying terminology where necessary	☐	☐
	• provide advice that supports the development of underpinning knowledge and skills, including the enabling skills of language, literacy and numeracy and the Employability Skills?	☐	☐
	• meet DEST's National Strategies?	☐	☐
4. Structure and design *for online learning resources* Training Package support materials must promote effective learning and assessment strategies and use easily accessible	**Does the professional development material:** • allow for maximum portability by being platform independent?	☐	☐
	• use readily available non-proprietary development software?	☐	☐
	• use HTML code where contextualisation can be anticipated and more sophisticated development software for components unlikely to be changed?	☐	☐
	• avoid rigid structuring devices locking the user	☐	☐

Principle	Checklist Questions	Yes	No
formats.	into one pathway through the material?		
	• provide a file and directory structure that facilitates the location of a particular segment, as well as the use of the whole product?	☐	☐
	• conform with the *Preferred Standards to Support National Cooperation in Applying Technology to VET*?	☐	☐
5. Flexible delivery Training Package support materials must provide for variations in learners' needs, preferences and starting points.	**Does the professional development support material:** • provide for a range of delivery and assessment methodsoptions to accommodate different learning styles, Indigenous/other cultural contexts and training environments?	☐	☐
	• provide for use in a variety of contexts?	☐	☐
	• cover contextualisation for different needs?	☐	☐
	• provide adequate user support such as help desk, installation guide?	☐	☐
	• encourage the use of learner choice through maximising opportunities to engage in learning in different ways?	☐	☐
	• cover reasonable adjustment for people with a disability?	☐	☐
6. Access and equity Training Package support materials must be inclusive and actively challenge stereotypes.	**Does the professional development support material:** • support Indigenous, rural or isolated learners?	☐	☐
	• support and promote cultural diversity?	☐	☐
	• challenge stereotypes of gender, ethnicity and disability?	☐	☐
	• accommodate users with a disability?	☐	☐
7. Other issues to consider	**Does the professional development support material:** • reflect research into the needs of the users?	☐	☐
	• use flexible and creative approaches and strategies appropriate to the users and their needs?	☐	☐
	• incorporate strategies to monitor and evaluate the effectiveness of the activity/materials?	☐	☐

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 4 Meeting Client Needs

Chapter 1
Meeting the Needs of the Diversity of Learners

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 1 of Part 4 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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VERSION MODIFICATION HISTORY

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 1 of Part 4 of the *Training Package Development Handbook*. It provides advice and information to Training Package developers to ensure Training Packages are inclusive of and able to be accessed by all clients and potential clients in vocational education and training (VET). It may also be useful for trainers, assessors and developers of resources who are looking for information to help ensure their products and services are responsive to the wide range of learner needs and circumstances.

Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce; training and assessment must be bias-free, and the flexibilities offered by Training Packages should enhance opportunities and outcomes for all people.

1.2. Overview of this Document

This document provides advice to developers on ways to meet the needs of diverse learners including those whose access to opportunities for training and employment may have been limited in the past and, due to a range of circumstances, may still be limited today.

It provides important information on relevant legislation, VET policies, the diversity of learners and tips for developing Training Package endorsed components and support materials. The examples focus on the following four client groups:

- Indigenous Australians;
- people with a disability;
- women; and
- people living in rural or remote locations.

However, in presenting these client groups together, there is no suggestion that the issues are identical; there are important 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.

This document provides information to support the participation and achievement of valuable training and employment outcomes for the full range of learners engaging with Training Packages.

Much of the information provided within it is accepted as good practice for all learners; catering for the needs of specific groups in the broad VET client base ensures that VET continues to be responsive and relevant for all people.

Diversity is important to Australia's social and economic development. When diverse groups of people participate fully in work and social life, the nation's human resources are used to their capacity and the creativity and innovation that results from people of different backgrounds coming together boosts the economy and results in a more cohesive society[1]. The critical issue for developers is to ensure Training Packages encourage and support participation in nationally recognised training by the full diversity of people who make up our society so that we all can benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

2. RELEVANT LEGISLATION

Training Package developers and the National Training Quality Council (NTQC) 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 areas. In Australia, Commonwealth and State laws protect people from discrimination; 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 involves directly discriminating against an individual, for example denying entry to training based on gender, race, ethnic background, or perceived abilities because of disability.

- indirect discrimination involves a condition or requirement imposed on everyone but having the effect of unfairly excluding or disadvantaging a particular group. An example could be imposing high fees for recognition of prior learning (RPL). While all learners are subject to this, its practical effect could be to exclude people with lower incomes such as newly arrived migrants or older learners, and so it may be seen as indirectly discriminating against these groups.

[1] Shaping our Future, Australia's National Strategy for vocational education and training 2004 - 2010

The Commonwealth's *Racial Discrimination Act 1975* (http://scaleplus.law.gov.au/html/pasteact/0/47/top.htm) 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.

The *Disability Discrimination Act 1992* (DDA) at http://scaleplus.law.gov.au/html/pasteact/0/311/top.htm, seeks to eliminate, as far as possible, discrimination against people with a disability. The Disability Standards for Education 2005, developed as subordinate legislation under the DDA, clarify and elaborate legal obligations in relation to education. The Standards, which came into effect in August 2005, will extend the operation of the Disability Discrimination Act by including in the definition of 'education provider':

> '…bodies 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 means that, as well as needing to adhere to the Racial Discrimination Act, Training Package developers and reviewers, and the NTQC in its Training Package endorsement role, need to consider the Disability Discrimination Act in carrying out their functions. Further information about the DDA and the draft Standards can be obtained from the Human Rights and Equal Opportunity Commission website at *www.hreoc.gov.au*

Legislative compliance `is also a condition of registration for Registered Training Organisations (RTOs) under the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*, Standard 2.1. Information about the AQTF is at *http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/aqtf/standards_2005.htm.*

Information on State and Territory legislation can also be obtained from each State or Territory Training Authority – see *http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/lnk/government.htm* for contact details.

3. 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.

3.1. 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://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/vet/planning.htm.*

3.2. Indigenous Australians

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. The revised Blueprint identifies 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; and
- growing VET sector partnerships.

More information can be obtained from
http://www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/vet/aitac.htm.

3.3. People with a Disability

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 refocussing of activity to include: progressing a whole of life approach for people with a disability; measuring what we have achieved; improving employment outcomes; and engaging key players. These priorities are encapsulated in a revised Disability Blueprint which was agreed by Commonwealth, State and Territory Ministers of training in November 2004.

More information can be obtained from
http://antapubs.dest.gov.au/publications/publication.asp?qsID=74.

The *Partners in a Learning Culture* and *Bridging Pathways* strategies focus 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.

3.4. Women

In June 2003 Ministers endorsed a national approach for women in VET. Further information can be obtained from the *Women: shaping our future* publication at

http://antapubs.dest.gov.au/publications/publication.asp?qsID=607.

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 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.[2]

4. IMPORTANT FACTS

4.1. 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 %)[3] enrolment in mixed field programs which are almost all outside Training Packages. 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.[4]

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 an Indigenous advisory committee to provide advice at all key stages

[2] 2003 Characteristics of the labour force, ABS, June 2002
[3] NCVER, AVETMISS Provider Collection 2002, unpublished data
[4] NCVER, Indigenous people in vocation education and training: A statistical review of progress 2003

of the Training Package development process, as genuine partnership 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; and
- 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.

4.2. People with a Disability

One in six working-age Australians has a disability – a significant proportion of the population. Yet people with a disability have a lower participation rate in Training Packages than people with no disability. This is partially due to the fact that Training Packages dominate in Certificates II-IV range but have a lower share of activity at Certificate I where the participation rate of persons with

a disability is high.[5]

Achieving nationally recognised training outcomes is critical for people with a disability if we are going to improve their access to employment. Flexible and inclusive Training Packages are a key mechanism for ensuring that people with a disability achieve outcomes from vocational education and training.

Reasonable adjustment for people with a disability is required by the Disability Discrimination Act and should be considered in determining whether support material meets the needs of people with a disability. Reasonable adjustment means that employers and service providers must make adjustments to work practices or alterations to facilities or equipment to enable a person to do the job or access the services. It does not apply where the employer or service provider can demonstrate that changes pose an 'unjustifiable hardship'. Further information can be obtained from *www.hreoc.gov.au/disability_rights/update/update.html*

Specific issues around reasonable adjustment in Training Packages for people with a disability are addressed in Chapter 2, Part 4 of the Training Package Development Handbook, *Reasonable Adjustment for People with Disabilities*.

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

- the importance of consultation with 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 better opportunities (for example, for people with an intellectual disability) for horizontal movement across qualification levels, thus increasing employment opportunities;

- using words in units of competency which enhance access and opportunity, for example

[5] NCVER, AVETMISS Provider Collection 2002, unpublished data

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; and

- including advice on how assessors and trainers can make reasonable adjustment in assessing competency in the endorsed and non-endorsed components of Training Packages to ensure an assessment environment that is responsive to the needs of the learner with a disability.

4.3. 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; are clustered in lower paid occupations largely in support roles; and are 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’;

- women learning and working in non-traditional areas may need additional support and assistance 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 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; and

- 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.

4.4. Rural or Remote Learners

The effectiveness of vocational education and training for people living in rural and remote communities may be enhanced if the 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 – this is 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; and
- difficulties in accessing suitable training pathways to employment.

4.5. Learning Needs of Diverse Clients

There is a recognised need to take positive steps to achieve equality of participation and achievement for a diverse range of people who face learning barriers, including:

- 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; and
- mature aged learners.

As mentioned earlier, people may face a number of barriers and therefore Training Package developers will need to consider and draw on a range of strategies to ensure Training Packages support and encourage the participation of all clients in nationally recognised vocational education and training.

5. DEVELOPING ENDORSED COMPONENTS

5.1. Research and Consultation

So that Training Packages meet the needs of the full range of potential learners, developers and reviewers are assigned an equity adviser to provide 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 when conducting initial research for a new or reviewed Training Package in order to gain insights into how such diverse needs can be met.

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 in vocational education and training. The Project Steering Committee should include or have access to equity representatives.

5.1.1. Consultation with Indigenous Peoples

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

- Indigenous communities and community Elders;
- Office of Indigenous Policy Coordination;
- Indigenous Coordination Centres;
- Community Development Employment Programmes (CDEP);
- Indigenous Land Councils[6];
- 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 National Indigenous Media Association or the National Aboriginal Community Controlled Health Organisation;
- Federation of Independent Aboriginal Education Providers (FIAEP)[7];

- Aboriginal and Torres Strait Islander support centres in TAFE colleges and private RTOs; and
- Indigenous Education Consultative Bodies (IECB)[8].

5.1.2. Consultation with People with a Disability

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

- Australian Disability Training Advisory Council (ADTAC)[9];
- Disability employment agencies[10];
- Peak organisations representing people with a disability[11]; and
- Disability Support Officers[12]..

5.1.3. Consultation with People in Rural or 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; and
- State or Territory and local Indigenous Educational Community Groups (Aboriginal Education Consultative Groups, eg VAEAI in Victoria).

5.1.4. Consultation with Women in Under-Represented 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)[13]; and
- RTOs offering training for women in the relevant industry.

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[6] see *www.indigenous.gov.au* for contact details
[7] email: federation@tauondi.sa.edu.au
[8] contact State & Territory Training Authorities for details of each State or Territory IECB
[9] email: adtac@anta.gov.au
[10] Contact State & Territory offices of Department of Family & Community Services for details of local disability employment agencies – for details see *http://www.facs.gov.au/internet/facsinternet.nsf/disabilities/services-cdes.htm*
[11] Contact State & Territory departments with responsibility for disability issues for details of peak disability organisations
[12] Located in some TAFE institutes
[13] See *www.eowa.gov.au/* for contact details

5.2. Competency Standards

5.2.1. Developing New Units of Competency

Ensure new units of competency standards meet the needs of all clients by considering:

- ***an holistic approach*** – encompass roles and functions as well as specific tasks – skills that enable the learner to achieve Employability Skills should be embedded into the units of competency where appropriate not 'tacked on' – 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 some situations may be modified or modifiable for people with a disability.

- ***evidence guide*** – allow for the flexibility for learners to demonstrate competency in a range of ways, for example using Aboriginal English or Creole where this meets the needs of groups and does not compromise attainment of the competencies.

- ***develop culturally specific competencies*** – some Training Packages will be enhanced by the development of specialist competencies, for example, the Business Services Training Package includes a Community Governance qualification stream which includes units of competence many of which are based on incorporate Indigenous ways of working and Indigenous governance styles.

- ***recognise diversity*** – some communities and industries require competencies in their employees which recognise and address the diversity and special needs of those they work with, for example, the Community Services Training Package includes competencies in working with diverse communities.

- ***opportunities for reasonable adjustment*** – opportunities for reasonable adjustments should be included in units wherever possible – see Chapter 2, Part 4 of this Handbook.

- ***use inclusive language*** – ensure language is inclusive of all learners and that it allows for reasonable adjustment to be made in delivery and assessment, for example using the word 'raise' instead of 'lift' may allow providers to make reasonable adjustments in an assessment process.

- ***include flexible assessment options*** – for example assessment under simulated workplace conditions may assist learners in rural and remote communities with limited workplace options, assessment through verbal questioning may assist learners with physical disabilities.

- ***include generic skills*** – to ensure development and application of the range of Employability Skills.

5.2.2. Contextualising Units of Competency

Training Packages include advice on contextualisation of units of competency. In developing such advice consider how it may affect specific client groups.

- Will enterprise contextualisation reduce portability of competencies?
- Does the allowed contextualisation cater for the needs of a diverse range of clients?
- Does the packaging of the qualifications inhibit contextualisation?
- Does the advice clearly explain that contextualisation means adding to, not taking from the unit?

5.3. Assessment Guidelines

5.3.1. Mandatory Requirements

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 may provide relevant examples that can enhance opportunities and outcomes for the diverse range of learners.

5.4. Qualifications

5.4.1. Packaging Approaches

It is important to consider the implications for all potential clients in packaging units of competency to form Australian Qualifications Framework (AQF) qualifications. Issues to consider include:

- flexibility in qualifications packaging will generally be less likely to disadvantage clients by enabling choice from a wide range of electives and giving consideration to horizontal as well as vertical skills pathways;

- some learners in remote communities may have very specific needs for training because of

limited employment opportunities available in their locality and 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;

- qualifications made up of core units only 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;

- unnecessary prerequisite competencies can create additional barriers especially for rural or remote learners;

- core units that are the same across AQF qualifications may be misleading, for example an OHS unit at Certificate I may be less demanding compared to a unit on OHS at Cert III.

5.4.2. AQF Alignment

While there is no requirement that a Training Package will contain the full range of VET Australian Qualifications Framework (AQF) qualifications, including Certificates I and II can provide an important pathway to entry level employment. This may benefit people who have not had access to recognised training opportunities. Clear information on the possible pathways in the Training Package will also assist.

6. DEVELOPING SUPPORT MATERIALS

6.1. Learning Strategies

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; and
- 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; and
- ***developing practical examples*** such as checklists to facilitate customisation and application of the concept of reasonable adjustment.

6.2. Assessment Resources

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; and

- ***promoting reasonable adjustment*** – best practice examples of how to customise competency standards and apply concepts of reasonable adjustment.

6.3. Professional Development Resources

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; and
- ***information about how to integrate the Employability Skills*** in the level of complexity of the assessments.

7. CHECKLIST

The following good practice checklist may help in evaluating Training Package endorsed components and support materials for equity and access.

The research and consultation involved:

- ☐ Indigenous representatives
- ☐ representatives of rural and remote industry, trainers and learners
- ☐ small business owners
- ☐ women
- ☐ Disability services agencies

The units of competency:

- ☐ use an holistic approach
- ☐ use Plain English
- ☐ avoid wording that could inadvertently create barriers
- ☐ show flexibility in the range statements
- ☐ include non-discriminatory evidence guides
- ☐ include culturally specific competencies
- ☐ recognise diversity
- ☐ consider reasonable adjustment for people with a disability

The contextualisation advice enables:

- ☐ contextualisation for diverse groups
- ☐ portability
- ☐ flexible assessment
- ☐ substitution of units

The Assessment Guidelines include:

- ☐ information on access and equity in assessment
- ☐ titles of resources on assessing diverse client groups and other equity issues

The qualifications packaging:

- ☐ allows importing units of competency from other Training Packages
- ☐ is based on an electives and core model
- ☐ has necessary prerequisite competencies only
- ☐ includes specialist units as elective units
- ☐ includes entry level qualifications

The learning strategies in the support materials include:

- ☐ advice on support for diverse client groups
- ☐ sample training plans relevant to different client groups, covering issues such as:
  - ☐ advice on the flexible grouping of units of competency for delivery and assessment
  - ☐ support for self-paced learners
  - ☐ checklist of teaching and learning approaches identifying gender and cultural issues
  - ☐ concrete examples of appropriate delivery and assessment
  - ☐ examples of a range of clients and contexts
  - ☐ linking of Training Packages to bridging and access courses

The assessment resources include:

- ☐ exemplar material with suggestions for alternative assessments for diverse clients

The professional development materials include:

- ☐ references to material available on training and assessing diverse client groups
- ☐ assistance with entry level training
- ☐ information on workforce demographics
- ☐ marketing information for different client groups

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 4 Meeting Client Needs

Chapter 2
Reasonable Adjustment for People with a Disability

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 2 of Part 4 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 2 of Part 4 of the *Training Package Development Handbook*. It provides advice and information to Training Package developers about reasonable adjustment in assessment and training for people with a disability. It provides background information on disability and vocational education and training (VET) and information on reasonable adjustment – what it means, how to ensure it occurs and how it can be enhanced in Training Package endorsed components and support materials.

This document should be read with Chapter 1, Part 4 of the Handbook, *Meeting the Needs of the Diversity of Learners*. As described in that document, one in six working-age Australians have a disability yet people with a disability have lower Training Package participation than people with no disability; Training Package developers can have a key role in redressing this situation.

2. LEGISLATION AND REASONABLE ADJUSTMENT

2.1. Disability Legislation

The principal legislative measure through which the rights of people with a disability are protected and advanced in Australia is the Commonwealth *Disability Discrimination Act 1992*. The objects of the Act are to:

- eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
  - work, accommodation, education, access to premises, clubs and sport;
  - the provision of goods, facilities, services and land;
  - existing laws;
  - the administration of Commonwealth laws and programs;
- ensure, as far as practicable, that persons with a disability have the same rights to equality before the law as the rest of the community; and
- promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

The Act makes it unlawful for an education provider to discriminate against someone with a disability. Unlawful discrimination occurs if a person with a disability is treated less favourably than others in the same or similar circumstances.

2.2. Types of Disability

The Disability Discrimination Act includes a very broad definition of disability, including illness or disease, past disability and present disability.

Some of the types of disability which VET participants may have include:

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

While learners with a disability may sometimes learn in different ways, these differences do not imply that they do not have the same capacities as other students. Current standards and outcomes can be maintained for people with a disability. However, particular adjustments may be needed to allow them to be able to work, learn and be assessed.

2.3. Reasonable Adjustment

2.3.1. What is Reasonable Adjustment?

The Disability Discrimination Act uses the principle of reasonable adjustment (sometimes called reasonable accommodation) to ensure equity of treatment for people with disabilities.

This means that, wherever possible, 'reasonable' adjustments are made to meet the individual needs of a person with a disability. Reasonable adjustments should be based upon the individual learner's needs and abilities and could include providing:

- interpreters, readers or scribes;
- ramps for wheelchair access;
- adjustable or modified seating and desks;
- personal assistants;
- additional tutorial assistance;
- additional time for assessments;
- technology such as speech synthesisers, TTY phones or computer aids and software;
- large print or audio resources; and/ or

- assistance with managing stress and anxiety.

Adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship upon a training provider or employer considering the:

- nature of the benefit or detriment likely to be experienced by the person concerned;
- effect of the disability on the person concerned; and
- financial circumstances of the organisation and estimated expenditure.

This being so, expectations on small Registered Training Organisations (RTOs) for reasonable adjustment for learners with a disability *may* be different to those for larger RTOs, depending on the disability involved, the adjustments required and the above factors.

2.3.2. Reasonable Adjustment and Training Packages

Training providers must undertake reasonable adjustments to ensure that people with a disability are not disadvantaged in access to and participation in vocational education and training. Training Packages developers have the responsibility for ensuring that Training Packages are flexible enough, and provide sufficient advice, to allow for reasonable adjustments in implementation.

2.3.3. Funding for Reasonable Adjustment

Funding for reasonable adjustments in employment and VET can 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; however, most State and Territory Training Authorities have disability support officers or liaison staff who may be able to assist RTOs and employers in accessing funds for reasonable adjustment. Learners and employees with disabilities and disability groups may also be able to provide information on possible sources of funding.

Training Package developers should make explicit the areas of the Training Package where the need for reasonable adjustment is likely to occur so that purchasers, planners and funding bodies are aware of potential extra costs involved and can build this into their funding models.

2.3.4. 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. Costs for making adjustments may well be outweighed by benefits for training organisations and employers; for example by increasing the diversity of the client base and, for employers, savings in staff retention, productivity and customer service.

2.3.5. Further Advice about Reasonable Adjustment

Further information about the Disability Discrimination Act can be obtained from the Human Rights and Equal Opportunity Commission website at *www.hreoc.gov.au*.

3. DEVELOPING ENDORSED COMPONENTS

Various stages in Training Package development provide opportunities to highlight reasonable adjustment – and hence enhance its uptake by users. Further advice on developing equitable endorsed components is provided in Chapter 2, Part 4 of this Handbook.

3.1. Research and Consultation

In developing, adapting and reviewing units of competency, Training Package developers should consult with disability experts to examine where reasonable adjustment could be included and what examples would be appropriate.

3.2. Units of Competency

Developers can use various strategies to ensure the units of competency do not disadvantage people with a disability, and can provide their users with examples where reasonable adjustment could occur. Examples of where reasonable adjustment may be noted in range statements and evidence guides in units of competency are provided below.

3.2.1. Range Statements

Range statements should include contexts in which people with a disability may be employed. Examples consistent with reasonable adjustment that could be included are:

- physical workplaces adjusted for workers with disability, for example with ramps;
- technology adjusted for workers with disability such as a telephone typewriter or TTY;
- documents enlarged and read on a screen as well as in hard print; and
- specialised workplaces such as supported employment enterprises.

3.2.2. Evidence Guides

Evidence guides must not discriminate against people with a disability by limiting their ability to demonstrate competency.

In many cases, people with a disability may need to demonstrate their competence in a slightly different way, but will still be competent. Examples that could be included in flexible evidence

guides to enhance the possibility of reasonable adjustment include providing:

- a computer or person to scribe verbal answers to enable a person with a physical disability to demonstrate competency where they have the required knowledge but cannot physically write answers;
- a speech synthesiser or computer program to aid a person with vision impairment to demonstrate competency in proof reading; and
- opportunities for demonstration of competency outside the workplace context to allow for the participation of unemployed people.

3.3. Assessment Guidelines

The Assessment Guidelines include mandatory text regarding reasonable adjustment, both in the Assessment System Overview section on Australian Quality Training Framework (AQTF) requirements and in the section on Conducting Assessment – see Appendix 4, Part 1 of this Handbook, for details. Developers may add any industry specific additional advice regarding reasonable adjustment to the Assessment Guidelines where applicable.

4. DEVELOPING SUPPORT MATERIALS

4.1. Learning Strategies

Learning strategies provide an opportunity to incorporate the principles of reasonable adjustment including advice about:

- how any requirement for practical experience to develop particular competencies may be adapted to suit people with a disability;
- how to integrate delivery to meet the requirements of people with a disability;
- particular industry sector specific equipment or trainer requirements and advice on support necessary for various clients groups, including people with a disability;
- how RTOs can modify or develop additional training materials to assist particular clients or meet needs;
- grouping units of competency for holistic training and assessment (while taking care to ensure that such grouping does enhance assessment, for example for those who require reasonable adjustment for some physical or cognitive tasks);
- how trainers and workplace supervisors can include reasonable adjustment in assessment through regular work activities; and
- support that may be needed to be given to learners undertaking self paced learning.

4.2. Assessment Resources

Assessment resources should outline how reasonable adjustment may be incorporated into assessment, for example by:

- including suggestions for reasonable adjustment for a learner with a disability; and
- outlining a range of alternative forms of assessment to ensure that learners can demonstrate competency in more than one way.

Successfully assessing people with disabilities involves adopting good practice assessment methods while keeping an open mind and a flexible approach.

Each learner is an individual, with distinct learning preferences and life experiences, and learners with a disability are no different. Trainers and assessors should be encouraged to ask learners how their needs can be met and to try to accommodate these needs. The following good practice principles for assessment could improve assessment for all learners, including those with a disability; developers may wish to include such advice in resources.

- ***Identify the issues*** – getting to know learners and establishing rapport with them is essential. For people with a disability, this is even more important to help identify particular needs they may have, and to meet those needs where possible.

- ***Create a climate of support*** – assessors should create and foster a climate of tolerance, acceptance and support. Many people with a disability are faced with discrimination and negative stereotypical attitudes and language because of their disability or perceived difference. This may also mean working with other learners to ensure that their behaviour is appropriate and supportive. It may also involve encouraging a learner with a disability to take responsibility for their own situation.

- ***Ensure access*** – for people with disabilities access can sometimes pose a problem and it is the trainer, assessor and employer who can provide assistance to ensure access is achieved. Access needs are based on the individual's needs and abilities and could include:
  - ramps, height adjustable desks;
  - enlarged material, Braille translations;
  - technology such as audio tapes and speech synthesisers; and/or
  - an AUSLAN interpreter or a scribe to take dictated responses to questions.

- ***Appropriately structured assessment*** – assessment should be appropriately structured to meet the needs of a learner with a disability, while achieving the outcomes of the unit of competency. Depending on the disability, examples of reasonable adjustment could include:

- breaking assessment into manageable segments and allowing more time to complete an assessment task where this is consistent with the unit of competency;
- assessing through verbal questioning and learner demonstration rather than written responses; and
- developing assessment tasks consistent with the workplace, such as using another person to check the spelling of a report for a person with dyslexia where this mimics a workplace situation where supervisors would normally check reports.

- ***Using other expertise*** – the person with a disability should always be the first point of advice, but *with their permission*, professionals can be consulted, disability liaison or support officers involved, and family or local community groups contacted.

4.3. Professional Development Materials

In developing materials to support the development of VET professionals, developers have a valuable opportunity to improve VET sector knowledge of reasonable adjustment and how it may be applied in Training Package delivery and assessment to improve the participation, access and outcomes for people with a disability.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 5 Regulation, Legislation and Licensing

Chapter 1
Environmental Protocols and Legislation

November 2006

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1	February 2004	Primary Release
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1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 1 of Part 5 of the *Training Package Development Handbook*. It provides a set of environmental protocols to guide Training Package developers in addressing environmental issues in Training Packages and provides a broad overview of environmental legislation.

Although the document is designed for Training Packages developers, it should also be useful for others, such as trainers, assessors and materials developers looking for further information about environmental issues in industry training.

1.2. Use of the Environmental Protocols

While use of the environmental protocols is not mandatory, it is expected that industry will act responsibly in this area, and adopt them wherever possible. The extent to which they will influence Training Package development will vary within and between industries. Examples of how various industries have approached environmental issues are included.

2. BACKGROUND

2.1. Imperatives for Environmental Protocols

Many enterprises and industries address environmental matters as a part of good business practice; in doing this, they may gain financial benefit and a market edge.

For example, rural industries have a market edge because Australia has a clean environment and to support this, farmers use fertilisers and pesticides carefully. Many manufacturing businesses heavily invest in strategies to reduce pollution thus also reducing the cost of pollution licences.

Increasingly, there is public expectation that industries will be good corporate citizens and display a responsible approach to environmental issues.

2.2. Environmental Expectations

Various forces drive Government and industries to deal with environmental matters, including recognition of the value in non-regulatory solutions, legislative imperatives, public concern,

research and international treaties. These include the following.

- Industries and governments recognise the need to address environmental matters on a non-regulatory basis where practicable including by the development and circulation of voluntary or mandatory codes of practice, and the promotion of good practice.

- In response to the environmental awareness of their customers some industries have developed environmentally friendly products and services.

- For some industries, there is a legislative requirement to limit harm, for example to maintain land and land forms, water, wildlife, ecosystems, cultural resources and heritage.

- Some industry activities are controlled and may be subject to legislation such as that protecting threatened species. This requirement may apply to a single enterprise, or to all enterprises in an industry or geographic area.

- In other industries, there are legislative requirements to control activities, waste, pollution and nuisance within levels that are designed to limit damage to the environment.

- At State, regional and local levels issues around waste and pollution have been identified as impacting on the health of the population and the environment and all industries are required to meet local waste management legislation.

- Australia is a signatory to international treaties and protocols on environment matters, which place a range of obligations on the nation. Some of these obligations have been translated into legislative requirements.

- Vocational education and training can play an important role in building the skills and knowledge required to meet environmental legislation and expectations.

2.3. Impact of Environmental Legislation

Environmental legislation can be complex and there may be many Acts dealing with environmental components affecting one or more industries. Environmental legislation may apply to all industries or it may vary between industries, States/Territories, regions, enterprises within an industry, or employees within an enterprise.

While this complexity is difficult there is an onus on Training Package developers to address environmental matters within Training Packages, and on all Registered Training Organisations.

Most legislative requirements are either described as a duty of care (see glossary) or a specific requirement. Under some Acts, people at all levels of an enterprise or an organisation are expected to comply with duty of care and specific requirements.

Most environmental legislation has been enacted at a State and Territory level. It may define different processes and outcomes in similar functional areas, and may use different terminology for similar activities. Features of the legislation which could be used by Training Package developers include:

National environment standards and cooperative arrangements – these are progressively being developed to ensure consistent outcomes, measurement methods and national statistics and mainly include standards on emissions and monitoring of emissions.

Environment protection Acts – include reference to environmental management systems as desirable approaches. The appropriate inclusion of references to, and training in environmental management systems may address some of the individual State/Territory requirements in a generic form.

Environmental requirements based on national or international agreements – where principles are reasonably consistent in all jurisdictions principles are often expressed in promotional materials produced by government authorities and industry associations within the context of an environmental protection or improvement program, such as 'Cleaner Production' or 'Greenhouse Challenge'.

Codes of Practice - in some instances, governments and industries have developed codes of practice. These codes take the place of legislation and could be referenced as appropriate in Training Packages.

If there are requirements in environmental matters where competency should be demonstrated, Training Package developers may be able to identify the requirements in the performance criteria, range statement and evidence guides of units.

Specific application of individual jurisdiction requirements could be managed cooperatively with relevant State/Territory industry bodies.

Legislative requirements are changing on a regular basis in one or more of the nine jurisdictions in Australia, both within Acts and subordinate legislation. Potential changes and the pace of change are factors to be considered when an approach for maintenance of the Training Package is developed.

3. SCOPE OF PROTOCOL

Environmental matters have obvious implications for developers of Training Packages. The protocol has been developed to provide a resource for Training Package developers. It includes:

- principles that should be considered in the development process;
- references to exemplars demonstrating approaches used by several industries; and
- potential sources of information for Training Package developers.

3.1. Principles for Addressing Environmental Matters

The following principles have been identified as a framework for addressing environmental matters in the development of Training Packages. Training Package developers should:

- have due regard to relevant environmental matters and legislation that will affect the application of competency in the workplace;
- identify and incorporate environment matters within relevant endorsed components of the Training Package, that is the endorsed Competency Standards, Assessment Guidelines and Qualifications Framework; and
- include within the Training Package Support Materials, relevant statements and references to support learners, assessors and providers in the development of the relevant competencies within the industry context and response.

It is expected that Training Package developers will apply these principles in a manner appropriate to industry. The exemplars show some of the wide range of alternatives that satisfy these principles in an industry context.

3.2. Exemplars

Industries have been addressing environmental matters within vocational education and training for many years. These matters have been incorporated within units of competency in Australia from the time of development. With the introduction of Training Packages, various industries have refined their approach.

Industries have addressed environmental matters in competency standards, qualification structures, and assessment guidelines in alternative ways. Some of these examples demonstrate the previously mentioned principles.

3.3. Environmental Matters in Units of Competency

Two main approaches to the inclusion of environmental matters in competency standards have been identified.

Firstly, environmental matters can be incorporated into one or more components of units. For example:

- 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; each has addressed environmental matters.

- 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.

Secondly, separate units can be developed to address one or more environment 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.

3.4. Impact on Qualifications

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 roles/functions in their packaging at various AQF qualifications.

3.5. Inclusion in Assessment Guidelines

Assessment on environment matters is normally incorporated within the Assessment Guidelines. Legislative requirements for environmental matters should be appropriately included within these. For example, forestry and land management workers in some States need to meet certain induction/training requirements related to occupational health & safety, environmental issues and other matters before entering the workplace.

Further information on the examples cited above and other examples can be obtained from those Industry Skills Councils covering the above mentioned industries.

4. SOURCES OF INFORMATION

There are many sources of information for particular environmental matters, including the Internet; developers are encouraged to use this source to find the latest information from a range of authorities who provide updates via their websites.

This section aims to provide some basic sources of information. Industry parties may also be able to suggest additional information sources specific to their industry.

4.1. General Sources

- A number of employer and union organisations have environment officers. In the first instance, contact any specific industry association for information. For example, in the waste industry, the Waste Management Industry Association can provide information.
- Peak industry associations and organisations also employ environment officers as well as some State level equivalents.
- Several reports have been completed on training in environment matters. Some of these include:
  - Guthrie, H & Cesnich, J, 1995, *Training for a Better Environment: An evaluation of the environmental education and training needs in vocational education in South Australia*, National Centre for Vocational Education Research Ltd (NCVER), Adelaide;
  - Portfolio Marine Group, Environment Australia, 1997, *Survey of Coastal* Managers' *Training Requirements*, Department of the Environment, Sport and Territories; and
  - Thorman, R, and Heath, I, 1997, *Regional Environmental Strategies, How to prepare and implement them*, Australian Local Government Association.

4.2. Waste, Pollution, Recycling

- At a national level, Environment Australia has an Environment Protection Group in Canberra which focuses on national aspects of environment protection including Cleaner Production strategies.

- State Environment Protection Authorities also promote Cleaner Production strategies, as do some industry associations, universities and private consultancies.

- The Department of Primary Industry and Energy in Canberra is the location for the Greenhouse Challenge Office, which is a combined Commonwealth program involving several departments.

- The National Environment Protection Council located in Adelaide is a joint Commonwealth, State and Territory agency involved in setting national environment standards.

- Within each State/Territory, Environment Protection Authorities (EPAs) administer Environment Protection Acts. Other departments are involved in other particular aspects. In these cases, the EPAs can advise on which department to contact.

- Many local governments are also involved in conservation and environmental health. Contact the Australian Local Government Association in Canberra, or State/Territory Local Government Associations for further information.

- There are a number of Environmental Management Systems available, both through Standards Australia and proprietary systems. The international and Australian standards are:
  - AS/NZS ISO14001:1996, Environmental management systems-Specification with guidance for use, Standards Australia;
  - AS/NZS ISO14004:1996, Environmental management systems-General guidelines on principles, systems and supporting techniques, Standards Australia;
  - AS/NZS ISO14010:1996, Guidelines for environmental auditing-General principles, Standards Australia;
  - AS/NZS ISO14011:1996, Guidelines for environmental auditing-Audit procedures-Auditing of environmental management systems, Standards Australia; and
  - AS/NZS ISO14012:1996, Guidelines for environmental auditing-Qualification criteria for environmental auditors, Standards Australia

4.3. Conservation

- At a national level, Environment Australia has a Biodiversity Group which focuses on national aspects of conservation, as well as operating major parks, such as Kakadu and Uluru. It is a source of information on biodiversity, sustainable landscapes and water, parks/reserves management, wildlife protection legislation and issues. Contact the Biodiversity Group of Environment Australia in Canberra.
- At a State/Territory level, there are many departments involved in conservation, land and water management, forestry, and conservation aspects associated with primary industry, coastal and marine protection. Do a web search or refer to the particular telephone book index under Wildlife, Environment, Conservation, Land Management and Coast Protection.
- Information and contacts for various aspects of conservation may be obtained from non-government agencies such as the Australian Conservation Foundation, Greening Australia.
- Many local government authorities are also involved in conservation at a regional level.
- References:
  - Thorman, R, and Heath, I, 1997, *Regional Environmental Strategies, How to prepare and implement them*, Australian Local Government Association.

4.4. Cultural and Heritage Aspects

- At a national level, the Australian Heritage Commission has prepared a number of publications. Contact the Australian Heritage Commission in Canberra for further information.
- At a State/Territory level, many of the conservation departments mentioned above have sections or branches dealing with cultural and heritage management.
- References:
  - Australian Committee for IUCN, 1996, Australian Natural Heritage Charter, Australian Heritage Commission in association with the Australian Committee for IUCN.
  - Marquis-Kyle, P and Walker, M, 1992, The Illustrated Burra Charter, Making good decisions about the care of important places, Australian ICOMOS Inc.
  - Department of Communications and the Arts, 1997, DRAFT Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Islander Cultural Heritage Places, Department of Communications and the Arts.

5. GLOSSARY

There are many environmental terms, including some common words which also have an environmental meaning. There are several sources of definitions for terms including:

- legislation, covering acts and regulations

- the Standards Australia documents listed above
- reference works and texts on applicable environment matters
- dictionaries, including specialist dictionaries such as:
  - Howes, J, 1995, *The Pocket Environment Dictionary*, The Five Mile Press Pty Ltd.

Some terms used within these protocols are defined below:

- ***Environment Management Systems*** are part of the overall management system that includes organisational structure, planning activities, responsibilities, practices, procedures, processes and resources for developing, implementing, achieving, reviewing and maintaining environment policy (from AS/NZS ISO 14001).

- ***National Environment Standards*** are those standards of environmental practice agreed by all Australian jurisdictions as suitable for reference and/or implementation in their jurisdictions under legislation.

- ***Duty of care*** is a responsibility or duty expressed in legislation in terms of a general principle, eg in the South Australian Environment Protection Act the duty is defined in the following terms:
  - A person must not undertake an activity that pollutes, or might pollute, the environment unless the person takes all reasonable and practicable measures to prevent or minimise any resulting environmental harm.

Note: The definition for duty of care has not been expressed in legal terms. Legal reference works discuss this in more detail.

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 5 Regulation, Legislation and Licensing

Chapter 2
Incorporating Generic Occupational Health & Safety Units

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 2 of Part 5 of the Training Package Development Handbook DEST 2005.

The Training Package Development Handbook is in five Parts, each with chapters covering a range of topics relevant to the development of Training Packages that are endorsed by the National Training Quality Council.

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www.dest.gov.au

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VERSION MODIFICATION HISTORY

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 2 of Part 5 of the *Training Package Development Handbook*. It provides advice and information to Training Package developers about incorporating generic occupational health and safety (OHS) units of competency into Training Packages.

Developers can obtain more detailed advice and guidance materials on OHS standards, regulations and codes of practice from the organisations listed at the end of this document. Background.

1.2. Legislation and Responsibilities

Australian OHS legislation is largely State and Territory based with minor exceptions such as Commonwealth Government workplaces (covered by Commonwealth legislation) and maritime safety. OHS legislation consists of Acts, regulations and codes of practice in each jurisdiction.

1.3. Standards

National OHS standards are developed by the National Occupational Health and Safety Commission (NOHSC) formerly known as Worksafe Australia; these standards are incorporated into legislation in the various jurisdictions.

Technical standards developed by other relevant standards development bodies, for example Standards Australia, may also be referred to in national OHS standards or legislation.

1.4. Responsibilities

In all workplaces the responsibility for providing as healthy and safe a working environment as practicable rests with the employer; this duty of care is set out in all State, Territory and Commonwealth OHS Acts. It places a requirement on all 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; and
- processes for consultation about occupational health and safety as set out in legislation.

Employees also have a duty of care in relation to OHS; they must perform their duties in a manner which ensures their own health and safety, and that of others in the workplace.

1.5. Implications for Training Packages

These responsibilities have obvious implications for Training Package developers. To assist with this, NOHSC has developed *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards NOHSC:7025*, referred to in this document as the '*NOHSC Guidelines'*.

Training Package developers must address the requirements of OHS legislation. Specific occupational OHS requirements as specified in the *National OH&S Certification Standard for Users and Operators of Industrial Equipment, NOHSC:1006 (1995)* and *National Guidelines for OH&S Competency Standards for the Operation of Loadshifting Equipment and Other Types of Specified Equipment NOHSC:7091 (1992)* must also be considered.

2. OHS in Training Package DEVELOPMENT

2.1. Input from Industry OHS Experts

Developers should seek input from people with current OHS expertise for the 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 requirements;
- advising on OHS components in the units of competency; and
- ensuring quality with the accurate incorporation of OHS into the endorsed components.

Developers may also consider creating links with one or more OHS authority to gain advice on:

- legal requirements;
- hazards; and
- technical matters associated with OHS management.

Some OHS authorities also have personnel allocated to provide advice on the incorporation of OHS into Training Packages.

2.2. Generic OHS Competency Standards

The NOHSC Guidelines provide three generic units of competency for 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.

2.2.1. Generic Unit A

This unit describes the standard of performance required to follow and participate in established OHS procedures and systems. In general it applies to workers without supervisory responsibilities.

2.2.2. Generic Unit B

This unit describes the standard of performance required to implement and monitor OHS procedures and systems. In general it is applies to workers with supervisory responsibilities.

2.2.3. Generic Unit C

This unit describes the standard of performance required to establish, maintain and evaluate OHS procedures and systems. In general it applies to business proprietors and managers.

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; and
- 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.

2.3. 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; and
- 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 NOHSC 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.

2.4. 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, in appropriate languages;
- reference to OHS regulations in the range statement; and
- reference to knowledge of OHS information sources and effective communication of OHS in the evidence guide.

Chapter 6 of NOHSC Guidelines provides a number of examples which show how OHS can be incorporated into other relevant units in this manner.

2.5. Packaging

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. Chapter 4, Part 2 of this Handbook provides more detail regarding the packaging of

units.

2.6. Certificates and Licences

Training Package developers need to address performance requirements for industry operations with specific requirements for OHS related licences or certificates in one or more jurisdictions. For example pest control, dangerous goods, asbestos removal.

As previously noted, specific requirements, such as the competency outcomes described in the *National OHS Certification Standard for Operators of Industrial Equipment* need to be incorporated into units of competency standards in agreement with DEST and NOHSC.

2.7. Specialised Occupations or Duties

The needs of specialist functions, such as those of first-aid officers will be served by building on the generic OHS competencies. Chapter 5 of the NOHSC Guidelines provides examples.

OHS practitioners are another group which will most likely require competencies which go beyond those described in the generic competencies. NOHSC has developed a *Guidance Note for the Development of Tertiary Level courses for Professional Education* which sets out learning objectives that may be useful in developing units of competency for OHS practitioners.

2.8. Contextualisation

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- and co-requisites relevant to OHS performance;
- the relationship between units in which OHS knowledge and performance is a component and other units;
- retention of OHS performance requirements in both task skills and broader 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; and
- any impacts of the contextualisation on assessment of OHS units or OHS within units.

2.9. Assessment of OHS Units

Assessment must be conducted by people with relevant competencies; if required by industry 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;
- 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; and
- any resources for guidance, for example NOHSC *Guidance on Assessment of Occupational Health and Safety Competencies within Industry Competency Standards*.

2.10. Validating OHS Units of Competency

It is recommended that developers involve industry OHS experts and personnel in validation of OHS units of competency.

OHS units 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 licences or certificates is recommended. Comment 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.

2.11. OHS and Support Materials

Advice on OHS included in the Training Package Support Materials should be consistent with the OHS in the endorsed components. 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, New Apprenticeships, self paced and on-line learning;

- industry OHS resources and contacts for professional development; and
- ensuring maintenance of OHS in training and assessment situations.

The NOHSC 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 NOHSC publications, the national OHS library and links to all State, Territory and Commonwealth OHS authorities is available via the NOHSC internet site at *www.worksafe.gov.au*

3. OHS INTEGRATION CHECKLIST

3.1. Process Checkpoints

Check that:	**Yes**
The current OHS legislative requirements, relevant standards and codes of practice have been identified and documented in the research phase of the competency unit development or review.	☐
A process has been applied and documented to ensure OHS standards required by law are incorporated into the draft competency standards and qualifications	☐
The units and qualifications have been validated for OHS by industry OHS experts	☐
OHS related certificates and licence requirements have been incorporated in ways that meet legislative requirements and reflect industry work functions covered by the certificates and licences.	☐
Assessment requirements for OHS competencies in the units of competency have been identified by experienced/qualified personnel and incorporated.	☐
OHS details in the learning strategies and professional development materials reflect all OHS aspects of the competency standards, current legislative requirements and OHS good practice.	☐
Processes been used to identify and document in the Training Package OHS requirements in respect of safe learning and assessment environments.	☐

3.2. Outcome Checkpoints

Qualifications reflect OHS legislative responsibilities and good industry OHS practice in the work functions covered by the qualifications.	☐
Assessment Guidelines and resources include processes that ensure OHS competencies are assessed in safe, valid, reliable, fair and flexible ways.	☐
Learning strategies and assessment materials reflect all the OHS requirements in the units of competency.	☐
Professional development materials contain sufficient and relevant information on development of OHS competencies and methods for trainers and assessors.	☐

3.3. Contacts

Office of the Australian Safety and Compensation Council (OASCC) formerly National Occupational Health and Safety Commission (NOHSC)

Alan Woods Building

25 Constitution Ave

Canberra ACT 2601

Postal Address

GPO Box 9879

CANBERRA

ACT 2601

Phone: 02 6121 6000

Fax: 02 6121 9299

Internet: *www.nohsc.gov.au*

Email: *info@ascc.gov.au*

New South Wales

Workcover NSW

92-100 Donnison Street,

GOSFORD NSW 2250

Postal address

Locked Bag 2906,

Lisarow, NSW 2252

Phone: 02 4321 5000

Fax: 02 4325 4145

Internet: *www.workcover.nsw.gov.au*

Victoria

Victorian WorkCover Authority

Ground Floor

222 Exhibition Street

Melbourne 3000

Phone: (03) 9641 1555

Fax: (03) 9641 1222

Internet: *www.workcover.vic.gov.au*

Western Australia

Worksafe Western Australia

5th Floor, 1260 Hay Street

West Perth WA 6005

Phone: 08 9327 8777

Fax: 08 9321 8973

Postal Address

Locked Bag 14

Cloisters Square

Perth WA 6850

Internet: *www.docep.wa.gov.au / www.safetyline.wa.gov.au*

Email**:** *safety@docep.wa.gov.au*

South Australia

WorkCover Corporation

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Adelaide SA 5000

Australia

Postal Address

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Adelaide SA 5001

Australia

Phone: 13 18 55

Fax: 08 8233 2466

Internet: *www.workcover.com*

Queensland

Queensland Division of Workplace Health and Safety

75 William Street

Brisbane Qld 4000

Postal address

PO Box 69

Brisbane Qld 4001

Phone: 1300 369 915

Fax: 07 3225 1540

Internet: *www.dir.qld.gov.au*

Tasmania

Workplace Standards Tasmania

Reece House

46 Mount Street

Burnie TAS 7320

Postal address

PO Box 56

ROSNY PARK , TAS, 7018

Phone: 03 6233 7657 (Outside Tasmania)

Local rate: 1300 366 322 (Inside Tasmania)

Fax: 03 6233 8338

Internet: *www.wst.tas.gov.au*

Email*: wstinfo@dier.tas.gov.au*

Northern Territory

Northern Territory WorkSafe

Ground Floor, Minerals House

66 The Esplanade

GPO Box 4821

Darwin

NT 0801

Phone: (08) 8999 5010

Fax: (08) 8999 5010

Internet: *http://www.nt.gov.au/deet/worksafe/*

Email: *ntworksafe.deet@nt.gov.au*

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ACT WorkCover

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Internet: *www.workcover.act.gov.au*

Email: *workcover@act.gov.au*

Australian Commonwealth OHS Authority

Comcare

Level 1 (Reception)

14 Moore St

Canberra ACT 2600

Postal address

GPO Box 9905

Canberra City ACT 2601

Phone: 1300 366 979

Fax: (02) 6257 5634

Internet: *www.comcare.gov.au*

3.4. Useful References

NOHSC, 1999, *National Guidelines for Integrating Occupational Health and Safety Competencies into National Industry Competency Standards*, NOHSC:7025, 2nd Edition

NOHSC, September 1999, *Quality Assuring the Integration of OHS into Training Packages: Guidance and Checklist*

NOHSC, September 1999, *Guidance on the Assessment of OHS Competencies within Industry Competency Standards*

NOHSC, September, 1999, *Guidance on the Accreditation of OHS in Training Courses and Programs*

NOHSC, September, 1999, *Occupational Health and Safety in New Apprenticeships*, NOHSC

NOHSC, 1995, *National OH&S Certification Standard for Users and Operators of Industrial Equipment* NOHSC:1006

NOHSC, June 1998, *Guidelines for Endorsement of the Integration of Occupational Health and Safety into Training Packages*

NOHSC, 1994, *Guidance Note for the Development of Tertiary Level Courses for Professional Education in Occupational* NOHSC:3020

NOHSC, March 1994, *Assessment Guidelines for National Occupational Health and Safety Certification Standard for Users and Operators of Industrial Equipment*

NOHSC, March 1994, *Information for Intending Assessors for Classes of OHS Certificates in the National OHS Certification Standard for Users and Operators of Industrial Equipment*, NOHSC March 1994

NOHSC, September, 1992, *National Guidelines for OH&S Competency Standards for the Operation of Loadshifting Equipment and Other Types of Specified Equipment* NOHSC:7091

Australian Government

Department of Education, Science and Training

Training Package Development Handbook

Part 5 Regulation, Legislation and Licensing

Chapter 3
Occupational Licensing

November 2006

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Note: This document replaces the Template for a Print Version of a Training Package, ANTA, 2004. It is Chapter 3 of Part 5 of the Training Package Development Handbook DEST 2005.

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VERSION MODIFICATION HISTORY

Version	Release Date	Comments
1	February 2004	Primary Release
	October 2005	Replacement of ANTA 2004
	November 2006	Inclusion of Statement of Attainment and skill set information

1. INTRODUCTION

1.1. Purpose of this Document

This document is Chapter 3 of Part 5 of the *Training Package Development Handbook*. It outlines licensing issues in relation to Training Packages endorsed by the National Training Quality Council (NTQC).

It is written to guide Training Package developers and reviewers who should read it together with Chapter 1, Part 1 of the Handbook.

2. OVERVIEW

Licensing requirements that apply to vocational education and training vary between States and Territories and can be subject to frequent change; depending on the industry area, licensing can be complex for the developers of Training Packages for use nationally.

Training Packages developers must consider occupational licensing and other regulations concerning the Training Packages and units of competency being developed. National and State and Territory licensing authorities and regulators are important stakeholders for the VET sector and should be identified and consulted during the development process.

2.1. Acceptance by Licensing Authorities

In developing and reviewing national Training Packages, DEST aims to encourage a clear mission for Industry Skills Councils to produce qualifications or units of competency capable of meeting occupational licensing requirements established by regulators.

Progressively, this could shift to a position of acceptance and endorsement by occupational licensing authorities that full qualifications or units of competency from a qualification are one pathway to meet the occupational licensing requirements.

These expectations should be balanced against what is achievable in aligning Training Packages with licensing requirements.

To progress this mission, committees established to support Training Package development and review processes should include a representative from relevant National and/or State and Territory licensing and regulatory authorities.

2.2. Embedding Licensing Requirements

Given the relationships between licensing and training, and the potential for duplication of effort, licensing requirements should be embedded where possible into the appropriate units of competency and qualifications within the Training Package. If this is done learners may have need for no further competency tests over and above the Training Package requirements.

To ensure licensing requirements are met, developers should:

- map licensing requirements against Training Packages in a clear and transparent way (adding an appendix if there is a lot of information);
- ensure that the training requirements of regulators issuing occupational licences are clearly identifiable in units of competency where relevant;
- ensure the packaging rules of qualifications do not impede licensing requirements;
- report any difficulties in engaging licensing authorities, or achieving agreement with regulators to DEST as soon as possible so that the NTQC can be advised out of session;
- advise DEST of issues emerging relating to lack of mutual recognition across State and Territory regulatory authorities concerning qualifications or occupational licenses;
- target licensing authorities in any marketing and information dissemination for the Training Package; and
- where feasible, and in conjunction with DEST, pursue the formalisation of arrangements concerning the use of the Training Package with National and State and Territory regulatory authorities via a Memorandum of Understanding or letter of agreement.

2.3. Training Package Advice

The Assessment Guidelines template as provided in the *Style Manual for Training Package Endorsed Components* Appendix 4 includes a section where developers must add licensing and regulation information, together with a standard disclaimer.

Insert this information into the Training Package as advice to readers and as a caution for their users to check licensing requirements with their local State or Territory licensing authority. You will also need to provide contact details for relevant agencies.

2.4. Skill sets, Statements of Attainment and licensing

For information about identifying skill sets aligned to license or regulatory requirements see the Qualifications Framework area of this handbook (Part 2, Chapter 4). Information is also provided about how licensees can be referred to on a Statement of Attainment.