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TRAINING PACKAGES @ WORK

BACK 2 BASICS

Edition 3

A guide to Australia's vocational education and training system for teachers and trainers

www.tpatwork.com

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Department of Education, Employment
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Introduction

Australia has one of the world's best vocational education and training systems. For someone new to the sector, there is a lot of information to absorb to operate effectively. This publication is an easy-to-read guide that simplifies the system.

Training Packages @ Work: Back 2 Basics provides a starting point to help vocational education and training practitioners navigate a path through the maze.

It is organised into three sections: 'System Basics' covers administrative and regulatory aspects of the training system; 'Delivery Basics' covers issues relating to the delivery of training under the national training system; and 'Basics Help' has information on key contacts and resources, and a glossary.

The articles are drawn from *Training Packages @ Work*, a national e-newsletter that provides information on the implementation of training packages and other key issues in the national training system. *Training Packages @ Work* is a collaborative project which involves all state and territory training authorities; the Department of Education, Employment and Workplace Relations; Industry Training Australia and VETnetwork Australia. It is funded by the Australian Government and is the authoritative national voice on issues relating to training packages and their implementation.

In keeping with the approach taken by *Training Packages @ Work*, this publication:

- shuns acronyms
- avoids jargon
- focuses on best practice
- provides contacts for more information.

This is by no means a definitive guide to the vocational education and training system in Australia, but it is a handy means of accessing the information needed on a daily basis.

To stay up to date with the latest training package news visit *Training Packages @ Work* at www.tpatwork.com

To view this publication online visit www.tpatwork.com/back2basics

To order additional copies of this publication and its accompanying CD email info@tpatwork.com

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The national vocational education and training system

Australia boasts a truly national, world-class vocational education and training system. Australia's national vocational education and training system was initiated in 1994 with the establishment of the Australian National Training Authority. Prior to this, Australia had eight separate training systems operating independently of each other, and there was no recognition of qualifications between each state and territory.

In consultation with the state and territory training authorities the Australian National Training Authority developed national vocational education and training policies to improve training in Australia. On 1 July 2005 the responsibilities and functions of the Australian National Training Authority were transferred to the Australian Government Department of Education, Employment and Workplace Relations (previously the Department of Education, Science and Training).

Which body is responsible for overseeing the system?

The Department of Education, Employment and Workplace Relations is responsible for overseeing Australia's vocational education and training system. The Ministerial Council for Vocational and Technical Education leads the national training system. It comprises ministers with responsibility for vocational education and training from the Australian, state and territory governments.

What are the key elements of the national training system?

The national training system has three key elements which promote quality and national consistency in terms of qualifications and the delivery of training.

These elements are training packages, the Australian Qualifications Framework and the Australian Quality Training Framework. Collectively they are referred to as the National Skills Framework.

The National Skills Framework

A **training package** is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. Training packages ensure the quality, consistency and industry relevance of training products.

Training packages describe the skills and knowledge that individuals need to possess to be able to perform effectively in the workplace. A training package does not describe how an individual should be trained. Teachers and trainers develop learning and assessment strategies—the 'how'—depending on

learners' needs, abilities and circumstances. When there is a training need that is not addressed by an existing training package, an accredited course may be developed in response to that need.

The National Training Information Service records all training package qualifications and units of competency, and accredited courses.

Under the Department of Education, Employment and Workplace Relations, the priority areas for enhancing the quality and national consistency of training packages include:

- reducing duplication within and across training packages and identifying cross-industry skills
- increasing their flexibility and responsiveness
- harmonising licensing requirements within training packages.

The **Australian Qualifications Framework (AQF)** sets out all nationally recognised qualifications in schools, vocational education and training and higher education. It ensures the quality, consistency and portability of training outcomes across Australia. There are 15 national qualifications within the framework, including eight vocational education and training qualifications.

The **Australian Quality Training Framework (AQTF)** is the set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations. It assures the quality and consistency of training outcomes. The Australian Quality Training Framework comprises two sets of standards:

- *AQTF 2007 Essential Standards for Registration*
- *AQTF 2007 Standards for State and Territory Registering Bodies.*

Registered training organisations

Registered training organisations are providers and assessors of nationally recognised training. Only registered training organisations can issue Australian Qualification Framework qualifications and statements of attainment.

In order to become registered, training organisations must meet the Australian Quality Training Framework *Essential Standards for Registration*. This ensures the quality of vocational education and training throughout Australia.

Training organisations must register with their relevant state or territory registration authority to provide nationally recognised training within an approved scope of delivery.

Types of registered training organisations

Registered training organisations may include TAFE colleges and institutes, private providers, adult and community education providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies, and other organisations that meet Australian Quality Training Framework registration requirements.

The details and scope of registration of all registered training organisations are listed on the National Training Information Service.

What is national recognition?

A key principle of the Australian Quality Training Framework is national recognition (previously referred to as mutual recognition). This means that all states and territories will recognise:

- the decisions of all other states and territories in registering training organisations and accrediting courses. Once registered by one jurisdiction, this may enable a registered training organisation to operate in any state or territory without a further registration process.
- Australian Qualifications Framework qualifications and statements of attainment issued by other registered training organisations. This enables individuals to receive national recognition of their qualifications and statements of attainment.

The nationally recognised training logo is used on all Australian Qualifications Framework qualifications and statements of attainment. Only registered training organisations may use the logo and only for training that is within its scope of registration.

More information

Key resources

Australian Qualifications Framework
AQTF 2007 Essential Standards for Registration
National Training Information Service
AQTF 2007 Standards for State and Territory Registering Bodies
training.com.au
Training Packages @ Work

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Key contacts

Department of Education, Employment and Workplace Relations
State and territory training authorities

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Related articles

Australian Qualifications Framework
Australian Quality Training Framework
Course accreditation
Training packages

Glossary terms

Accredited course
Ministerial Council for Vocational and Technical Education
Statement of attainment
Unit of competency

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Training packages

A training package is a set of nationally endorsed standards and qualifications used to recognise and assess people’s skills in a specific industry, industry sector or enterprise.

Training packages describe the skills and knowledge that individuals need to possess to perform effectively in the workplace. Despite the name, a training package does not describe how an individual should be trained. Teachers and trainers develop learning and assessment strategies—the ‘how’—depending on learners’ needs, abilities and circumstances.

What do training packages comprise?

Training packages consist of a set of endorsed components. Some training packages also have an associated collection of support materials—these are not endorsed (refer to Figure 1).

1. Endorsed components:

Units of competency—define the skills and knowledge to operate effectively in employment and how they need to be applied.

Qualifications—groups of units of competency ranging from certificate I to vocational graduate diploma.

Assessment guidelines—the industry’s preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.

2. Non-endorsed support materials:

Some training packages also have resources to support learning and assessment such as assessment materials, learning strategies and professional development materials. Where these resources are not included in the training package, registered training organisations can access resources that have already been developed through industry skills councils, TVET Australia and the Resource Generator.

Figure 1: Training package components

Endorsed materials (core)		
Units of competency	Assessment guidelines	Qualifications
Non-endorsed support materials (optional)		
Learning strategies	Assessment resources	Professional development materials

What is the role of the registered training organisation?

The training package does not state how training is to be delivered or what assessment methodology will be used. These considerations are the responsibility of the registered training organisation. A training package provides guidance on assessment, but it is the responsibility of the registered training organisation to certify that the person has been assessed as competent against the standards.

Implementing training packages

While training packages are nationally endorsed, the guidelines and policies governing their implementation vary slightly in each state and territory. For example, training package qualifications may be eligible for state government funding arrangements in some states or territories and not in others according to local priorities.

Implementation guides provide additional general and state-specific information to assist registered training organisations, trainers and assessors in delivering training.

Implementation guides describe:

- qualifications included in the training package
- registration processes and requirements for registered training organisations
- how to transition from accredited courses or earlier versions of the training package to the latest endorsed qualifications
- timelines for transferring students from old qualifications to new ones (sometimes called transitioning)
- sample training programs
- industry licensing requirements
- contacts and resources

- apprenticeships and/or traineeships that include competencies or qualifications from the training package.

Why use training packages?

The benefits of using a training packages include:

- ensuring that training meets the needs and requirements of industry to the standard set by industry
- delivering qualifications that are consistent and nationally recognised, making it easier for students to move between states and territories and for employers to hire people who have worked for other companies or moved from interstate
- providing students with the flexibility to choose how, when and where the training is undertaken
- providing individuals and businesses with assurance that the training may be contextualised to suit the needs of the enterprise and/or individual.

How is a training package developed?

The development of training packages is managed by industry skills councils on behalf of an industry.

To gain national endorsement, developers must provide evidence of extensive consultation and support within the industry area or enterprise. On successful completion of a quality assurance process, training packages are endorsed by the National Quality Council, agreed to by state and territory ministers for vocational education and training, and placed on the National Training Information Service.

Review of training packages

Training packages are monitored and reviewed by industry through national industry skills councils to ensure they are current and continue to meet the existing and emerging needs of industry. Training packages are reviewed through continuous improvement processes, and must be resubmitted for endorsement every three years to the National Quality Council.

Up-to-date information on the status of training packages in the review process can be found on the *Training Packages @ Work* website.

More information

Key resources

National Training Information Service
Training Package Development Handbook
Training Packages @ Work

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Key contacts

Department of Education, Employment and Workplace Relations
National Quality Council
State and territory training authorities
TVET Australia Product Services

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Related articles

Australian Quality Training Framework
Industry skills councils
Training and assessment resources and support materials

Glossary terms

Training package
Registered training organisation

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Australian Qualifications Framework

The Australian Qualifications Framework is a comprehensive framework for all nationally recognised qualifications in schools, vocational education and training, and higher education.

There are 15 national qualifications titles within the framework, including eight competency-based qualifications for the vocational education and training sector. Table 1 groups the qualifications according to the educational sector that has responsibility for setting the standards of each qualification.

Table 1: Australian Qualifications Framework

	SCHOOL SECTOR	VOCATIONAL EDUCATION AND TRAINING SECTOR	HIGHER EDUCATION SECTOR
QUALIFICATION LEVEL		vocational graduate diploma vocational graduate certificate advanced diploma diploma	doctoral degree masters degree graduate diploma graduate certificate bachelor degree associate degree, advanced diploma diploma
	senior secondary certificate of education	certificate IV certificate III certificate II certificate I	

Why is the Australian Qualifications Framework so important?

The Australian Qualifications Framework helps all learners, employers, and education and training providers to participate in and navigate the qualifications system. Under the framework, learners can start at the level of learning that suits them and then build up their skills as their needs and interests develop and change over time. The framework assists learners to plan their career progression regardless of their life stage or location. In this way, it supports national standards in education and training and encourages lifelong learning.

What is a qualification?

A qualification is a formal certification, issued by a relevant approved body, which recognises that a person has achieved learning outcomes relevant to identified individual, professional, industry or community needs. Nationally recognised vocational education and training qualifications can be developed in two ways:

1. Training package qualifications—training packages are developed by industry through national industry skills councils or by enterprises to meet the identified training needs of specific industries, industry sectors or enterprises. Units of competency are combined into meaningful groups aligned to qualifications within

the Australian Qualifications Framework. Learners who complete some, but not all, units of competency from a qualification are awarded a statement of attainment. When the remaining units of competency are completed, a qualification is issued.

2. Accredited courses—an accredited course, based on industry, enterprise and/or community needs, can be developed where no relevant training package or endorsed units of competency exist. Units of competency from one or more training package can be combined into an accredited course. Units of competency may also be developed where these do not already exist and these can be combined with training package units of competency into an accredited course. The units of competency are combined into meaningful groups aligned to qualifications within the Australian Qualifications Framework. Accredited courses are accredited by a state or territory course accrediting body.

What is a statement of attainment?

A statement of attainment is issued by a registered training organisation when an individual has completed one or more units of competency from a nationally recognised qualification(s) and/or accredited course(s).

Qualifications guide for developers

The Australian Qualifications Framework Implementation Handbook (Fourth Edition, 2007) provides a detailed guide for the practical implementation of the Australian Qualifications Framework.

The handbook contains guidelines to assist the developers of training packages and accredited courses to determine the appropriate level of a qualification. The handbook also explains the responsibilities for assessment and for issuing qualifications and statements of attainment.

Issuing qualifications

Under the Australian Quality Training Framework, only registered training organisations are able to issue qualifications or statements of attainment.

A qualification and/or statement of attainment issued under the Australian Qualifications Framework must follow the protocols for defining the form of

a qualification and/or statement of attainment as specified in the *Australian Qualifications Framework Implementation Handbook*.

More information

Key resources

Australian Qualifications Framework
Australian Qualifications Framework Implementation Handbook

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Key contacts

State and territory accrediting bodies
State and territory training authorities

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Related articles

Australian Quality Training Framework
Course accreditation
Industry skills councils
Skill sets
Skills recognition

Glossary terms

Accredited course
Course accreditation
Competency standards
Registered training organisation
Training package
Unit of competency

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Australian Quality Training Framework

What is the Australian Quality Training Framework?

The Australian Quality Training Framework (AQTF) is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system. AQTF 2007 is the current version of the framework. It came into effect on 1 July 2007.

When was the Australian Quality Training Framework introduced?

The Australian Quality Training Framework evolved from the original Australian Recognition Framework. In 2001 it was renamed to reflect the increased emphasis on quality in the national vocational education and training system.

AQTF 2007

The National Quality Council collaboratively developed AQTF 2007 and continues to monitor it. The Ministerial Council of Vocational and Technical Education approved these quality arrangements.

The three components of AQTF 2007 are:

- **AQTF 2007 Essential Standards for Registration**— training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration.
- **AQTF 2007 Standards for State and Territory Registering Bodies**— state and territory registering bodies are responsible for registering training organisations and for quality assuring the training and assessment services they provide, in accordance with the AQTF 2007 and relevant legislation within each jurisdiction. The standards and supporting guidelines provide a national operating framework.
- **AQTF 2007 Excellence Criteria**— these are criteria that registered training organisations may use

voluntarily to continue improving the quality of their training and assessment and to gain recognition of their performance.

What are the AQTF 2007 Essential Standards for Registration?

The *AQTF 2007 Essential Standards for Registration* apply to all existing registered training organisations and all organisations seeking to become registered training organisations. The *AQTF 2007 Essential Standards for Registration* are divided into three parts:

- conditions of registration
- standards
- quality indicators.

What are the conditions of registration?

The conditions of registration are the compulsory requirements of operating a training organisation and are based on previous Australian Quality Training Framework standards.

There are nine conditions which must be met covering areas such as governance, insurance, compliance with legislation, financial management, marketing, the issuing of qualifications and national recognition.

Under AQTF 2007 the registered training organisation chief executive officer is required to sign a contract agreeing to adhere to the conditions of registration.

What are the standards?

There are three standards:

Standard 1—the registered training organisation provides quality training and assessment across all of its operations.

Standard 2—the registered training organisation adheres to principles of access and equity and maximises outcomes for its clients.

Standard 3—management systems are responsive to the needs of clients, staff and stakeholders, and to the environment in which the registered training organisation operates.

Each standard contains a number of elements that further describe the expectations of that standard, with the focus being on outcomes. Rather than prescribing in detail how a registered training

organisation should operate, the elements specify the outcomes expected from registered training organisations. This gives registered training organisations greater flexibility to demonstrate how their approach complies with the standards, best meets the needs of their clients and suits the scope and scale of their operations.

What are the quality indicators?

The *AQTF 2007 Essential Standards for Registration* include quality indicators designed to provide information about registered training organisation performance. Three quality indicators have been identified to be used by registered training organisations for continuous improvement and by state and territory registering bodies to establish and monitor risk. The three indicators are:

- **Learner Engagement**—this indicator focuses on the extent to which learners are engaging in activities likely to promote high-quality skill outcomes and will include learner perceptions of the quality of their competency development and the support they receive or have received from registered training organisations.
- **Employer Satisfaction**—this indicator focuses on employer evaluation of learner competency development and the relevance of learner competency to work and further training, as well as employer evaluation of the overall quality of the training and assessment.
- **Competency completion**—this indicator shows the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year by each registered training organisation.

What are the Excellence Criteria?

The AQTF 2007 Excellence Criteria build on the *AQTF 2007 Essential Standards for Registration* and will provide a new opportunity for high-performing registered training organisations to seek recognition, on a voluntary basis, for the quality of their operation and outcomes. The Excellence Criteria are based on internationally recognised business quality criteria customised to meet the needs of the Australian vocational education and training sector.

This process will be administered separately to the *AQTF 2007 Essential Standards for Registration* and will focus on the registered training organisation's commitment to continuous improvement within its operations.

What are the AQTF 2007 Standards for State and Territory Registering Bodies?

The standards describe the way that registering bodies carry out registration of training providers and audits. The revised standards shift the emphasis from inputs and processes to a regulatory and audit approach based on quality skills outcomes.

The National Audit and Registration Agency has been established to provide audit and registration services for registered training organisations that operate in more than one Australian state or territory. These organisations are known as multi-jurisdictional registered training organisations.

The new arrangements strengthen national consistency. They also provide opportunities for industry regulatory bodies that use certification from the vocational education and training sector for occupational and industry licensing to engage in the registration and audit process.

How does a training organisation become registered?

To become registered, a training organisation must apply to the registering body in the state or territory where the organisation has its head office, and pay the relevant fees. Registration is for up to five years (unless suspended or cancelled).

What is the scope of registration?

A registered training organisation's scope of registration specifies the Australian Qualifications Framework qualifications and/or units of competency for which the training organisation is registered to deliver, assess and issue qualifications. These details are recorded on the National Training Information Service.

How does auditing work under AQTF 2007?

AQTF 2007 replaces the audit emphasis on inputs and processes with a stronger focus on quality skills outcomes.

Under AQTF 2007 auditing will be carried out in accordance with a risk management model that considers many facets of a registered training organisation's operation. Registering bodies will make decisions about the targeting, frequency, scope and depth of audits using a nationally agreed approach to risk management that focuses on a range of agreed risk indicators, including:

- performance against quality indicators
- delivery of qualifications in areas subject to licences
- multi-site delivery including across jurisdictions
- off-shore delivery
- complaints.

Registered training organisations with high quality outcomes can expect less regulatory intervention from registering bodies.

More information

Key resources

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Australian Qualifications Framework
AQTF 2007 Essential Standards for Registration
 National Training Information Service
AQTF 2007 Standards for State and Territory Registering Bodies
training.com.au

Key contacts

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Department of Education, Employment and Workplace Relations
 National Audit and Registration Agency
 State and territory registering bodies
 State and territory training authorities

Related articles

Australian Qualifications Framework
 Training packages
 The national vocational education and training

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Registered training organisation
 Unit of competency

National Quality Council

The National Quality Council plays a key role in bringing together the major players in the vocational education and training sector—industry, unions, governments, equity groups and practitioners—to oversee and support the current and future quality of vocational education and training across Australia. It is also critical to ensuring the successful operation of the National Skills Framework.

The National Quality Council, a committee of the Ministerial Council for Vocational and Technical Education, oversees quality assurance and ensures national consistency in the application of the Australian Quality Training Framework standards for the audit and registration of training providers.

It has specific decision-making powers in relation to the endorsement of training packages and other aspects of quality assurance under the National Skills Framework.

What are the functions of the National Quality Council?

The functions of the National Quality Council include:

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

Accountability requirements for the National Quality Council include providing an annual report on its operations to the Ministerial Council.

Who are the members of the National Quality Council?

The membership of the National Quality Council consists of:

- an independent chair—appointed by the Australian Government following consultation with the Ministerial Council
- four industry representatives and one Australian Council of Trade Unions representative—appointed by the Australian Government following consultation with the Ministerial Council
- three National Senior Officials Committee members as representatives for states and territories on a three-year rotational basis

- one representative from the Australian Government (the Department of Education, Employment and Workplace Relations)
- two provider representatives—one public and one private, nominated by TAFE Directors Australia and the Australian Council for Private Education and Training (ACPET), and appointed by the Australian Government following consultation with the Ministerial Council
- two equity representatives—nominated by the Client Action Group.

More information

Key resources
training.com.au

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Key contacts
Department of Education, Employment and Workplace Relations
National Quality Council

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Related articles
Australian Quality Training Framework
The national vocational education and training system

Glossary terms
National Skills Framework
Ministerial Council for Vocational and Technical Education
National Senior Officials Committee
Training package

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Industry skills councils

Background

The development of flexible national training packages that incorporate employability skills and cross-industry skill sets is integral to meeting the current and prospective skills development needs of industry and business.

The 11 industry skills councils are independent, not-for-profit companies having boards drawn from industry. They were first established in 2004. They receive funding to perform their role in the national training system through a funding agreement with the Australian Government. The Department of Education, Employment and Workplace Relations has overall management of the councils.

What are the roles and priorities of industry skills councils?

The Australian Government currently funds industry skills councils to develop and maintain training packages in line with research and market intelligence on current and emerging industry skill needs.

The key role of the industry skills councils is to understand their industries well and develop high levels of market intelligence in order to develop training products which are useful and respond to contemporary needs. Councils have primary responsibility for developing and maintaining training packages.

The Australian Government has committed, through the *Skilling Australia for the future* policy, to strengthening industry skills councils—by expanding their roles and doubling their current funding allocations.

Under the new policy, in addition to their current roles of developing and maintaining training packages in line with research and market intelligence, industry skills councils will have some responsibility for:

- diagnosing the training needs of employers and allocating training places
- identifying suitable training providers

- working with employment service providers to provide training to re-entrants.

Industry skills councils will also offer independent advice about what skills a business may require, now and into the future, and match any identified training needs in individual businesses with appropriate training solutions.

More information

Key contacts

Department of Education, Employment and Workplace Relations

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Glossary terms

Contextualisation
 Employability skills
 Registered training organisation
 Skill sets
 Training package

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Industry skills councils contacts and relevant training packages*

Industry skills councils	Contact	Training packages
Agri-Food Industry Skills Council	Phone: 02 6163 7200 Email: info@agrifoodskills.net.au Web: www.agrifoodskills.net.au	Agri-Food Amenity Horticulture Animal Care and Management Australian Meat Industry Conservation and Land Management Food Processing Industry Racing Industry Rural Production Seafood Industry Sugar Milling
Community Services and Health Industry Skills Council	Phone: 02 9270 6600 Email: admin@cshisc.com.au Web: www.cshisc.com.au	Community Services Health
Construction and Property Services Industry Skills Council	Phone: 02 6253 0002 Email: info@cpsisc.com.au Web: www.cpsisc.com.au	Asset Maintenance General Construction Off-Site Construction Plumbing and Services Property Services
EE-Oz Training Standards Australia	Phone: 02 6241 2155 Email: ee-oz@ee-oz.com.au Web: www.ee-oz.com.au	Electricity Supply Industry—Generation Electricity Supply Industry—Transmission, Distribution and Rail Electrotechnology Industry Gas Industry
Skills DMC	Phone: 02 9299 3014 Email: skillsdmc@skillsdmc.com.au Web: www.skillsdmc.com.au	Civil Construction Coal Drilling Industry Extractive Industry Metalliferous Mining
Forest Works	Phone: 03 9321 3500 Email: forestworks@forestworks.com.au Web: www.forestworks.com.au	Forest and Forest Products Industry Pulp and Paper Manufacturing Industries
Government Skills Australia	Phone: 08 8410 3455 Email: info@governmentskills.com.au Web: www.governmentskills.com.au	Correctional Services Local Government Public Safety Public Sector Water Industry
Innovation and Business Skills Australia	Phone: 03 9815 7000 Email: virtual@ibsa.org.au Web: www.ibsa.org.au	Business Services Entertainment Financial Services Information and Communications Museum Library and Information Services Music Printing and Graphic Arts Screen and Media Telecommunications Training and Assessment Visual Arts, Craft and Design
Manufacturing Skills Australia	Phone: 02 9955 5500 Email: info@mskills.com.au Web: www.mskills.com.au	Aeroskills Chemical, Hydrocarbons and Oil Refining Competitive Manufacturing Furnishing Industry Laboratory Operations Manufactured Mineral Products Manufacturing Metal and Engineering Plastics, Rubber and Cablemaking Textiles, Clothing and Footwear
Service Skills Australia	Phone: 02 8243 1200 Email: info@serviceskills.com.au Web: www.serviceskills.com.au	Beauty Caravan Industry Community Recreation Industry Fitness Industry Floristry Funeral Services Hairdressing Hospitality Outdoor Recreation Industry Retail Services Sport Industry Tourism, Hospitality and Events
Transport and Logistics Industry Skills Council	Phone: 03 9320 4242 Email: tlisc@tlisc.com.au Web: www.tlisc.com.au	Aviation Maritime Transport and Logistics

NOTE: The automotive industry is not currently part of an industry skills council. While discussions continue, Automotive Training Australia (www.automotivetraining.org.au) will continue to act as the prime information source for the Automotive Industry Manufacturing Training Package and the Automotive Industry Retail, Service and Repair Training Package.

* As part of the training package rationalisation process it is expected that the current number of training packages will be significantly reduced by the end of 2008. All industry skills councils are undertaking training package development and review to consolidate existing training packages in similar industry areas where there are obvious synergies. To stay up to date with the current status of all training packages visit www.tpatwork.com/status

Course Accreditation

Accredited courses address skill requirements for industry, enterprises and the community where these are not covered in nationally endorsed training packages. They have the capacity to address changes in skill needs, and the needs of emerging and converging industries and industry sectors, in a responsive manner.

State or territory course accrediting bodies formally recognise these qualifications through the process of accrediting courses in line with the *AQTF 2007 Standards for Accredited Courses*.

What does accreditation mean?

When a course has been accredited it means it is nationally recognised and that a registered training organisation can issue a nationally recognised qualification or statement of attainment following its full or partial completion. Accreditation of a course is confirmation by a course accrediting body that the course:

- meets industry, enterprise or community needs
- provides appropriate competency outcomes and a satisfactory basis for assessment
- meets national quality assurance requirements
- is aligned to the appropriate level of the Australian Qualifications Framework where it leads to a qualification.

What can and cannot be accredited?

A course leading to an Australian Qualifications Framework qualification or statement of attainment will be accredited if:

- there is clear evidence that the course meets an identified industry, enterprise, education or community need
- the course is consistent with the Australian Qualifications Framework
- the course does not duplicate by title or coverage the outcomes of an endorsed training package qualification
- the course meets the design requirements as established in the *AQTF 2007 Standards for Accredited Course*
- the course is based on nationally endorsed units of competency where these are available, and where these are not available, the course is based on units of competency developed as part of the course; or modules.

A state or territory course accrediting body will not accredit a course if the intended course:

- duplicates, by title or coverage, the outcomes of an endorsed training package qualification and/or unit of competency
- outcomes can be achieved through the contextualisation of a training package qualification and/or unit of competency in accordance with the training package qualification packaging rules and contextualisation advice
- the course is a sub-set of a training package qualification that could be recognised through one or more statements of attainment
- includes competencies additional to those in a training package qualification that could be recognised through one or more statements of attainment, in addition to the Australian Qualifications Framework qualification
- the course is made up of modules comprising learning outcomes and the developer has not demonstrated that competencies cannot be developed.

Applying for accreditation and delivering an accredited course

An organisation or individual responsible for the development of a course must apply to have a course accredited. The course developer does not need to be a registered training organisation. Once a course has been accredited by a course accrediting body and placed on the National Training Information Service, it will be recognised in all other states and territories without the need for further accreditation in those states and territories. Only a registered training organisation with the course listed in its scope of registration can deliver and/or assess an accredited course and issue a subsequent qualification or statement of attainment.

More information

Key resources

AQTF 2007 Standards for accredited courses
National Training Information Service

National coding system for training packages

A national coding system gives each training package, unit of competency and qualification a unique, nationally consistent identifier. It is a key factor in administering vocational education and training across states and territories, and across industries.

Coding for training packages

Each training package is assigned a unique alphanumeric identifier comprising three letters and two numbers (refer to Figure 1). The three letters identify the industry, and where appropriate, the sector of that industry. This code is determined by the industry skills council responsible for the training package development and/or review.

The two numbers are assigned as a mechanism for version control, and identify the year in which the package was endorsed. For example: BSB07 is the Business Services Training Package, endorsed in 2007.

This three-letter industry identifier is then applied to all qualifications and competencies specific to that package as a clear identification of their origin. The codes for enterprise-specific training packages always commence with 'Z'.

Figure 1: Example of training package coding

BSB	07
INDUSTRY (BUSINESS SERVICES)	YEAR OF ENDORSEMENT (2007)

Coding qualifications

Each qualification within a training package is assigned its own unique identifier, which starts with the three-letter industry identifier for the training package. This is followed by a single numeric code that reflects the level of the qualification within the Australian Qualifications Framework. A qualification code will be no more than eight characters in length.

Each qualification is then assigned a two-digit identifier. If there are multiple qualifications at one level, they are numbered sequentially, starting at '01'. Finally, a two-digit code indicating the year in which the qualification was endorsed is added for version control. For example: BSB40207 indicates the second certificate IV qualification endorsed in 2007 for the Business Services Training Package.

Figure 2: Example of qualification coding

BSB	4	02	07
INDUSTRY IDENTIFIER	AQF OUTCOME REFLECTED AS NUMERIC LEVEL	QUALIFICATION SEQUENCE OF THIS QUALIFICATION	YEAR QUALIFICATION WAS ENDORSED

Coding units of competency

Each unit of competency in a training package is assigned an identifier. It begins with the same three-letter identifier as the training package to which it belongs. This identifier can be no more than 12 characters in length and can include both numbers and capitalised letters. Version control for coding units of competency is indicated by a single end letter (A, B, C, etc). The code for the original version of any competency ends in 'A', and any subsequent versions are marked in alphabetical sequence. Any change to a unit of competency that alters the unit outcome requires the unit title to be changed and a new unit code assigned.

For example: BSB0HS407A (Monitor a safe workplace) indicates the unit is from the Business Services Training Package, is an occupational health and safety unit, packaged at a Certificate IV level and is the seventh unit, first version.

Other rules affecting coding

Where units of competency or qualifications developed in one training package are imported into another, they must retain the original coding and title.

More information

Key resources

Australian Qualifications Framework
Training Package Development Handbook
AQTF 2007 Standards for Accredited Courses
Australian Qualifications Framework Implementation Handbook

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Key contacts

Department of Education, Employment and Workplace Relations

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Australian Apprenticeships

Apprenticeships and traineeships combine on-the-job training and work experience while in paid employment with formal off-the-job training.

Australian Apprenticeships is the umbrella term commonly used for the national apprenticeship and traineeship arrangements that came into effect on 1 January 1998.

Traditionally, apprenticeships took three to four years to complete and a traineeship lasted for one to two years. However, Australian Apprenticeships are 'competency based' meaning that it may be possible to complete training sooner if the required skill level has been achieved.

What are training plans for Australian Apprentices?

A training plan is a program of training and assessment that forms the basis of an Australian Apprenticeship. Although training plans in the more generic sense are developed for all types of training, the focus here will be on the traineeship and apprenticeship context.

Every apprentice or trainee must have a training plan. It outlines the skills and competencies that an Australian Apprentice will be required to develop during his or her training to perform his or her job competently and complete the qualification requirements.

The content of the plan is negotiated between the employer, the Australian Apprentice and the registered training organisation that will issue the qualification. They contain both the off-the-job training and the workplace-based training that an Australian Apprentice will undergo. Training plans must be specific to the apprentice or trainee under contract.

Why do we have training plans?

The training contract requires registered training organisations to develop, document, implement and monitor a training plan for each Australian Apprentice. In some states and territories, this requirement is reinforced by legislation. Training plans are intended to ensure that all parties are clear about what is expected during the course of the contract.

Who is party to a training plan?

The employer, the Australian Apprentice and the registered training organisation issuing the qualification must all be parties to the training plan. The registered training organisation must be a party

to the training plan even if it arranges for another organisation to deliver training to the apprentice or trainee. All parties must be given a copy of the training plan once it has been signed.

What is in a training plan?

The exact requirements for training plans vary slightly from state to state. In some cases there are minimum requirements under law.

In general a training plan will need to cover the following:

- details of the training to be delivered, and by whom
- a list of all competencies and/or modules to be undertaken
- agreed delivery and/or release patterns to achieve individual competencies
- timeframes for both completion of individual competencies and progression through the qualification
- the qualification or statement of attainment to be issued on completion of the training
- any support required, such as support with language, literacy or numeracy or alternative training arrangements for people with special needs
- any identified current competencies or credit transfer
- assessment arrangements, including the responsibilities of the employer and the registered training organisation
- monitoring arrangements and obligations.

Additional requirements apply for school-based apprentices and trainees (Australian School-based Apprentices).

Can a training plan be altered?

Minor alterations can be made to training plans if all parties agree to the changes. If a change is major—such as a change to the qualification being pursued by the Australian Apprentice—then a new training plan must be prepared and signed.

What is User Choice?

User Choice works in conjunction with the Australian Apprenticeships system and is a national policy governing the flow of public funds to training providers.

The objective of the User Choice Policy is to make the vocational education and training system more responsive to the needs of industry and employers, and therefore of more benefit to those receiving training. In principle, the flow of public funds to individual training organisations reflects the client's choice of provider.

The User Choice Policy was endorsed by the Ministers for vocational education and training in May 1997 and amended in November 2000 and November 2003.

How does User Choice operate?

The Australian Apprenticeships system requires employers to engage an apprentice or trainee under a formal training contract. The contract ensures the apprentice or trainee receives training that leads to a qualification from a nationally endorsed training package or accredited course. Where the apprenticeship or traineeship is eligible, User Choice funds contribute to the cost of that training.

The policy ensures that public funds are spent on training that best suits the needs of individual employers and their employees, by allowing them to negotiate directly with training providers about specific aspects of their training needs. However, User Choice is not a commitment by states and territories to fund all Australian Apprenticeships.

Under the User Choice Policy, the 'client' is the employer and employee identified in the training contract, acting jointly. This definition reinforces the ideal that vocational education should benefit both the people being trained and the companies that employ them. The primary choice offered by the

User Choice Policy is the right to choose a registered training organisation. The choice is not always unlimited, but each state or territory is expected to maximise the choices available to the client, within the limits of resources.

How to benefit from User Choice funding?

Employers may benefit from User Choice by engaging an employee under an apprenticeship or traineeship that meets the requirements for User Choice funding in their state or territory. Engaging an apprentice or trainee may also allow the employer to benefit from other incentives offered under the Australian Apprenticeships System.

Registered training organisations can benefit by delivering training under User Choice. Each state and territory has its own processes for determining which training providers will deliver User Choice training.

More information

Key resources

Australian Apprenticeships Job Pathways
Australian Apprenticeship Training Information Service

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Key contacts

Australian Apprenticeships
State and territory training authorities

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Related articles

Vocational education and training in schools

Glossary terms

Accredited course
Registered training organisation
Statement of attainment
Training package

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Vocational education and training in schools

Vocational education and training in schools (VET in schools) has dramatically increased in importance over the past 10 years and is undoubtedly one of the success stories of Australia's national training system. However, variations in registration, delivery and terminology among the eight state and territory government jurisdictions make it somewhat complex and diverse. This article provides a basic overview of vocational education and training in schools, and highlights some of these state and territory differences.

What is vocational education and training in schools?

Vocational education and training in schools is nationally recognised training that is made available to secondary school students as part of their normal school curriculum. This can be done in two main ways:

- through institution-based course or subject programs
- through school-based apprenticeships and traineeships (Australian School-based Apprenticeships), where students become paid employees under a training contract.

Students completing a vocational education and training in schools program have the opportunity to complete their secondary education with the following:

- a senior secondary certificate
- (in some states and territories) a university entrance score
- practical work skills and credit towards, or attainment of, a vocational education and training qualification.

What is the role of vocational education and training in schools?

Vocational education and training in schools improves the employability skills of young people, equipping them to value the area of work they are involved in and to either find employment or go on to further vocational training or university.

The importance of this pathway is highlighted by the fact that around 70 per cent of Australians do not wish to or are unable to go to university. As a result, vocational education and training in schools has

developed from a marginal activity to an established part of senior secondary school education.

How many students are involved?

More than 95 per cent of Australia's schools with senior students now offer vocational education and training. The number of students who participate in it has increased from about 60,000 in 1997 to 202,900 in 2003, which represents approximately 48 per cent of all secondary school students (National Centre for Vocational Education Research, 2004).

The number of students participating in Australian School-based Apprenticeships is also increasing each year.

What are the state and territory differences?

The eight states and territories have adopted widely differing practices in the way that vocational education and training in schools is organised and in the language used to describe these arrangements. This stems from the differences among the jurisdictions in the arrangements for secondary education in general, and the senior secondary certificate in particular. It is a case of eight separate education systems interlinking with a single national vocational education and training system.

These differences contribute to the following state and territory variations:

The delivery method—some jurisdictions deliver a vocational education and training qualification or competency as a separate 'stand alone' course, while others 'embed' the competencies within a general course curriculum, and some jurisdictions offer a combination of these delivery methods.

Registered training organisation status and external provider involvement—some jurisdictions allow all

schools to become registered training organisations in their own right, others provide an administration unit (registered training organisation) for a cluster of schools, while others have auspice arrangements with an external provider.

Recognition of vocational education and training for tertiary entrance purposes—some states require the completion of an additional exam by vocational education and training students, while in others the courses automatically contribute to a tertiary entrance score; and some states do both*.

Access to Australian School-based Apprenticeships—access varies markedly between the states and territories.

* Not all vocational education and training in schools programs are recognised for tertiary entrance purposes.

Australian Technical Colleges

The Australian Government funds 28 Australian Technical Colleges across Australia in areas where there are skills needs, a high youth population and a strong industry base. The colleges cater for Year 11 and 12 students who wish to study for their Year 12 certificate and start an apprenticeship whilst still at school (Australian School-based Apprenticeship). The colleges support students in both their academic and trade training through mentoring, career advice and business and employability skills. These courses are all developed with industry input to ensure that the training offered will be relevant for local needs.

The colleges provide an incentive for more students to stay on at school and encourage more students to pursue a trade qualification. They expand student choice by providing another pathway to a career involving trades. Facilities and educational services offered by the colleges are high quality, establishing them as centres of excellence in trade training, thereby raising the profile of vocational education and training in schools and strengthening the training system as a whole. The colleges play an important role in expanding Australian School-based Apprenticeships, particularly in traditional trade areas.

More information

Key contacts

Australian Apprenticeships
Department of Education, Employment and
Workplace Relations
State and territory VET in schools contacts
VETnetwork Australia

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Related articles

Australian Apprenticeships
Australian Qualifications Framework

Glossary terms

Apprenticeships and traineeships
Registered training organisation

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Implementation and use of training packages

When a new training package is developed, or an existing one is reviewed, the draft training package is submitted to the National Quality Council for endorsement. Following endorsement, the training package is considered by Ministers for vocational education and training and if approved is placed on the National Training Information Service. Registered training organisations must transition to a new training package within 12 months of its placement on the National Training Information Service.

What are training package implementation guides?

Training package implementation guides are developed by state and territory training authorities and industry skills councils to help registered training organisations, trainers and assessors to implement and use training packages. The information in these guides may vary between each state and territory.

Using a training package to develop a training program

To develop effective learning and assessment programs based on training package qualifications, it is first necessary to ‘unpack’ the training package. Unpacking provides trainers with detailed knowledge of the training package’s components, helps them identify how the various units of competency relate to each other, and enables them to develop effective holistic learning and assessment strategies. Unpacking results in an understanding of the:

- units of competency and their delivery and assessment requirements
- qualification requirements
- relationship between individual units of competency, to aid the planning of delivery and assessment
- relationship between the qualification and its occupational outcome.

How to unpack a training package

In order to fully understand a unit of competency, the trainer or assessor should work through the following steps:

1. Thoroughly read the units of competency that

make up the qualification and relate these to his or her experience of this type of work.

2. Review the Australian Qualifications Framework descriptor for the qualification being delivered. This descriptor details the distinguishing features and characteristics of the learning outcomes that people should be able to achieve upon completion of the training or assessment.
3. Unpack each unit of competency to identify any synergies and/or duplications across the range of units. Each unit has a number of components that require careful analysis. Figure 1 outlines the standard format of a unit of competency and briefly describes each component.
4. Review the dimensions of competency. The concept of competency includes all aspects of work performance, not just narrow task skills. The four dimensions of competency are:
 - a. task skills—the discrete, meaningful components of work
 - b. task management skills—the ability to manage a number of different tasks/operations/activities within the job role or work environment
 - c. contingency management skills—the requirement to respond to irregularities and breakdowns in routine
 - d. job/role environment skills—the ability to deal with responsibilities and expectations of the workplace, including working with others.

Developing a training program

Once the training package qualification has been unpacked, trainers or assessors will be able to cluster appropriate sections of knowledge and skills for delivery and assessment. It may be possible to

Figure 1: Components of a unit of competency

UNIT CODE Must conform to national coding requirements	UNIT TITLE Provides a description of the job function (What is the work activity?)
UNIT DESCRIPTOR	Expands on the information provided in the unit title and notes any relationships with other industry units (What does the work activity involve?)
EMPLOYABILITY SKILLS	Employability skills are embedded within each unit of competency.
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 and/or its relationship to licensing outcomes.
COMPETENCY FIELD (optional)	The competency field reflects the way the units of competency are categorised in the training packages 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 Describes the skill outcomes that contribute to a unit (What skills are required to perform the work activity?)	PERFORMANCE CRITERIA Specify the required level of performance and are expressed as a standard (What level of skill is needed?)
REQUIRED SKILLS AND KNOWLEDGE	This section describes the essential skills and knowledge required to effectively perform in the workplace.
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 and the required knowledge and skill 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.

deliver and assess certain units within the context of other units. For example, an occupational health and safety unit could be delivered and assessed simultaneously with other units. This is known as holistic training and assessment.

To ensure a learning program meets the outcomes of the training package qualification, trainers or assessors may need to consider contextualising qualifications and/or units of competency to suit the specific learning needs of individuals and/or enterprises.

Where can training packages be purchased?

Training packages are available for purchase from either TVET Australia Product Services or the relevant industry skills council.

When must registered training organisations transition to the new training package?

The scope of registration of a registered training organisation must be updated shortly after a new training package is endorsed. The new training package qualifications should be implemented as soon as practicable, with enrolments in the old version of the training package ceasing within 12 months after publication of the reviewed training package. The old package is then referred to as ‘superseded’.

More information

Key resources

Australian Qualifications Framework
AQTF 2007 Essential Standards for Registration
 National Training Information Service
Training Package Development Handbook

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Key contacts

Department of Education, Employment and Workplace Relations
 National Quality Council
 State and territory training authorities

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Glossary terms

Apprenticeships and traineeships
 Endorsed
 Registered training organisation
 Scope of registration
 Superseded
 Training package
 Unit of competency
 User Choice

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Contextualisation and packaging of training packages

Contextualisation means tailoring units of competency, or packaging certain units into a qualification, to suit specific needs. It is about flexibility, and this is inherent in the way training packages are constructed and delivered.

In practice contextualisation means that registered training organisations may:

- modify units of competency to reflect the local outcome required by an individual and/or enterprise. This may involve the provision of additional information to suit particular learner profiles, specific enterprise equipment requirements or other local needs
- package units of competency into a qualification, using the elective options available, to suit a particular outcome.

In all cases of contextualisation, the integrity of the outcome of the endorsed unit(s) of competency must be maintained.

When contextualising units of competency registered training organisations may add to the range statement or the evidence guide. They must not:

- remove the content of any of the elements and performance criteria
- distort or narrow the competency outcomes and limit its use
- diminish the breadth of application of the competency and reduce its portability.

How to contextualise units of competency?

Contextualisation is achieved by including, modifying or substituting text within units of competency and usually within the range statement or evidence guide. It is about providing training and assessment that is specific to an enterprise or individual learner.

Any modifications to a unit of competency must maintain the integrity of the industry skill and portability requirements, including all legislative, licensing and any other regulatory requirements.

The following are some suggestions for contextualising units of competency to make them more relevant for specific industries or workplaces:

- Refer to the guidelines in the relevant training package. Usually, it will be possible to replace generic terms and general descriptions of equipment or processes and procedures with specific examples. These are often identified by the ***bold italics*** in the performance criteria, and the replacement would occur in the range statement.
- Identify the kinds of evidence that candidates may be able to provide in their job roles to satisfy the requirements of a particular unit of competency and add this information to the evidence guide.
- Prepare evidence plans for the candidates, showing how they might collect the identified kinds of evidence.
- Identify any specific knowledge that would be required to meet a specific industry or enterprise need, and add this information to the required knowledge and skill in the evidence guide.
- Modifying the delivery and assessment strategy to suit learners with special needs is also a form of contextualisation.

How to contextualise a qualification

What is meant by packaging and packaging rules?

Packaging means selecting units of competency within the qualification packaging rules to suit local clients and/or conditions. Most qualifications have a common 'core' set of units of competency, and then allow a choice of 'electives'. The choice of electives will enable a registered training organisation to select units that are particularly relevant to the client (student or enterprise). These qualification rules are an endorsed part of the training package and changes to the rules can only be made through full training package review or continuous review processes.

How to package a qualification?

Advice is provided in training packages (in the qualification packaging rules section) about what units *must* be in a particular qualification and what units *could* be included in the qualification.

The advice may include:

- suggested elective units for particular job roles
- suggested units for importing from other training packages.
- allowable substitutions within elective units
- suggested sequencing of particular units for work functions.

Some training packages—for example, the Business Services Training Package (BSB07)—have excellent generic guidelines for training and assessment of people with special needs and within Aboriginal and Torres Strait Islander contexts.

What if existing qualifications do not suit an identified need?

If an identified need cannot be met by contextualising or packaging a training package unit of competency or qualification, it may be necessary to explore the option of developing a course for accreditation—but only if the qualifications or skill sets needed are not duplicated within an existing training package.

More information

Key resources

Contextualising Teaching and Learning: A Guide for VET Teachers

Training Package Assessment Materials Kit

Training Package Development Handbook

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Key contacts

Department of Education, Employment and Workplace Relations

State and territory training authorities

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Related articles

Implementation and use of training packages

Training packages

Industry skills councils

Glossary terms

Course accreditation

Elements

Evidence guide

Packaging

Performance criteria

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Unit of competency

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Skill sets

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

The *Training Package Development Handbook* defines skill sets as ‘single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need’.

Skill sets are identified and developed within training packages, and are formally recognised on a statement of attainment.

Background to skill sets

Before 2007, when individuals completed a particular combination of units to meet a required industry or job need, the skills attained were not easily recognisable to employers. In most cases the statement of attainment made reference to ‘*partial completion of a qualification*’ rather than acknowledging that the completed units constituted a skill set.

The Council of Australian Governments has directed that, where appropriate, skill sets be incorporated into all national training packages by 31 December 2008. The National Quality Council has the task of leading skill sets policy development.

How skill sets are developed?

Skill sets are identified during the development, redevelopment or continuous improvement of nationally endorsed training packages by industry skills councils in consultation with industry and regulatory and/or licensing authorities.

The units of competency that form a skill set can be drawn from one or more training packages. Skill sets need to be identified within the training packages and must have industry support. Where registered training organisations provide a statement of attainment for a group of competencies that make up a skill set, they are able to specifically note that the skill set has been provided for a specific purpose.

The *Training Package Development Handbook* includes a section on skill sets. It outlines advice on how to identify and develop skill sets.

There are three possibilities in relation to the identification of skill sets in training packages. The developer determines on the basis of industry consultation that:

- there are no national skill sets identified
- one or more skill sets can be identified within a training package
- there is the potential for skill sets to be formed by combining units from two or more training packages.

More information

Key resources

Australian Qualifications Framework
Training Package Development Handbook
training.com.au

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Key contacts

National Quality Council

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Employability skills

What are employability skills?

Employability skills are non-technical skills which play a significant part in contributing to an individual's effective and successful participation in the workplace. Employability skills are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies. In Australia the employability skills are:

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

The history of employability skills

Australia's employability skills were developed through a national project managed by the Business Council of Australia and the Australian Chamber of Commerce and Industry. The project featured consultation with other peak employer bodies and businesses and resulted in the *Employability Skills for the Future* report produced in 2002. The report indicated that industry required a broader range of skills than those previously provided in the 'key competencies' framework that was developed in the early 1990s. The report featured an Employability Skills Framework which identified the skills noted above.

The Employability Skills Framework

The Employability Skills Framework which details the employability skills also identifies elements, or facets, of those skills that employers identified as important. Facets are examples of skills which contribute to the overall application of each particular employability skill. The nature, emphasis and context of these facets vary across industries and qualifications.

Employability skills and training packages

Following consultation and research on approaches to incorporating employability skills into training packages, the National Training Quality Council (now the National Quality Council) agreed that the preferred approach is to explicitly embed the applicable employability skills into each individual unit of competency. In 2005-2006 specifically developed tools were used by industry skills councils to review and embed employability skills into

training package qualifications.

In many cases industry skills councils found that the skills and knowledge identified by the Employability Skills Framework already existed in training packages. Industry skills councils reviewed each training package unit of competency and, where gaps existed or changes were required, modifications were made to units of competency.

All new and revised training packages must include employability skills. The *Training Package Development Handbook* provides policy and guidance on how this is to be achieved.

How are employability skills to be assessed and reported?

The National Quality Council has endorsed the integrated approach to assessment and descriptive reporting which will be implemented in 2008.

The integrated approach to assessment will involve assessing employability skills in an integrated manner with technical skills, within a qualification and the corresponding units of competency. This integrated approach is made possible because employability skills are embedded in the unit of competency.

Reporting on employability skills will involve learners downloading qualification specific employability skills summaries for training package qualifications from an online repository (<http://employabilityskills.training.com.au>); and, registered training organisations adding a mandatory, single standard sentence to all qualification testamurs for training package qualifications which will advise that 'a summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>'.

More information

- Key resources** p.34-36
Employability Skills: An Introductory Guide for Trainers and Assessors
Employability Skills for the Future
Training Package Development Handbook
training.com.au
- Employability skills summaries*
- Key contacts** p.37-39
 Department of Education, Employment and Workplace Relations
 National Quality Council

Assessment and moderation

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace. The standard is described in the relevant endorsed industry/enterprise competency standards of a training package or an accredited course.

The assessment process is used to determine whether people are either ‘competent’ or ‘not yet competent’ against the agreed industry standards. A person who is not yet competent against any standard can undertake further study or training and be assessed again.

What are assessments used for?

The most obvious use for assessment is to determine whether someone is competent and has the specific skills and knowledge to do the job; this could also lead to the attainment of a qualification. However, because the competency standards described in training packages are industry-agreed benchmarks, assessment can be used for other purposes on the job. For example, classifications in industrial awards are sometimes linked to competency standards. Assessments may also be used to determine whether or not a person can be issued with a licence to work in a specific job role.

Who can conduct assessments?

Only qualified assessors working with a registered training organisation can conduct assessments leading to a national (Australian Qualifications Framework) qualification or statement of attainment.

The Australian Quality Training Framework *Essential Standards for Registration*, identifies that a person conducting assessment must:

- have the necessary training and assessment competencies as determined in the *National Quality Council Policy on Training and Assessment Competencies to be held by Trainers and Assessors*
- have the relevant vocational competencies at least to the level being assessed
- continue developing their vocational, and training and assessment competencies.

If a person does not have the assessment competencies as defined in the National Quality Council policy determination and the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies listed and one or more persons who have the relevant vocational competencies at least

to the level being assessed may work together to conduct the assessments.

How are assessments conducted?

Assessment under the national vocational education and training system is quite different from the formal examinations and tests most people remember from their school days. Evidence is gathered to demonstrate competence in the skills and knowledge required by the units of competency.

Common types of assessment methods used by assessors to gather evidence include:

- answers to questions
- training records
- work records
- samples of work
- observation
- demonstrations
- simulations and role plays.

The evidence used in assessment depends on the requirements of the particular units of competency and the preferences or needs of the person being assessed. Each case is unique.

The registered training organisation responsible for assessing people’s competencies should devise an assessment plan for each student, apprentice or trainee. Students and, where appropriate, industry should be involved in the development of the assessment plan. The plan should incorporate recognition of prior learning and any reasonable adjustment that may be required.

Because work activities draw on the skills described in a number of units of competency, teachers and trainers can utilise holistic assessment methods to assess a range of units simultaneously.

Assessment can take place on the job or off the job. However, as applying skills in the workplace is a key facet of vocational education and training, most evidence should ideally be gathered as the student performs work duties, whether in the workplace or in a simulated work environment.

What is meant by assessing a learner in a simulated work environment?

Assessments conducted in a simulated work environment must replicate the conditions and outcomes encountered in a workplace, as noted in the unit(s) of competency. In some cases this may refer to the actual physical resources, such as assessing an apprentice changing engine oil in a motor vehicle. In other cases this may refer to the interpersonal dynamics of the workplace, such as assessing a manager's ability to conduct an interview to review work performance. It may refer to a combination of both.

The assessor will need to fully analyse the unit(s) of competency being assessed and make a judgment regarding the adequacy of a simulated work environment.

Content within the evidence guide and the range statement of each unit of competency will help the assessor determine the conditions of a valid simulated work environment.

NOTE: In some instances a training package may state that certain competency standards can only be assessed in an actual workplace setting.

What is moderation?

Moderation is a process which involves assessors discussing and reaching agreement about assessment processes and assessment outcomes in a particular industry or industry sector.

This process enables assessors to develop a shared understanding of the requirements of specific training packages, including the relevant units of competency and assessment guidelines, the nature of evidence, how evidence is collected and the basis upon which assessment decisions are made to ensure that assessments are valid, reliable, flexible and fair.

How does moderation work?

There is no single model for moderation.

Moderation involves assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes, in relation to the same unit(s) of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.

There may be variation in assessors' judgments, but moderation works to ensure that the margins of variation are minimal.

Why is moderation so important?

The vocational education and training system is a national system, based on nationally developed qualifications and units of competency. Moderation is important to ensure that the outcomes of these qualifications and units of competency are consistent across all registered training organisations. This will assist to ensure that industry has confidence in the training and assessment outcomes from the vocational education and training system.

Moderation also provides the opportunity for professional development of assessors and the improvement of assessment products and services.

More information

Key Resources

AQTF 2007 Essential Standards for Registration

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Glossary terms

Competency standard
Evidence guide
Range statement
Reasonable adjustment
Recognition of prior learning
Registered training organisation
Statement of attainment
Training package
Unit of competency

p.40-41

Key Contacts

National Quality Council
State and territory training authorities

p.37-39

Related articles

Australian Quality Training Framework



Skills recognition

Skills recognition is a generic term that can be used to cover the ways in which an individual's skills, experience, knowledge and qualifications can be formally acknowledged.

These include:

- recognition of prior learning
- recognition of current competency
- credit transfer (including national recognition)
- trade recognition
- overseas qualification assessment.

Whilst this article focuses on recognition of prior learning, some information about the other forms of skills recognition is also provided so that registered training organisations are able to offer consistent advice to applicants seeking to have their skills recognised.

What is recognition of prior learning?

Recognition of prior learning is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/ or partial or total completion of, a qualification.

In February 2006, the Council of Australian Governments agreed that a better process to recognise the existing skills of all people entering training will be introduced by January 2007, so that workers do not have to repeat or undertake training for skills they have already acquired on the job. This is a strategy to ensure that Australia makes the most of the existing skills in the workforce.

What are the benefits of recognition of prior learning?

The benefits of recognition of prior learning include:

- engaging or re-engaging existing workers to enable people with relevant skills to meet new workplace demands, use new technologies and change jobs
- recognising a student's prior learning so they can gain credit for units of competency in a course they are studying—this differs from credit transfer, which involves assessing a previously completed course or subject
- identifying skills gaps to see what training is needed to complete a qualification
- avoiding duplication of training and maximising employers' training budgets.

Recognition of prior learning can result in a full qualification, or a statement of attainment for partial completion of a qualification.

What is involved in the recognition of prior learning?

The Australian Quality Training Framework identifies that skills may have been gained through:

- formal or informal training and education
- work experience
- general life experience
- any combination of the above.

The recognition of skills and knowledge should be acknowledged regardless of where, how or when they were achieved. The skills of an individual are assessed against the relevant standards established by industry.

Although the benchmarks for assessment are the same as those used in training, the assessment processes can be quite different. The evidence of competence is still assessed in relation to specific units of competency, but it can be done in a number of ways, including:

- work samples
- practical demonstrations in the workplace
- references and/or interviews with supervisors
- certificates or performance reviews
- other documented evidence (such as photos of work samples, and testimonials).

As in all assessment events, it is the evidence that is presented by the applicant that is assessed, not the applicant themselves.

What are the other forms of skills recognition?

It is important to be aware of the distinctions between the different processes and purposes and be able to advise people about the best contact points for their particular skills recognition needs.

Recognition of current competency

Recognition of current competency applies if a client has previously successfully completed the requirements for a unit of competency or module and is now required (for example, by a licensing authority) to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are nationally recognised. An unsuccessful recognition of current competency assessment does not invalidate the previous competent assessment outcome.

National recognition

National recognition (previously referred to as mutual recognition) means that a student automatically has credit for units of competency that they have completed at any other registered training organisation in Australia. A statement of attainment from another registered training organisation that contributes to a qualification is reported as a form of credit transfer.

Credit transfer

Credit transfer involves assessing a previously completed course or subject to see if it provides equivalent learning or competency outcomes to those required within the student's current course of study. It is used when seeking credit for a course or subject already completed.

Trade recognition

Trade recognition is generally applied to apprenticeship occupations, where the applicant has skills and significant work experience in the area. It is usually sought by people who:

- have years of experience (the requirements vary from state to state but the minimum is four years)

- were trained overseas
- need certification to supervise an apprentice
- want to gain a licence or a promotion
- are undertaking further study.

The eligibility prerequisites, costs, and in some cases the trades recognised, vary from state to state.

Overseas qualification assessments

There are several steps involved in having qualifications gained overseas recognised in Australia. The process is slightly different for people in regulated professions (which require licensing or registration to practise). Australian Education International, through the National Office of Overseas Skills Recognition (AEI-NOOSR) and the Overseas Qualifications Units of each state and territory training authority provide official information and advice on the comparability of overseas qualifications to Australian qualifications, and the processes for getting qualifications assessed and recognised.

More information

Key resources

Australian Skills Recognition Information
*Maximising Confidence in Assessment Decision Making—
 Resource Kit for Assessors*
Training Package Assessment Materials Kit Guide 3
Recognition of Prior Learning—Your First Step
 National Office of Overseas Skills Recognition
 Overseas Qualifications Units

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Key contacts

Australian Education International
 Department of Education, Employment
 and Workplace Relations
 State and territory training authorities

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Related articles

Australian Quality Training Framework

Flexible learning

Flexible learning expands choice about what, when, where and how people learn. It is a learner-centred approach to education and training that covers a range of delivery modes, including e-learning, distance education, mixed-mode delivery, online learning, self-paced and self-directed learning.

Why is flexible learning so important?

Flexibility is a fundamental concept in the national training system. Employers and industry in general need to have access to training that suits their business environment, and students are increasingly drawn to education and training pathways that help them balance their work, life and education commitments.

What are the benefits of flexible learning?

Flexible learning offers benefits to training organisations, learners and employers:

- **Training organisations** can gain a competitive advantage by providing flexible learning options to clients. This may include opening up new markets in delivery of training in international, national, regional and remote areas.
- **Students** learn in different ways, and flexible learning gives them access to training that best suits their learning styles. Flexible learning also opens up a range of learning options and increases accessibility, helping to make training more equitable.
- **Employers** benefit from flexible learning as they are able to integrate training into their workplace in a way that suits their operations.

What is e-learning?

Information and communication technologies have expanded what is possible in educational contexts and introduced the concept of e-learning.

E-learning comprises a range of applications and processes which use all available electronic media to deliver knowledge and information. It ranges from the use of a CD in a classroom to wholly electronic approaches such as web-based learning, virtual classrooms and digital collaboration.

Greater success with learners is being achieved where e-learning is combined with other forms of delivery. This approach is sometimes referred to as blended learning.

Flexible learning in the national training system

Since 2000 the national training system has implemented a national strategy, the Australian Flexible Learning Framework, to help the vocational education and training sector take up e-learning and flexible learning.

Under the framework, products, services and resources have been developed to help training organisations implement e-learning and e-business practices.

The Australian Flexible Learning Framework provides access to an innovative range of e-learning tools and interactive resources. It also provides support networks, professional development funding and opportunities, and useful research information. Most Australian Flexible Learning Framework products and services are available free of charge to training organisations.

The Australian Flexible Learning Framework also develops Flexible Learning Toolboxes. Toolboxes are a collection of high quality learning resources and suggested learning strategies to support online delivery of nationally endorsed training packages. They can be purchased from TVET Australia Product Services.

More information

Key resources

edna
Flexible Learning Toolboxes

Key contacts

Australian Flexible Learning Framework
TVET Australia Product Services

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Reasonable adjustment

Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for a registered training organisation and must be allowable within rules defined by the training package.

Engaging in reasonable adjustment activities, such as assisting students to identify their learning needs or offering a wide variety of course options and delivery modes, exemplifies good teaching practice.

Why is reasonable adjustment so important?

A person with a disability has the same right to study at any educational institution as any other student. The Disability Discrimination Act 1992 makes it unlawful for an education service provider to discriminate against someone because the person has a disability. The Disability Standards for Education 2005 provide greater clarity on areas where reasonable adjustment can be applied.

If a person with a disability meets the necessary course entry requirements of a registered training organisation, he or she should have just as much chance to study there as anyone else.

Under the Australian Quality Training Framework Essential Standards for Registration, a registered training organisation is required to identify and comply with relevant Australian Government, state or territory laws on issues such as discrimination.

Determining reasonable adjustment

Participants in vocational education and training could have a range of disabilities.

In most situations the person with the disability will be able to tell educators what adjustments he or she needs to be able to study. If necessary, educators should also seek advice from government agencies or support organisations to determine what needs to be done to accommodate an individual's needs.

Reasonable adjustment activities could involve:

- modifying or providing equipment
- changing assessment procedures
- changing course delivery
- modifying premises.

The determination of 'reasonableness' requires judgement that must take into account the impact on the

organisation and the need to *maintain the integrity of the unit of competency*. Where the qualification outcome is specifically related to an 'occupational' outcome, any reasonable adjustment may only be accommodated in the assessment process if the workplace can be similarly 'adjusted' to accommodate the needs of the applicant/employee.

What if changes are too difficult for educators?

The Disability Discrimination Act 1992 does not require changes to be made if they will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship'. Before claiming that adjustments are unjustified, educators need to consider thoroughly how an adjustment might be made, discuss this directly with the person involved and consult relevant sources for advice.

Planning to provide for all

Registered training organisations need to plan how they can cater for students with disabilities and support and develop the training skills of staff to cater for a broader range of students. Registered training organisations have the option of lodging an action plan outlining how they will ensure that their services do not unfairly discriminate with the Human Rights and Equal Opportunity Commission. Preparing and lodging an action plan not only helps businesses to identify any discriminatory practices but also demonstrates forethought and consideration.

More information

Key resources

AQTF 2007 Essential Standards for Registration
Disability Standards for Education 2005

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Key contacts

State and territory training authorities

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Training and assessment resources and support materials

Support materials are developed to support the delivery and assessment of training from training packages. They can be printed materials, CDs, videos, web-based resources or libraries of resources.

What are resources and support materials?

Resources and support materials may include:

- learner resources (learner guides, workbooks, booklets)
- assessment tools (sample assessment materials)
- trainer resources (toolboxes, multimedia resources)
- mapping guides that provide correlations between old qualifications and/or new training package qualifications
- training package guides or implementation guides.

Training packages do not stipulate how training should be delivered and support materials are not usually included in training packages. Support materials are the tools used to implement teaching plans developed by registered training organisations to meet the training package requirements.

Registered training organisations have the choice of developing their own support materials or using resources that have already been developed by state or territory training authorities or other registered training organisations.

How to assess the quality of the support materials?

It is important to consider the quality and relevance of training support materials. Not all resources are of equal quality, nor appropriate for different training contexts.

Support materials that meet the quality assurance requirements of the National Quality Council are 'noted' and can be distinguished by a special tick logo. These resources are usually listed on the National Training Information Service and on the TVET Australia Product Services website.

The following questions are based on a set of principles used by the National Quality Council to

assess the quality of support materials:

- Does the resource identify and relate to specific units of competency from an endorsed training package?
- Is it complementary to existing materials— not just a duplication?
- Does it use current industry terminology and examples?
- Does it provide tasks and examples relevant to the workplace?
- Does the resource look easy to use? Is it visually appealing?
- Does it suit the audience or learner group (age, equity, education or literacy level) and provide a range of strategies, tasks and examples to suit the audience or learner group?
- If the resource is designed to be used online, does it work on different platforms? Is it easily accessible?
- Does the resource accommodate different learning styles, different cultural contexts and a variety of training environments?
- Does it allow for various training delivery methods, such as on-the-job or off-the-job?
- Does the resource allow for easy access by Indigenous, rural or isolated learners, or those with disabilities?

More information

Key resources

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A Style Guide: Training Package Support Materials
edna
National Training Information Service
Resource Generator
Training Package Development Handbook

Key contacts

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National Quality Council
State and territory support material contacts
TVET Australia Product Services

Basics Help

Key resources

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Key resources

A Style Guide: Training Package Support Materials

This resource provides guidelines on the writing of support materials in a range of formats, and advice on editing and technical requirements for publication. It contains a series of checklists for use by designers, desktop publishers, writers and project managers.

www.dest.gov.au/sectors/training_skills/publications_resources (search by publication title)

AQTF 2007 Essential Standards for Registration

This is a set of nationally agreed standards to ensure the quality of vocational education and training services delivered by registered training organisations throughout Australia.

www.training.com.au/aqtf2007 (select 'Components of AQTF 2007')

AQTF 2007 Standards for Accredited Courses

This is a set of nationally agreed standards which apply to the course design for vocational education and training accredited courses.

www.training.com.au/aqtf2007 (select 'Publications')

AQTF 2007 Standards for State and Territory Registering Bodies

This is a set of nationally agreed standards to ensure the quality of vocational education and training services delivered by registering bodies throughout Australia.

www.training.com.au/aqtf2007 (select 'Components of AQTF 2007')

Australian Apprenticeships Job Pathways

This service provides detailed information on Australian Apprenticeships, including job pathway charts, which give an industry-wide picture of the potential job progression people can achieve, starting with an Australian Apprenticeship.

www.aajobpathways.com.au

Australian Apprenticeship Training Information Service

This website provides information on Australian Apprenticeships and traineeships, as well as links to other government websites that specialise in training and apprenticeships.

www.aatinfo.com.au

Australian Qualifications Framework Implementation Handbook

This handbook provides a detailed guide for the implementation of the Australian Qualifications Framework and should be read in conjunction with documents issued by accrediting bodies.

www.aqf.edu.au/implem.htm

Australian Skills Recognition Information

This website helps people find out how to get an assessment of occupational qualifications, skills or experience that have been gained overseas. It also has information on state-specific licensing and registration requirements to practice different occupations in Australia.

www.immi.gov.au/asri

Australian Qualifications Framework

The national qualifications described by the Australian Qualifications Framework are a key element of the national training system. This site explains how vocational education and training fits into the big picture, and is useful for clients as well.

www.aqf.edu.au

Contextualising Teaching and Learning: A Guide for VET Teachers

This practical guide provides assistance to vocational education and training practitioners who work with training packages and are seeking to implement learner-centred, flexible and innovative approaches to teaching and learning.
www.dest.gov.au/sectors/training_skills/publications_resources (search by publication title)

Disability Standards for Education 2005

These formulated under the *Disability Discrimination Act 1992* and tabled in the Parliament on 17 March 2005. They came into effect in August 2005. The standards clarify the obligations of education and training providers to ensure that students with disabilities are able to access and participate in education without experiencing discrimination.

www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm

edna

edna is an online information service supporting all education and training sectors in Australia. It provides free news, resources, networks and online tools for educators. It allows users to participate in online groups, join email discussion lists and receive newsletters.

www.edna.edu.au/vet

Employability Skills: An Introductory Guide for Trainers and Assessors

This resource has been designed to assist trainers and assessors to unpack the employability skills requirements contained in units of competency into learning and assessment strategies that lead to the attainment of training package qualifications.

www.dest.gov.au/sectors/training_skills/publications_resources (search by publication title)

Employability Skills for the Future

This report comprises the findings of a project to analyse the current business requirements for employability skills.

www.dest.gov.au/sectors/training_skills/publications_resources (search by publication title)

Employability skills summaries

This website provides information on employability skills and training packages. It allows users to search for the employability skills summaries of all training package qualifications.

<http://employabilityskills.training.com.au>

Flexible Learning Toolboxes

A Flexible Learning Toolbox is a collection of resources, suggested learning strategies and supporting material to support online delivery of vocational education and training.

www.flexiblelearning.net.au/toolbox

Licensing Line News

This is Australia's leading online resource for information on occupational licensing and regulation. It is free to subscribe for monthly news on national and local licensing and vocational education and training developments.

www.licensinglinenews.com

Maximising Confidence in Assessment Decision Making—Resource Kit for Assessors

This resource contains practical material, including an overview of how to develop a validation or moderation process, a range of checklists and a sample of a code of practice, to help assessors maintain the quality of their assessment systems.

www.ncver.edu.au/publications/780.html

National Centre for Vocational Education Research

The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of vocational education and training research and statistics.

www.ncver.edu.au

National Office of Overseas Skills Recognition

Australian Education International, through the National Office of Overseas Skills Recognition (AEI-NOOSR) provide official information and advice on the comparability of overseas qualifications to Australian qualifications, and the processes for getting qualifications assessed and recognised.

www.dest.gov.au/NOOSR

NQC Policy on Training and Assessment Competencies to be held by Trainers and Assessors

This policy details the necessary training and assessment competencies which the National Quality Council have determined must be held by trainers and assessors.

www.training.com.au/aqtf2007 (select 'Components of AQTF 2007' > 'Essential Standards for Registration')

National Training Information Service

This is an online database about vocational education and training in Australia. It contains detailed information about courses, qualifications, training packages, competency standards and training organisations.

www.ntis.gov.au

Overseas Qualifications Units

All state and territory training authorities have Overseas Qualifications Units to assist migrants to obtain recognition of their skills and qualifications gained overseas.

www.immi.gov.au/asri/os-qual-units.htm

Recognition of Prior Learning—Your First Step

This multimedia resource provides information on recognition of prior learning, including case studies, examples and activities in recognition of prior learning practice. It also provides links to additional reading and resources and an individualised learning journal and action planner.

www.resourcegenerator.gov.au/loadpage.asp?Page=RPL.htm

Resource Generator

This is an online library of resources to assist trainers and assessors with the implementation of training packages. Resources are available free of charge and can be personalised by each individual user.

www.resourcegenerator.gov.au

training.com.au

This is a one-stop web entry point for information on vocational education and training, designed for use by registered training organisations and Australian businesses.

www.training.com.au

Training Packages @ Work

This nationally-focused monthly e-newsletter is Australia's premier source of information about training packages. Subscribe to keep up to date with the development, implementation and review of training packages.

www.tpatwork.com

Training Package Assessment Materials Kit

This set of 10 guides provides assessors with a range of tools and resources to improve assessment practices. Each guide covers a specific aspect of assessment and includes case studies and useful templates. This kit is commonly referred to as 'the green brick' because of its green case.

www.dest.gov.au/sectors/training_skills/publications_resources (search by publication title)

Training Package Development Handbook

This handbook provides National Quality Council policy and guidance for the developers of national training packages. This policy applies to all training packages developed and endorsed through the National Quality Council development and endorsement process.

www.tpdh.deewr.gov.au

Working with Diversity

These booklets focus on how training providers can meet the needs of Indigenous learners and learners with a disability. They outline some of the key issues and concepts in working with diverse client groups, including cultural appropriateness and reasonable adjustment.

www.dest.gov.au/sectors/training_skills/publications_resources (search by publication title)

Key contacts

National contacts

Australian Apprenticeships

Australian Apprenticeships is the umbrella term commonly used for the national apprenticeship and traineeship arrangements.

Phone: 13 38 73

Web: www.australianapprenticeships.gov.au

Australian Flexible Learning Framework

The Australian Flexible Learning Framework is a collaborative national strategy to help the vocational education and training sector take up e-learning and flexible learning.

Phone: 07 3307 4700

Email: enquiries@flexiblelearning.net.au

Web: www.flexiblelearning.net.au

Department of Education, Employment and Workplace Relations

This Australian Government department takes a national leadership role in education, employment and workplace relations. It is responsible for the national vocational education and training system.

Phone: 1300 363 079

Email: training@deewr.gov.au

Web: www.deewr.gov.au/deewr/training

National Audit and Registration Agency

The National Audit and Registration Agency provides audit and registration services for registered training organisations that operate in more than one Australian state or territory.

Web: www.nara.tvetaustralia.com.au

National Quality Council

The National Quality Council oversees quality assurance and ensures national consistency in the application of Australian Quality Training Framework standards for the registration and audit of training providers. It also oversees the endorsement of training packages.

Phone: 03 9832 8100

Email: enquiries-nqc@tvetaustralia.com.au

Web: www.nqc.tvetaustralia.com.au

Skills Australia

Skills Australia is an independent statutory body which provides advice on current and future demand for skills and investment of public funds in training.

Web: www.deewr.gov.au/skillsaustralia

TVET Australia

Technical and Vocational Education and Training (TVET) Australia Limited is a ministerial company owned by the Commonwealth, State and Territory Ministers responsible for training. It was established to provide responsive and high quality services to support the national training system.

Web: www.tvetaustralia.com.au

TVET Australia Product Services

TVET Australia Product Services brings together the products and services of Australian Training Products and AEShareNet. It allows trainers and assessors to locate, buy, copy and adapt from more than 22,000 teaching and learning resources across 80 industry categories.

Phone: 03 9832 8100

Email: sales@tvetaustralia.com.au

Web: www.productservices.tvetaustralia.com.au

VETnetwork Australia

VETnetwork Australia is an Australian network of teachers, trainers, program coordinators, administrative and support personnel committed to vocational education and training in schools.

Phone: 07 3254 1431

Email: vetnetwork@vetnetwork.org.au

Web: www.vetnetwork.org.au

Australian Education International

Australian Education International is part of the Department of Education, Employment and Workplace Relations. It liaises with all sectors of the education and training industry and all levels of government to integrate the development of international government relations with support for the commercial activities of Australia's education community.

Phone: 1300 363 079

Web: <http://aei.dest.gov.au>

State and territory contacts

	ACT	NSW	NT	QLD
Training authorities	Department of Education and Training Phone: 02 6207 5111 Web: www.det.act.gov.au/vhe	Department of Education and Training Phone: 02 9244 5000 Web: www.det.nsw.edu.au/trainingindustry	Department of Employment, Education and Training Phone: 08 8901 1357 Web: www.deet.nt.gov.au	Department of Education, Training and the Arts Phone: 1300 369 935 Web: www.trainandemploy.qld.gov.au/partners
Registering bodies	Accreditation and Registration Council Phone: 02 6205 7055 Web: www.det.act.gov.au/vhe/vet_providers/registration_of_VET_providers	Vocational Education and Training Accreditation Board Phone: 02 9244 5335 Web: www.vetab.nsw.gov.au	Department of Employment, Education and Training Phone: 08 8901 1357 Web: www.deet.nt.gov.au/training/training_organisations/raca	Training and Employment Recognition Council Phone: 1300 369 935 Web: www.trainandemploy.qld.gov.au/partners/registration_and_audit/index.html
Accrediting bodies	Accreditation and Registration Council Phone: 02 6205 7091 Web: www.det.act.gov.au/vhe/vet_providers/registration_of_VET_providers	Vocational Education Training Accreditation Board Phone: 02 9244 5335 Web: www.vetab.nsw.gov.au	Department of Employment, Education and Training Phone: 08 8901 1357 Web: www.deet.nt.gov.au/training/training_organisations/raca	Training and Employment Recognition Council Phone: 07 3237 1764 Web: www.trainandemploy.qld.gov.au/partners/training_packages_and_courses/course_accreditation/index.html
VET in schools contacts	Board of Senior Secondary Studies Phone: 02 6205 7181 Web: www.bsos.act.edu.au	Department of Education and Training Phone: 02 9561 8000 Web: www.schools.nsw.edu.au/learning/yrk12focusareas/voced/index.php	Department of Employment, Education and Training Phone: 08 8901 1357 Web: www.deet.nt.gov.au/training/students/vetis	Queensland Studies Authority Phone: 07 3864 0381 Web: www.qsa.qld.edu.au/syllabus/3137.html
Support materials contacts		Open Training and Education Network (OTEN) (TAFE New South Wales) Web: www.oten.edu.au/learningware TAFE New South Wales Learning Gateway Web: www.lg.tafensw.edu.au		Centre for Training Materials (Queensland Department of Education, Training and the Arts) Web: www.trainandemploy.qld.gov.au/ctm

	SA	Tas	Vic	WA
Training authorities	Department of Further Education, Employment, Science and Technology Phone: 08 8226 3065 Web: www.training.sa.gov.au	Skills Tasmania Phone: 1800 655 846 Web: www.skills.tas.gov.au	Office of Training and Tertiary Education Phone: 03 9651 9999 Web: www.otte.vic.gov.au	Department of Education and Training Phone: 08 9264 4111 Web: www.det.wa.edu.au/training
Registering bodies	Department of Further Education, Employment, Science and Technology Phone: 08 8226 3065 Web: www.training.sa.gov.au/OVETorgs	Tasmanian Qualifications Authority Phone: 03 6233 6364 Web: www.tqa.tas.gov.au/2127	Victorian Registration and Qualifications Authority Phone: 03 9637 2806 Web: www.vrqa.vic.gov.au	Training Accreditation Council Phone: 08 9441 1910 Web: www.tac.wa.gov.au
Accrediting bodies	Department of Further Education, Employment, Science and Technology Phone: 08 8226 3065 Web: www.training.sa.gov.au/OVETorgs	Tasmanian Accreditation and Recognition Committee Phone: 03 6233 6364 Web: www.tqa.tas.gov.au/2126	Victorian Registration and Qualifications Authority Phone: 03 9637 2806 Web: www.vrqa.vic.gov.au	Training Accreditation Council Phone: 08 9441 1910 Web: www.tac.wa.gov.au
VET in schools contacts	Department of Further Education, Employment, Science and Technology Phone: 08 8226 9934 Web: www.youthengagement.sa.edu.au (select 'VET in Schools' from left menu)	Department of Education Phone: 1800 655 846 Web: www.education.tas.gov.au/vet/providers/rto/s/training/schools/vetinschools	Victorian Curriculum and Assessment Authority Phone: 03 9651 4300 Web: www.vcaa.vic.edu.au/vet/index.html	Department of Education and Training Phone: 08 9264 4783 Web: www.vetinfonet.det.wa.edu.au/Vet/Overview.aspx
Support materials contacts	TAFE SA Training Resource Register Web: www.products.tafesa.edu.au/LOR/Home.aspx		TAFE VC Web: www.tafevc.com.au/vc/catalogue/Study_AreasListCT.asp?code=Resource Training Support Network Victoria Web: trainingsupport.otte.vic.gov.au	WestOne (Western Australian Department of Education and Training) Web: www.westone.wa.gov.au

Glossary

Assessment—is the process of forming and recording a judgment about a person’s skills and knowledge.

Accredited course—is a structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework qualification or statement of attainment.

Apprenticeships and traineeships—combine practical work with structured training to gain a nationally recognised qualification.

Australian National Training Authority—is a former Australian Government statutory authority with responsibility for the development of national policy, goals and objectives for the vocational education and training sector.

Competency standards—competency standards define the skills and knowledge to operate effectively in employment and how they need to be applied.

Contextualisation—means tailoring units of competency to suit specific needs.

Course accreditation—is the process used to formally recognise national qualifications not covered by nationally endorsed training packages.

Elements—within a unit of competency describe the skill outcomes that contribute to a unit or what skills are required to perform the work activity.

Employability skills—are non-technical skills and competencies which play a significant part in contributing to an individual’s effective and successful participation in the workplace.

Endorsed—is the official term used when a training package has successfully completed the quality assurance process and is endorsed by the National Quality Council, agreed to by state and territory Ministers for vocational education and training, and placed on the National Training Information Service.

Evidence guide—within a unit of competency describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Flexible learning—expands choice about what, when, where and how people learn. It is a learner-centred approach to education and training that covers a range of delivery modes, including e-learning, distance education, mixed-mode delivery, online learning, self-paced and self-directed learning.

Industry skills councils—are national bodies that provide advice on the current and future skills needs of their industries and develop and maintain training packages.

Ministerial Council for Vocational and Technical Education—this body has overall responsibility for national training policy, priorities, planning and performance. Its membership comprises Australian and state and territory government ministers responsible for training.

Moderation—is the process of comparing standards of assessment across different courses, institutions or organisations, to ensure that assessments are valid, reliable and fair.

National recognition—(previously referred to as mutual recognition) means that a student automatically has credit for units of competency that they have completed at any other registered training organisation in Australia.

National Senior Officials Committee—this committee consists of the chief executive officers of the Australian and state and territory training departments. It is the administrative arm of the Ministerial Council for Vocational and Technical Education. It implements the decisions of the Ministerial Council, drives national collaboration on training matters, and monitors the effectiveness of the national training system.

National Skills Framework—is the three key elements of the national training system which promote quality and national consistency in terms of qualifications and the delivery of training. The three key elements are training packages, the Australian Quality Training Framework and the Australian Qualifications Framework.

Noted materials—are support materials that meet the quality assurance requirements of the National Quality Council are ‘noted’ and can be distinguished by a special tick logo.

Packaging—or packaging rules means making available a choice of units within the packaging arrangements of a training package to suit local clients and/or conditions.

Performance criteria—specify the required level of performance or what level of skill is needed.

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.

Reasonable adjustment—refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else.

Recognition of prior learning—is an assessment process that assesses the individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

Registered training organisation—these organisations meet the Australian Quality Training Framework *Essential Standards for Registrations* which allow them to deliver nationally recognised vocational education and training; they include TAFE institutes, private training providers, enterprises and schools.

Scope of Registration—specifies the Australian Qualifications Framework qualifications and/or units of competency for which the training organisation is registered to deliver, assess and issue qualifications.

Skill sets—provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement.

Statement of attainment—is issued by a registered training organisation when an individual has completed one or more units of competency from nationally recognised qualification(s) and/or courses(s).

Superseded—refers to an old training package that has been replaced by an updated training package as a result of a training package review process.

Training package—is a set of nationally endorsed standards and qualifications for recognising and assessing people’s skills in a specific industry, industry sector or enterprise.

Training package implementation guides—are support resources to help registered training organisations, teachers, trainers and assessors use training packages.

Unit of competency—is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace. A unit of competency is the smallest unit that can be assessed and recognised.

Vocational education and training in schools—is the term used for programs that allow school students to undertake vocational studies with their school curriculum, leading to a senior secondary certificate and/or a nationally recognised vocational education and training qualification within the Australian Qualifications Framework.

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